



HAPPY HOLIDAYS



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FROM THE EDITORS

The Vesti is written by you, but it's compiled every two months by your editors: Jennifer Otten, Bryan Seck, and Ryan Giordano, who are all Kaz15s. As our group will leave next June, and there are only three issues left to us after this one, it will soon be time for us to start passing the torch.

The editors are responsible for soliciting, editing, organizing, and laying out submissions. Ideally, the new editors would be a group of two to three people who live near one another, have good

access to the internet, who believe passionately, whole-heartedly, with burning souls, in the value of a volunteer-written, volunteer-oriented newsletter, and who have page-layout experience. Editing the Vesti is not too time-consuming, especially if you are able to divide the work up among several people, and the rewards for Peace Corps Kazakhstan (and your burning soul) are great.

If you are interested in taking over for us come next June, email pcvesti.kz@gmail.com, and help us keep the new Vesti's

momentum continuing well into the future.

The next Vesti will come out in February, and the deadlines for submissions will be midnight on Friday, January 27th. As always, please send submissions to pcvesti.kz@gmail.com (not to our personal email accounts).

-Ryan, Bryan & Jennifer

P.S.- We notify volunteers of deadlines through short emails. If you are concerned about filling up your inbox and do not wish to receive these emails from us, please let us know with an email to the Vesti address.

RESOURCE CENTER NEWS

To the attention of Organizational and Community Assistance Program (OCAP) Volunteers

Four new resources on nonprofits have been recently purchased for the OCAP program. Unfortunately, there is only one copy of each of the four titles. Sure enough, no one would like the idea if a book, not being used, is sitting on the bookshelf of the RC. At the same time, it's not good either when it is kept by one Volunteer, let us say, for a year or even half a year. A possible way out of the predicament is – a PCV

borrowing an OCAP book, works with it, and then shares the book with other Volunteers in the same area. I will appreciate it if the Volunteer, who first borrows the book, should be responsible for the travel of the book among PCVs of his/her area and, finally, for its return to the RC. The book may be returned by another Volunteer, coming to Almaty for a conference, for medical or on some other reason. Any other way about how new books can be used by as many Volunteers as possible?

Managing the Non-Profit Organization: Principles and Practices. By Peter F. Drucker.

The book offers guide lines and expert advice on how to manage non-profit organizations effectively. The author gives examples and explanations of mission, leadership, resources, marketing, goals, people development, decision-making, and much more. Included are interviews with nine experts that address key issues in the non-profit sector.

RESOURCE CENTER NEWS

The Complete Guide to Nonprofit Management

As nonprofit organizations face challenging times and a renewed demand for accountability, efficient and effective business management is essential to their survival. This popular how-to book identifies and addresses the key areas of business for nonprofit organizations, from public relations and strategic planning to office management and the effective use of information technology. In addition to practical step-by-step guidance on such integral issues as board/staff relations, strategic communications, financial controls, and the all-important use of the Internet in communications and marketing, this updated edition features a refocused strategic planning chapter that presents an on-going, organic form of planning and covers critical topics such as:

- Strategic planning retreats;
- The board of directors' role in daily operations;
- Developing new sources of revenue;
- Planning a publicity campaign and coordinating special conventions;
- Basic office management and information services;
- International marketing and membership promotion.

3. The Budget-Building Book for Nonprofits: A Step-by-Step Guide for Managers and Boards. By Murray Dropkin and Bill LaTouche.

This nuts-and-bolts workbook guides nonprofit managers and boards through the budget cycle, offering practical tools for completing each step of the process. Comprehensive and easy to use the book provides everything budgeters and non-financial managers need to

prepare, approve, and implement their own budgets.

Examples, to-do lists, worksheets, schedules, and other hands-on tools help readers:

- Establish budgeting policies and procedures;
- Prepare budgeting requests;
- Present the budget to top management and boards;
- Create a budgeting calendar;
- Orient program and department managers to budgeting;
- Estimate income and expenses;
- Determine how the board should review the budget.

4. Nonprofit Kit for Dummies by Stan Hutton and Frances Phillips

This is a comprehensive guide of its kind. This is a nuts-and-bolts guide for nonprofessional managers and volunteers who hope to start a nonprofit but don't know where to begin or those who already run one but are struggling with a multitude of decisions and tasks - real-life issues like staffing, budgeting, fundraising, tax reports, and facilities.

Another purchase is

English-Kazakh Dictionary, Almaty, 2004.

There are enough copies for all Kazakh language learners. You are welcome to borrow it next time you visit the office.

New publications in the RC

The latest issue of **THE FORUM (English Teaching Magazine) Volume 43 Number 3, 2005** has been received. You will be able to find the following articles in it:

From Passive Participant to Active Thinker: A Learner-Centered Approach to Materials Development. By Nguyen Thi Cam Le.

The article discusses why materials development is an important tool for teachers and illustrates how to make materials relevant and meaningful to students, with the objective of reversing the problem of passive learning by:

- Localizing materials;
- Humanizing materials;
- Employing critical thinking;
- Developing learner autonomy, etc.

Speaking and Listening Online: A Survey of Internet Resources. By George M. Chinnery.

This article reports on the benefits and limitations of the new technologies, looks at some activities teachers can consider, and presents some evidence that the technologies are making a positive contribution to the difficult task of second language acquisition.

A Process Genre Model for Teaching Writing. By Guo Yan.

The author briefly describes different approaches to teaching writing - the product approach of the 1970s and the more recent process and genre approaches among them. Then the author looks at useful recent research about the advantages of combining the essential features from two approaches to create a new model.

Literacy Memoirs: Involving Students in Meaningful Writing. By Gilma Zuniga Camacho.

The main idea of the article is that a memoir, unlike general schoolwork, can make students reflect about those specific and

memorable events that have contributed along the road to literacy. Using process writing to tell that story in English can be a meaningful experience for students.

What a Feeling! Motivating EFL Students Through Collaborative Writing with Poems. By Amarilis Montero.

Alongside with motivating learning experience for EFL/ESL students, collaborative writing activity can yield multiple positive results, including peer cooperation and increased motivation. Working together on a writing assignment, students learn from each other and edit each other's mistakes. At the same time, writing as a group can be motivating for students who dislike writing in the first place. Furthermore, collaborative writing can be achieved using relatively simple techniques like the activity described in this article.

Nonstop Writing: An Ungraded Classroom Activity. By Adair Mathers.

The fact that students everywhere seem to find writing a daunting task made the author confirmed that the need for new teaching approaches is greatest in the area of student writing. The technique the author has found most rewarding for students and teachers alike in fighting writer's block is Nonstop Writing.

English for Fools. By Nursaule Rsaliyeva.

The article is a sample of a lesson on how enjoyable working with idioms and proverbs that are related to the subject or theme of a lesson can be.

A Lesson Plan: Speaking (and Writing) of Sports. Johanna Kowitz.

Graphing Activity: Student Survey. By Caroline T. Linse.

Graphing Activities are becoming more and more common in English language classrooms for a number of reasons. First, they allow learners to use English in a purposeful and meaningful way to create a graph based on their own information. Second, they can be used with a wide variety of topics. Finally, they are appropriate for both small and large classes.

There are 6 extra copies of the Forum in the Resource Center. Those who would like to get a copy of it please let me know. If you would like a copy of it for your Resource Center or library, also inform me and I'll send it to you on a regular basis as long as we get enough copies. If you don't want an entire magazine but are interested in a specific article, please email to me and a copy of it will be forwarded to you with the next mailing.

Two more publications have become available from the RC:

Kids Can Make a Difference. Volume 10, Number 3. Fall 2005.

The purpose of the publication is to inspire young people to realize that it is within their power to help eliminate hunger and poverty in their communities, their country, and their world.

ECHO Development Notes, Issue 89, October 2005.

ECHO is a Christian non-profit organization. Its publication speaks on how to help the poor by using science and technology.

To the attention of Volunteers working with environmental issues

We have just received a new material from ICE – **Environmental Education in the Community.**

This manual provides Volunteers in all sectors with step-by-step instructions on how to integrate environmental education into development projects. EEC walks Volunteers and Counterparts through six clearly defined tasks:

- 1) assessing the environmental situation;
- 2) identifying the target group;
- 3) identifying the message;
- 4) selecting an educational strategy;
- 5) implementing the program; and
- 6) evaluating the program.

I have recently noticed that Volunteers do not always write the office mailing address correctly. Sometimes the old postal address is used; sometimes either PO Boxes or zip codes (new and old) are confused.

Please be aware the office mailing address should be:

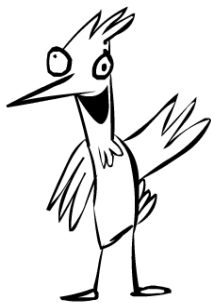
А/я 257 Алматы 050022

By the time you get this Newsletter, holiday season will be just around the corner. That is why I would like to conclude my message to you with my best wishes for the holiday season and the coming New Year. Merry Christmas and Happy New Year to you all!

Galina



NOTES FROM THE CD



PEACE CORPS RESPONSE TO AVIAN FLU

The avian flu has been receiving extensive press coverage around the world and has raised concern among some PCVs and many PCV families (I include my own Mother among this group). Last week, all Peace Corps staff members received the memo below from Gaddi Vasquez, Director of the Peace Corps. It outlines Peace Corps' high level plan regarding the avian flu.

In Kazakhstan, there were three outbreaks of the avian flu among bird populations at poultry farms in late summer. According to the Center For Disease Control (US government agency) who is monitoring this situation, the Kazakhstani government was very quick and effective in reacting to the situation. They destroyed the birds and farms that were infected and successfully prevented any further spread of the disease. Infected wild birds migrating to SE Asia from Siberia are believed to be the source of these outbreaks. The next migration will be in warmer spring months when the birds will return to Siberia for the warmer months. Until that time, the risk of additional outbreaks in bird populations is thought to be minimal. The US and other Western governments are working closely with locals on this issue to ensure that appropriate responses and reporting continues.

Victor and Valentina have also met with the national authority that deals with dangerous infectious diseases and can provide you with detailed information about Kazakhstan's procedures, capabilities, and plans if you are interested.

Although not specifically made for the avian flu, a medication called Tamiflu is the best known treatment for the avian flu at this time. Peace Corps/ Kazakhstan will receive a shipment of Tamiflu next week. We plan to distribute one package (10 pill treatment) to every PCV who cannot be reached by our PCMOs in a PC vehicle in a reasonable timeframe. Like all prescription drugs in your medical kits, you may only use the Tamiflu after consultation with one of our PCMOs. Each package of Tamiflu costs slightly more than \$50, so it is important that PCVs return unused Tamiflu at COS and only use it as directed by our medical office.

While some of the scenarios that have been reported in the media are frightening, it is important to note that in the past 2 years there have only been about 60 cases of the avian flu in humans anywhere in the world and at this point there have been no human-to-human transmissions. While I am not claiming to be any sort of an expert, it has been stated that if human-to-human transmissions of the avian flu begin, those in densely populated areas are the most at risk, so perhaps there is a benefit to being assigned to serve in the least densely populated country in the world. If the avian flu evolves, I believe that we will be as well prepared as we can be to deal with it, but only you can decide if you are comfortable with the associated risks. If you would like a soft copy of Gaddi's memo to forward to your family members and friends, or if you have any questions, please let me know.

Kris



November 7, 2005**To:** All Peace Corps**From:** Gaddi H. Vasquez, Director**Subject:** Avian and Pandemic Influenza

November 1st, President Bush outlined his plan to safeguard America from the dangers of Avian and Pandemic Influenza. There is growing interest about this issue in the international community, and I encourage each of you to take a look at the President's remarks calling for \$7.1 billion in emergency funding to ensure that our nation is prepared were such an emergency to occur. You can access his speech at <http://www.whitehouse.gov/news/releases/2005/11/20051101-1.html>. There is also a new website, www.pandemicflu.gov, which will give you further information on the U.S. Government's preparations.

Over the past six months, Dr. Steve Weinberg, our Associate Director for Volunteer Support, and the Peace Corps Medical Officers have been working on plans to ensure that we are prepared.

All of our Peace Corps Volunteers are required to be vaccinated against Type A flu, which provides protection against the most common form of influenza and may reduce the spread of Avian Influenza. While there is no specific proven vaccine available, Tamiflu is a prescription medication that has shown some effectiveness in the prevention and treatment of Avian Influenza. We are working to make this medication available to all Volunteers.

Peace Corps is monitoring the world situation and is in close contact with our federal partners including the White House, Department of State, Centers for Disease Control and Prevention, National Institutes of Health, and Agency for International Development.

Although there have been no reported cases anywhere in the world involving the casual spread of Avian Influenza from human-to-human, I want to share with you some of the contingency plans we have put in place should such a situation occur.

If we see a spike in the number of Avian Influenza-infected birds along with increased bird-to-human transmission, we will restrict Volunteer travel to the affected area, issue an announcement to Volunteers in the affected area, and limit Volunteer contact with birds in the affected area.

If we begin to see human-to-human casual transmission, evidenced by a cluster of cases, in one country or a region of one country, we will restrict Volunteer travel to that country. If it is a Peace Corps country, the Volunteers will take prophylactic Tamiflu, and we will begin an immediate consolidation and evacuation from that country. If commercial evacuation is impossible, other possibilities are sheltering-in-place for Volunteers and charter or military airlift coordinated with the Department of State. Neighboring Peace Corps countries will also put all Volunteers on alert, and the Volunteers will begin Tamiflu prophylaxis.

If we begin to see human-to-human casual transmission in clusters of cases in multiple regions of one country or multiple countries, we will begin the immediate consolidation and evacuation of Volunteers in the affected countries and all Volunteers will begin Tamiflu prophylaxis. Again, if commercial evacuation is impossible, other possibilities include sheltering-in-place for Volunteers and charter or military airlift coordinated with the Department of State.

Our highest priority is the safety and security of all of our Volunteers, and we will spare no effort to ensure their protection. I do want to reiterate that there is no current Avian Influenza outbreak, but an ounce of prevention is worth a pound of cure, and we want to ensure that our folks are protected.

Thank you for working with us to ensure the safety of our Volunteers.

Amanda T. Host
Special Assistant to the Director
Peace Corps
1111 20th Street, NW
Washington, DC 20526
(202) 692-2100

EDUCATION



FROM NATALIA'S DESK *Teaching in schools...*

Dear Kaz-17 PCVs working in secondary schools! It's already been more than two months that you have been working in schools! As any Education staff member I can't but feel proud to watch you teaching! Demonstrating clear understanding of the objectives of the lesson. Using creative visuals and activities. Teaching students correct pronunciation and developing speaking and listening skills. It's so pleasant to hear from some counterparts and other English teachers that you are really making a difference for them and their students!

Unfortunately, I come across not only such successful scenarios when I travel round the sites.

Some PCV s may not have lesson plans. (The most common excuse is that local teachers do not have them either. Yes, it happens sometimes- local teachers are very overloaded, but even if they don't have a plan written, they can make it and keep it in mind due to their long experience and good knowledge of their curriculum). Almost all of you are beginners in teaching. Your lesson plans are also a good time saver. It is a very good system for getting organized and keeping organized. Once you prepare lesson plans this year, it will be much easier for you to work next year. It is desirable you

should have a lesson plan notebook to keep all the lesson plans together.

At the PST we gave you a warm-up handout -- 5 pages of verses and tongue twisters with pictures. And you did use them at the PST Practicum. But at some lessons I managed to attend "What is the date today? What is the weather like today?" seems to be the only kind of energizer at the beginning of the class. Why not suggest to your team-teacher you have one of the warm-ups from the handout in class? Your students, talented at drawing, could make a picture for it.

For the beginning of the lesson you can also have mini-conversations/ dialogs with the students not only about the dates and the weather, but also about tons of different issues depending on the vocabulary/ grammar topic the students are learning. If the students, for example, are learning Future Tense in the 6th grade, ask them questions using this tense, etc

"Seric, how many lessons will you have today?"

"I will have six lessons today"

"Alena, what will you do after school?"

"I will have lunch"

"And you, Masha?"

"I will have lunch, and then do my homework"

"And English too?"

"No, we won't have English tomorrow".

"Aigul, when will you do English homework?"

"I will do it on Thursday."

"OK. I think if you work well at the lesson, it will be easy for you do your homework."

This would take you only 1-2 minutes including error-correction time. But even this very short conversation is a real conversation based on the students' lives (a sample of Communicative Approach), and it can motivate the students to speak and practice the new grammar/vocabulary.

I gave such a primitive example on purpose to show that communication with the students may take place not only with the intermediate/advanced level of students but with low level students too.

At the beginning of every lesson you can ask different questions, including funny ones, or asking to guess some easy riddles. For example, in 5th grade you could try: "It is big. It is round. It is red. What is it?" (An apple). 10th grade – "Young people like to go there. They listen to the music. They dance. They pay money for it. They forget about their homework. They stay there very late. Their parents are not happy." (A disco). You should make up riddles using the vocabulary the students are learning.

I also found out that some of you do not use the activities we recommended you at the PST. Yes, it takes time to figure out how to incorporate them into the textbook materials. At first, it seems they have nothing to do with them. But if you thoroughly look through them, you may see that you can apply almost all the activities into the curriculum.

For example, on the list of your grammar activities we gave you there is "Question Line", "Complete the sentence", "Grammar Cards", "Making up sentences", etc. The activities don't have exciting names. But they are fun. Look, you can use them with both young and older students. You can use it for practicing any grammar/vocabulary of any textbook. All the students could be involved.

Remembering the PST Practicum, I can't even imagine any single class without visual aids: cards, pictures, maps, and tables. You used a ball too. Now I see some

EDUCATION

PCV s having only the textbook in class. You can tell me that local teachers don't always visual aids? Don't play games? No. But that's why local teachers, loaded with reports, papers, clean-ups, election campaigns, etc, dreamed of having enthusiastic, creative Volunteers who had enough time to thoroughly prepare for 16-18 classes a week.

I hope that in the second quarter the situation with writing lesson plans and using warm ups, activities, visuals and communicative activities will be improving. And we are going to discuss these and some other teaching issues at the IST.

GREETINGS FROM YOUR HEALTH UNIT! SOME NOTES CONCERNING

RESPIRATORY ILLNESSES

Certainly, respiratory illnesses are the top reported medical condition in this region. This is not a surprise to most of you. In general, although annoying, these are usually self-limited and treated symptomatically (for more detailed discussion see your Health Handbook). There is a syndrome that often follows an upper respiratory illness called Post Viral Bronchitis. Basically the bronchi (breathing tubes that branch off from the throat into the lungs) become inflamed during the original respiratory illness. The illness itself resolves in one to two weeks – but you are left with a cough that may persist for 4-6 weeks. This is **Post Viral**



Bronchitis. It may take 6 weeks for the bronchial inflammation to subside. Again, this is treated symptomatically – NOT with antibiotics. Lozenges, tea with honey or hard candy may be used to soothe the irritation. This is generally not accompanied with a fever and the cough is usually non-productive (without mucus).

Humidifying the air in your housing area – particularly in the room in which you sleep – will help minimize some of the respiratory symptoms you experience. Placing a pan with a large surface area with water close to your heat source (be very careful if it's electric!!!) will disperse water into the air making it moist and more soothing to your respiratory system. Make sure you keep the pan filled for the greatest benefit.

COLD-WEATHER REMINDERS

Bone chilling cold is the norm for Kazakhstan and we want to remind you that those areas most vulnerable to injury from the cold are the fingers, toes, ears and nose. You should minimize your exposure, dress in layers, and make sure these areas are particularly well protected. Please refer to your Health Handbook for an in-depth discussion of cold weather health issues.

In keeping your living quarters warm, make sure you still allow for ventilation in areas that have bottled gas supplies – such as the kitchen stove.

ONE MONTH TO A STRONG DEFENSE

Winter presents a unique challenge to our immune systems. Because we are not eating as many fruits or vegetables or spending as much time outdoors or exercising, our bodies are not getting the nutrients they need to stay well during cold and flu season. There are steps we can take to strengthen our immune systems. Try the following:

Take 30 minute to get some physical exercise (3-4 times a week).

- Try a vegetable you have not tried yet.
- Clean your telephone receiver and computer keyboard with alcohol swabs or antibacterial soap.
- Give or get a hug.
- Get additional fiber each day by eating dried fruit or vegetables, whole grains, brown rice or bulgur.
- Drink at least eight 8-oz glasses of fresh pure water every day.
- Wash your hands several times a day, especially if someone in close proximity to you is sick. Use a hand moisturizer after you wash.
- Reduce your intake of saturated fats.
- Skip sugary treats. Sugar slows down the activity of white blood cells, which carry out a major portion of the immune system's infection-fighting functions.
- Cook a meal with beans. Their high mineral, high-fiber, low-fat profile provides protein and essential nutrients. Plus they are versatile, very inexpensive, and filling.
- Learn a yoga pose for strength, balance and mental clarity.
- Avoid foods that you know to cause gas, heartburn, bloating or wheezing.
- Give up smoking. If you don't smoke, give up something else, such as caffeine or nail biting.
- Spend 10 minutes a day doing deep, focused breathing to relieve stress. Chronic stress puts a damper on more than just your mood. It can shut down the immune system by keeping the body in an artificially stimulated state that drains resources.
- Sing-----anything.
- Go to bed an hour earlier especially if you feel weak or as if you are coming down with something.
- Smile. Because we all know what happens when you smile.

HEALTH



TOP OF THE SEASON! AVIAN FLU: FREQUENTLY ASKED QUESTIONS

Q: What are the implications for human health?

A: The widespread persistence of H5N1 in poultry populations poses two main risks for human health.

The first is the risk of direct infection when the virus passes from poultry to humans, resulting in very severe disease. Of the few avian influenza viruses that have crossed the species barrier to infect humans, H5N1 has caused the largest number of cases of severe disease and death in humans. Unlike normal seasonal influenza, where infection causes only mild respiratory symptoms in most people, the disease caused by H5N1 follows an unusually aggressive clinical course, with rapid deterioration and high fatality. Primary viral pneumonia and multi-organ failure are common. In the present outbreak, more than half of those infected with the virus have died. Most cases have occurred in previously healthy children and young adults.

A second risk, of even greater concern, is that the virus – if given enough opportunities – will change into a form that is highly infectious for humans and spreads easily from person to person. Such a change could mark the start of a global outbreak (a pandemic).

Q: Where have human cases occurred?

A: In the current outbreak, laboratory-confirmed human cases have been reported in four countries: Cambodia, Indonesia, Thailand, and Vietnam.

Hong Kong has experienced two outbreaks in the past. In 1997, in the first recorded instance of human infection with H5N1, the virus infected 18 people and killed 6 of them. In early 2003, the virus caused two infections, with one death, in a Hong Kong family with a recent travel history to southern China.

Q: Does the virus spread easily from birds to humans?

A: No. Though more than 100 human cases have occurred in the current outbreak, this is a small number compared with the huge number of birds affected and the numerous associated opportunities for human exposure, especially in areas where backyard flocks are common. It is not presently understood why some people, and not others, become infected following similar exposures.

Q: Is it safe to eat poultry and poultry products?

A: Yes, though certain precautions should be followed in countries currently experiencing outbreaks. In areas free of the disease, poultry and poultry products can be prepared and consumed as usual (following good hygienic practices and proper cooking), with no fear of acquiring infection with the H5N1 virus.

In areas experiencing outbreaks, poultry and poultry products can also be safely consumed provided these items are properly cooked and properly handled during food preparation. The H5N1 virus is sensitive to heat. Normal temperatures used for cooking (70°C in all parts of the food) will kill the virus. You are to be sure that all parts of the poultry are fully cooked (no “pink” parts) and that eggs too are properly cooked (no “runny” yolks).

You should also be aware of the risk of cross-contamination. Juices from raw poultry and poultry products should

never be allowed, during food preparation, to touch or mix with items eaten raw. When handling raw poultry or raw poultry products, you should wash your hands thoroughly and clean and disinfect surfaces in contact with the poultry products. Soap and hot water are sufficient for this purpose.

In areas experiencing outbreaks in poultry, raw eggs should not be used in foods that will not be further heat-treated as, for example by cooking or baking.

Avian influenza is not transmitted through cooked food. To date, no evidence indicates that anyone has become infected following the consumption of properly cooked poultry or poultry products, even when these foods were contaminated with the H5N1 virus.

Stay well.

Your Medical Team: Victor, Valentina, and Olga

HEALTH

PUBLIC HEALTH WORKING GROUP

On September 12, the recently reformed HIV/Aids working group met for the first time to decide the direction and tasks for the group. The first decision the group took was to decide that the name needed to be changed in order to reflect a new, broader mission. With the evolving needs of Kazakhstan foremost in mind, the group felt that an expanded mission was necessary. Therefore, the name of the group will now be the "Public Health Working Group". The newly constructed mission statement will be as follows:

The Public Health Working Group will gather and disseminate information related to the evolving Public Health needs in Kazakhstan and provide support for PCV's by developing and providing trainings, informational modules and materials.

The group decided that a new structure of the organization was needed to allow the maximum number of people who were interested to participate in the group while keeping within the allowed budget. Therefore, there will be a steering committee consisting of four Regional Coordinators, the Training Coordinator, and the Calendar/Vesti Coordinator, and the Public Health Manual Coordinator. The four Regional Coordinators will attend the twice-yearly meetings, and then take the information back to their region to hold trainings in their area for the working group members not on the Steering Committee. This will enable the Public Health Working group to allow any person wishing to participate in the group be a part. The Training Coordinator will work with PC staff to ensure that the Public Health working group is

involved with the future PST's and also encourage the work of Public Health Education among PCV's. The Calendar/Vesti Coordinator will make sure that the calendar is updated with Public Health related events, and also that the Vesti continues to receive articles regarding Public Health Issues. The Public Health Manual Coordinator will manage the work of the group in relation to its current project, the creation of a Public Health Manual. This manual will, when finished, be given to all PCV's for use in Classroom, Secondary projects, etc. It will contain activities and information that any PCV can use to educate others about various Public Health issues.

The next meeting will be held in January during the PST for the Kaz17's. During this meeting, the working group will vote on Coordinators and further discuss the work of the group. During PST, any Kaz17's who are interested in being involved with the working group should contact Dinara in the Peace Corps office.

*Kristen Ruger
Kaz16, Almaty*

Correction:

Kristen Ruger's cell phone was listed incorrectly in the October 2005 Vesti. Her correct phone number is 8-300-748-1791. We apologize for any inconvenience this might have caused.

KAZ 15 VISA EXTENSIONS:

Kaz 15 visas expire less than a week after their COS date. Under our country agreement with Kazakhstan, no-fee visas are only provided to PCVs. If you are Kaz 15 and would like to stay in Kazakhstan beyond the expiry date of your visa as an RPCV, you will need to get a tourist visa. Below are the names of two travel agencies in Almaty who will be able to assist you. The approximate cost of a 30 day tourist visa is T5200.

LLP "Express Visa Kazakhstan"
Address: Almaty, Seifullina 531, corner Aiteke bi, office 200, second floor
E-mail: gu.expressvisakaz@mail.ru and expressvisakaz@mail.ru

Tel. 720801 and 720805,
Fax: 61 19 45
Ask for Renat Garibzhanov.

The second agency is:
"Kazakh Travel International"
Address: Almaty, Furmanova street, 163, corner Shevchenko, office BTI Kazakhstan
E-mail: zhanat@bti.kz

Cell phone: 8 300 7333753
Tel.: 582088 ext. 1116 or 1117
Fax: 611980
Ask for Zhanat Kaliev.

INCIDENT STATISTICS (OCTOBER – NOVEMBER 2005)

8 incidents have occurred during past five months:

2 cases of theft:

- A PCV's bag was stolen at the stadium.
- Theft of a cell phone at a bus stop.

2 cases of simple physical assault:

- PCV was texting on his cell phone on bus drive back to the site. It was beeping and buzzing, and so a drunk man from his village who was on the same bus, got the wrong idea. He thought PCV was a terrorist. He grabbed PCV by the neck. Later on the conflict was resolved, the drunk man apologized. PCV wasn't injured.
- PCV's student threw a small rock into PCV. PCV wasn't injured. Student got punished by the school authority.

2 cases of sexual aggravation:

- PCV was sexually harassed by local man.
- PCV was sexually harassed by local man.

1 case of loss

1 case of detention

- PCV was detained by the Russian Police while traveling on train back to PCV's site through the Russian border without Russian transit visa. PCV was released and return home safely.

Note: There are 2 train routes in Kazakhstan that pass Russian border:

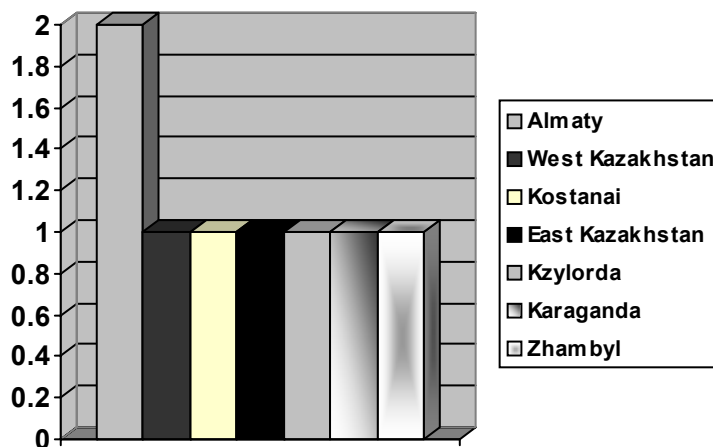
Uralsk-Kostanai. In order to avoid any problems with the Russian officials you can take Actobe-Tobol train in Uralsk till Tobol. Then take a taxi Tobol-Kostanai (2 hours)

Ust Kamenogorsk-Almaty. Take a taxi or a bus at the Stantsiya Zhangiztobe (Zhangiztobe station) to Ust Kamenogorsk (1.5 hours)

For more detailed information consult with your counterparts or contact Yerken Aitkeshovich (visa coordinator) 8 333 210 8410 (ytoiganbaev@kz.peacecorps.gov)

	Detention	Theft	Simple physical assault	Sexual aggravation	Loss	Total
Female	0	2	0	2	1	5
Male	1	0	2	0	0	3
Total	1	2	2	2	1	8

Oblast	Number of Incidents	Type of Incident
Almaty	2	Theft – 1, Simple Physical Assault - 1
Karaganda	1	Sexual aggravation - 1
Kostanai	1	Sexual aggravation - 1
West Kazakhstan	1	Detention – 1
Zhambyl	1	Theft – 1
East Kazakhstan	1	Simple Physical Assault - 1
Kyzylorda	1	Loss - 1
Total	8	



FELLOWSHIPS
UNIVERSITY OF ARKANSAS
Clinton School of Public Service

MASTER OF PUBLIC SERVICE DEGREE PROGRAM

In August, 2005, the University of Arkansas Clinton School of Public Service welcomed its inaugural class to the Master of Public Service degree program. The school has unique features and the initial class of students is quite diverse: 16 men and women representing 13 states and three countries. Their public service interests range from public health to education and environmental issues to politics, diplomacy and conflict resolution. Their experiences at the Clinton School will significantly further their ability to serve the public, regardless of the professional path they choose. Applications for Fall 2006 are now being accepted and it is anticipated that 30 students will be selected to form the second Clinton School class.

Public Service at the Clinton School

The Clinton School seeks students with leadership experience in their own discipline who wish to prepare for societal leadership. Clinton School Dean, former Governor and Senator David Pryor, defines 'public service' broadly. With roots in effective administration and public policy ("managing the world"), public service reaches into global leadership and "changes the world". At the Clinton School, public service extends to personal dedication and selflessness that lead to building stronger communities and a more workable and responsive world. Clinton School students build on their own unique assets, adding new skills and understandings that can prepare them for global leadership.

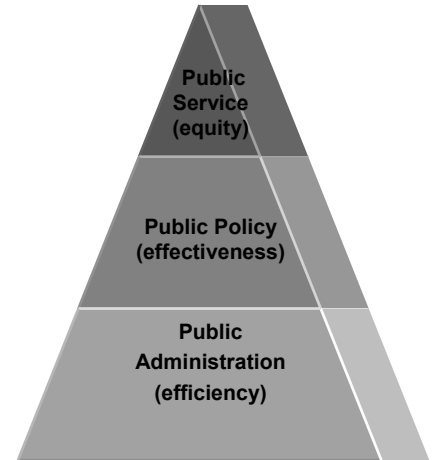
The Master of Public Service program provides academic as well as practical training for individuals in non-profit, public and private sectors. The Master of Public Service (MPS) degree program is particularly geared to early/mid-career individuals who want to use their professional expertise in a new way. Perhaps you are an architect who wants to develop low-income housing in local or third world communities or a returned Peace Corps volunteer who is interested in building a career around international hunger relief.

The Clinton School provides a firm grounding in critical analysis and the formulation of program and policy options. There is intellectual rigor in the classroom, but more than that, there is an opportunity for immersion in outstanding service organizations for students to gain competency in the principles and nuances of public service.

The primary goal of the Clinton School is not to train academicians, although that may be an outcome for a few. The goal, rather, is to prepare practitioners in the field, individuals who are captivated and energized by understanding and delivering public service of the highest order.



Great rewards will come to those who can live together, learn together, work together, forge new ties that bind together.
President Bill Clinton
January 20, 1997



Values, Mission and Vision

The Clinton School's *vision* is of a world of leaders who work with others to build healthy, engaged and vibrant communities

Responsibility We believe that public service is a high calling and that trained leaders are essential to the development of vibrant communities. We believe that those who aspire to careers in public service have a responsibility to others. **Service** We believe that all individuals should be able to reach their potential, and that public servants must find ways in which to engage those who are marginalized so that they can be advocates for bettering their own

lives and can take responsibility for the development of their own communities. We believe, in consequence, that special efforts are often necessary to ensure that all individuals are fully able to participate in, and to ensure that they are not excluded from, political and economic decisions that impact their lives.

Leadership

We believe that successful leaders must listen to and learn from diverse groups, must be willing to compromise and build alliances, must be capable of taking strategic and decisive action, and must be able to inspire

FELLOWSHIPS

University of Arkansas Clinton School of Public Service Master of Public Service Degree Program			
Fall 2006	Spring 2007	Summer 2007	Fall 2007
<ul style="list-style-type: none"> Analysis for Decision Making (3 credit hours) Leadership in Public Service (3 credit hours) Communication Processes and Conflict Transformation (3 credit hours) Dynamics of Social Change (3 credit hours) Ethical and Legal Dimensions of Public Service (1 credit hour) 	Group Practicum (5 credit hours)		Capstone (6 credit hours)
	Elective (3 credit hours)	International Internship (3 credit hours)	Elective (3 credit hours)
	Elective (3 credit hours)		
Weekly UACS Seminar Series			

others. We believe that integrity, compassion, and a commitment to justice are among the qualities essential to the success of those who lead. **Preparation** We believe that leadership education for service, like the work in which public servants are engaged, must respond to the varied political, economic, social, cultural, and geographic environments in which leaders are called to act.

The *mission* of the Clinton School is to educate and prepare individuals for public service incorporating a strategic vision, an authentic voice, and a commitment to the common good.

We will realize our mission by:

1. Operating as a professional school, linking both academic and practical parameters to explore the world of public service.
2. Establishing and maintaining a community of students, scholars, and experienced public servants to address the challenges that confront local, state and international leaders.
3. Finding innovative ways to address community problems through partnerships and alliances that mobilize and

leverage the resources of the public, for-profit, non-profit and volunteer sectors.

4. Developing the skills necessary to manage complex problems, taking into account the experience and interests of those who come to public service after first pursuing careers in other fields.
5. Emphasizing the importance of civic engagement in the process of comprehensive community development.
6. Continuously evaluating the School's efforts to remain responsive to the needs of our students and to improving the public sector.

The Curriculum

The MPS degree program is designed for professional practice, rather than preparation for doctoral work. Applicants come from a variety of disciplines that are relevant to public service. The MPS degree requires 36 credit hours for graduation. Twenty-two (22) credit hours are required from core and elective courses, with the remainder from public service field projects – including a group practicum, an international internship, and capstone course.

A cooperative program of the University of Arkansas, Fayetteville,

University of Arkansas at Little Rock and the University of Arkansas for Medical Sciences, the Clinton School draws a wealth of experience from a variety of disciplines within its faculty base. In addition, students are allowed to take elective courses at any of the three sponsoring universities.

Tuition, Fees and Estimated Costs

Tuition rates for the Clinton School are set by the University of Arkansas Board of Trustees. Currently, Clinton School tuition, including fees, is \$400 per semester hour for both residents and non-residents. An additional graduation fee of \$50 will be assessed upon completion of the program. Fees incorporated into tuition include orientation, instructional equipment, technology, library fees, and other miscellaneous charges. Additional charges may be assessed on the parent campuses (UAF, UALR, UAMS) for student activities, sports and recreational events, parking, housing, health services, and the like. All students are full-time students and tuition for the 36-hour program equals \$14,400. Estimated student expenses for the first two semesters are:

FELLOWSHIPS

	Fall 2006	Spring 2007
Tuition *	\$5,200	\$ 4,800
Books/Copies	\$400	\$400
Mandatory Medical**	\$1,200	
Living Expenses***	\$4,500	\$4,500
Personal Expenses	\$400	\$400
Total	\$11,700	\$10,100
* Based on a 13 hour course load for Fall 2006 and an 11 hour course load for Spring 2007. Costs do not include those for the summer international internship at the end of the first year.		
**Required if the student has no acceptable alternative health insurance coverage in		
*** Based on the living allowances paid to full time AmeriCorps*VISTA members living and working in the Little Rock area.		

What about financial assistance for tuition and living expenses

The Clinton School awards a limited number of scholarships based on need, merit, and the availability of funds. These funds can be used for tuition and/or living expenses. Scholarship assistance will be determined upon acceptance to the MPS program.

Will I receive funding for my internship?

The Clinton School will work with each student to identify funding so that the student has the desired international internship experience.

How do I get information on loans?

U.S. citizens and permanent residents may be eligible for student loans and should complete and submit the Free Application for Federal Student Aid (FAFSA) form. International students are eligible for Clinton School scholarship consideration but cannot apply for U.S. government loans through FAFSA. There are some limited loans that are available to international students who have a co-signer who is a U.S. citizen or permanent resident. For more information on student financial aid, please visit the FAFSA

website at <http://www.fafsa.ed.gov>. In addition, student financial aid officers are available at each of the three parent campuses.

Admissions

Admission to the Clinton School of Public Service is determined by several factors including your academic background, GRE test scores and public service experience and vision. Two years (cumulative) of public/community service is required for admission. In addition, all applicants should meet the minimum criteria for graduate studies at the University of Arkansas which includes a 2.85 GPA in undergraduate studies. When completing your application, take special care to address each requirement of the admissions process. Only completed applications will be considered for admission. In addition, applicants must be available for an interview, in person or via video-conferencing, at the discretion of the Admissions Committee. Applications to the Clinton School are now being accepted for Fall, 2006, and will be accepted until February 28, 2006. A limited number of students will be granted early admission if their completed applications are received by November 30, 2005. All applicants will be notified by April 15, 2006, of their acceptance status.

Please submit the following to complete your application to the University of Arkansas Clinton School of Public Service:

- A completed application form (downloadable from our website).
- A non-refundable application fee of \$50 made payable to the UA Clinton School of Public Service.
- A current résumé or curriculum vitae.
- A detailed description of your past and current community and public service experiences. (Applicants should have a significant amount of experience in community and public service activity.)
- Official transcripts from all colleges and universities attended. These must be sent directly to the Clinton School from the college or university.
- GRE scores – Please indicate code 6368 (University of Arkansas at Little Rock) as the recipient when requesting your GRE test scores. GRE test scores more than five years old will not be accepted. Alternative and comparable graduate testing results may be accepted with approval from the Admissions Committee.
- An essay (500-700 words) about your reasons for applying to the Clinton School.
- Three letters of recommendation: one academic, one personal and one affirming your public/community service record.
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a

FELLOWSHIPS

regionally accredited U.S. college or university, are required to submit official scores from the Test of English as a Foreign Language (TOEFL). An original copy of the scores must be sent to the Clinton School from the testing agency. A minimum of 550 for the paper-based examination or 213 for the computer-based examination is required.

Applications and all supporting documents should be sent to:

University of Arkansas Clinton School of Public Service
Attn: Admissions Office
1200 President Clinton Ave.
Little Rock, Arkansas 72201
U.S.A.

For additional information about the Clinton School and the admissions process, please contact: Melissa Hawkins, Director of Student Services

mmhawkins@clintonschool.uasys.edu

The University of Arkansas Clinton School of Public Service

1200 President Clinton Avenue

Little Rock, Arkansas 72201

Phone: 501-683-5200 / Fax: 501-683-5210

www.clintonschool.uasys.edu

EDUCATIONAL OPPORTUNITY

RPCVs are invited to apply for graduate study in the Marquette University Trinity Fellows Program, a twenty-one month study/work program offering master's degrees in: business, civil and environmental engineering, communication, economics, English, history, international affairs, applied philosophy, political science, or public service. While engaged in full-time graduate study, Fellows work on substantive projects designed by selected nonprofit organizations in the Milwaukee area. The nonprofit work commitment is 18 hours per week during each academic year and 40 hours per week during the intervening summer. Each fellowship includes a full-tuition scholarship and a monthly stipend (currently valued at \$1565 per month). Each student is charged a participation fee of \$1250 per semester. Up to ten fellowship awards will be distributed for the period of August 2006 - May 2008.



Applicants must have at least one year of full-time volunteer service.

Application deadline is February 10, 2006.

For more information, contact Carole Ferrara at (414) 288-5861 or

carole.ferrara@marquette.edu.

Visit our website at

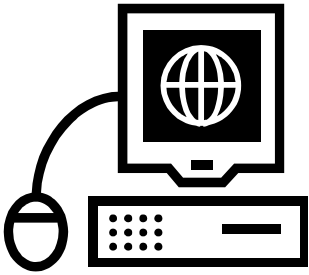
www.marquette.edu/trinityfellows.

For general questions about the Fellows/USA program, please contact BJ Helwig at

bhelwig@peacecorps.gov.

-Galina Lee

NEWS



LSU TO THE RESCUE

by Rick Reilly
Sports Illustrated

Sports? No, sports had absolutely nothing to do with the Gulf Coast's trying to survive Hurricane Katrina.

Except that while the fifth-ranked LSU football team practiced in Baton Rouge, about 80 miles north-west of New Orleans, the coaches were hollering above the drone of helicopters, 20 in all, dropping of evacuees.

Except the infield of the outdoor track was being used as a heliport 24 hours a day.

Except that the basketball arena, Pete Maravich Assembly Center, had been turned into a two-hooped hospital. Triage was where the band plays during games. Dialysis was where the scorekeepers sit. And pediatrics was where students usually wail. people still lined up outside to get in, though.

It's just that they were all on stretchers.

No, sports weren't at all involved, except that the field house next door was a patient ward. And the baseball stadium was an evacuee processing center.

Katrina chaos was everywhere. In the LSU sports information office,

student assistant Bill Martin couldn't sleep after volunteering at the Maravich Center, so he decided to urge his friends to help out by e-mailing them about what he'd seen.

"Blackhawk helicopters were carrying in victims who'd been stranded on roofs. Buses rolled in from New Orleans. . .A lady fell out of her wheelchair and we scrambled to help her up. . .A man from New Orleans was badly injured on his head. Five minutes later he was dead. Mothers were giving birth in the locker rooms. . .A man was rolled in on a stretcher [suffering from] gunshots. A paramedic said a looter needed his boat and he wouldn't give it to him. . . The auxiliary gym was being used as a morgue. I couldn't take myself down there to see it."

Martin's friends should have heard the story of his colleague Jason Feirman. He was stranded on I-10, near the police roadblock 20 minutes outside New Orleans, when a displaced and distraught woman snapped and walked straight into traffic. Feirman jumped out of his car, sprinted down the highway, grabbed the woman and dragged her to the shoulder.

It was a week none will forget, much as they would like to. The Tigers' starting quarterback, sophomore JaMarcus Russell, had a lot on his mind too- the team's game this Saturday night against Arizona State, and the 22 displaced people in his three-bedroom apartment. The guy sleeping on his couch? Fats Domino.

Domino, the R&B icon who'd been listed in the papers as missing for two days, is the granddad of Russell's girlfriend, Chantel Brimmer. After the levees gave way in New Orleans, Domino was trapped on the second floor of his house. He was rescued by boat and taken to the makeshift hospital at the Maravich Center.

Russell happened to be volunteering there that night - as so many LSU athletes were - bumped into Domino and took him home.

Since then the quarterback has been attending to the people in his apartment. "I've been staying up real late getting medicine and stuff," a bleary-eyed Russell said. "Plus, I couldn't eat after what I saw [at the Maravich Center]."

"Is he worried about losing the big game? "What's losing a game," he said, "when people are losing their kids, their parents, their houses? Nothing."

Just ask Russell's teammate, defensive end Donal Hains. As of Sunday he still hadn't heard from his parents, who live in Diamond Head, Miss., which took a direct hit from Katrina. "I'm glad I have football," Hains said. "It's my only escape."

The LSU equipment manager Greg Stringfellow, was up to his clipboard in everything but football. "The Minnesota Vikings just called," he said, staring at his Blackberry during Saturday's practice. "They're sending two semis full of supplies." A Detroit Lions fan named Vince Soulsby was sending 25. Out in the parking lot LSU athletes has already filled up one tractor-trailer with stuff they had donated or collected on their own.

Everybody in the athletic department was in chin-deep. Driving to campus, the football team's trainer, Jack Marucci heard a plea from the hoop hospital over the radio: Vaseline, gauze, and 20cc syringes were desperately needed. Hey, Marucci said to

NEWS



himself, I have all that. Fifteen minutes later, he delivered them.

So, no, sports had nothing to do with the Gulf Coast's surviving Katrina, except everything. And that's because you always forget what sports can provide - can-do staff, fit and focused athletes, and huge, versatile arenas - in times of trouble.

Inside the fieldhouse-hospital, half the patients wore LSU purple and gold because so many students had donated clothing. As I gazed out at that sea of beds, I thought it looked as if the school's booster club was fresh from a train pileup.

"I never used to root for LSU much," said one purple-shirted diabetic, who'd been rescued by boat from the flooded Charity Hospital in New Orleans, "but after this, I guess we're all fans."

Submitted by

Ian Woodward

Kaz16, Pavlodar

ALITO'S RECORD DEFIES LABELS

By David G. Savage and Maura Reynolds

New York Times Times Staff Writers

Mon Nov 7, 7:55 AM ET

WASHINGTON — For the second time in three tries, President Bush has found a Supreme Court nominee who does not present an easy target for Senate Democrats.

Although liberal activists are portraying Judge Samuel A. Alito Jr. as a right-wing extremist, his 15 years' worth of legal opinions do

not promise fealty to any ideology. Though many of his rulings favor business or prosecutors, they are often narrow — and a sizable number cut the other way.

Accordingly, Democrats in the Senate are cautious, and there is little or no talk of a filibuster.

"My instinct is that we should commit" to an up-or-down vote, Sen. Joseph R. Biden Jr., a member of the Judiciary Committee, said Sunday on ABC's "This Week." "I think that judgment won't be made until the bulk of us have had a chance to actually see him and speak to him. But I think the probability is that [such a vote] will happen."

Democratic staffers who have been reading Alito's opinions acknowledge that they do not read like the work of a right-wing ideologue.

"He isn't Robert Bork," said a top aide to a Democrat on the Senate Judiciary Committee, who spoke of the internal discussions on the condition that he not be identified. "He doesn't have sharp elbows in his opinions. He seldom attacks or says the other side is wrong. He just says, 'Here's a better argument.' That's different."

A similar dilemma confronted liberals during the summer. John G. Roberts Jr., Bush's first nominee and now the chief justice, had a long record as a lawyer arguing before the Supreme Court; some clients were liberal and some conservative. His only brashly conservative comments came in memos he wrote as a young lawyer in the Reagan administration.

Alito, who was nominated Nov. 1, has a much longer public record — including more than 300 opinions from his years on the U.S. 3rd Circuit Court of Appeals in Philadelphia — but he appears to have even fewer sharp-edged comments on highly charged issues. His legal opinions carefully explain the facts and the law. He shuns broad pronouncements. And the results do not fit into a clearly conservative mold.

Some recent examples:

In February, Alito wrote an opinion that reopened the case of a black murder defendant in Pennsylvania because the prosecutor had removed 13 of 14 blacks from the jury pool. This strongly suggests racial bias had infected the trial, Alito said.

Last fall, overturning a federal judge, Alito ordered a school district to allow an emotionally troubled New Jersey boy to transfer from a school where he was harassed by "bullies" who called him fat and "queer" and threw rocks at him outside class. Alito said school officials had ignored the effect of "the severe and prolonged harassment" on the young man.

In April, he spoke for the appeals court in reopening the asylum request of a Chinese woman who showed evidence she had been forced to have an abortion before fleeing China.

In September, Alito ruled for public housing tenants in Philadelphia who said officials had violated their contract by raising their gas rates during the year.

Liberal critics have focused attention on three Alito rulings involving abortion, gun control and

NEWS

search and seizure to make the case that he is an extremist.

On abortion, for example, he wrote a well-publicized dissent in 1991 saying the court should have upheld a Pennsylvania law that generally required married women to tell their husbands when they were going to get an abortion. He did so in attempting to interpret Supreme Court Justice

Sandra Day O'Connor's view that most regulations of abortion do not put an "undue burden" on women. However, when the case reached the high court, O'Connor said a regulation requiring women to notify their husbands did put an undue burden on them.

But four years later, Alito cast the deciding vote to make it easier for poor women to obtain a government-funded abortion. The Clinton administration had told state officials that they must pay for abortions under the Medicaid program if a woman was a victim of rape or incest. Pennsylvania officials said they would not do so unless the women had reported the crime to authorities. In a 2-1 decision, Alito and another judge adopted the Clinton administration's view, not Pennsylvania's.

In 1996, Alito was in the minority when he voted to throw out the conviction of Richard Rybar, a Pennsylvania man found guilty of "unlawful possession" of a machine gun, a federal offense.

"The machine gun case is quite arguably where this nominee shows his most profound break with reasonableness," said Peter Hamm, a spokesman for the Brady Campaign to Prevent Gun Violence. "On this issue, Judge Alito is far outside the mainstream."

But Alito's opinion was based not on the merits of possessing a machine gun, but on his contention that Congress was not authorized to outlaw possession of a gun because mere "possession" did not involve interstate commerce.

Many federal laws, from gun control measures to the Endangered Species Act, are based on Congress' power to regulate interstate commerce. Conservatives have sought to limit that power.

In 1995, the Supreme Court took a step in that direction. In a 5-4 ruling, the justices struck down a federal law that made it a crime to "possess" a handgun in a school zone. Chief Justice William H. Rehnquist, backed by O'Connor, said mere possession of a gun was not part of interstate commerce. Selling a gun would be commerce, he added.

Rybar's conviction was upheld, 2 to 1. The majority said that because these guns could be sold in interstate commerce, they could therefore be banned.

Alito disagreed. "Our responsibility is to apply Supreme Court precedent," he wrote, not reason around it. He noted that states could prosecute machine gun possession, or that Congress could rewrite the law to show how machine guns affect interstate commerce.

Alito was again in the minority when he sided with police last year when they were sued for having strip-searched a mother and her 10-year-old daughter during a drug raid.

"The facts of the case are particularly egregious, one in which most people would tend to side with the individuals," Democratic Senate staffers said in a memo on his key rulings.

The legal dispute in the case of Doe vs. Groody turned on whether a search warrant included the affidavit that police gave to the magistrate who issued it.



In 1998, police in Schuylkill County, Pa., had evidence that a man was running a methamphetamine operation from his house. They submitted an affidavit to a magistrate that detailed the evidence and asked for a warrant to search the house and "all occupants of the residence." The judge granted the request. The actual warrant referred only to the owner of the house and his address.

When police carried out the raid, a female officer went along. She took the woman and her daughter to an upstairs bathroom. She patted them down and checked to see if they were hiding drugs under their garments. None were found.

Afterward, "John and Jane Doe" sued the police, contending that the search was unreasonable, a violation of the 4th Amendment. In a 2-1 opinion written by then-Judge Top of Form

Michael Chertoff, the appeals court ruled that the suit should proceed to a jury.

"Searching Jane and Mary Doe for evidence beyond the scope of the warrant and without probable cause violated their clearly established 4th Amendment rights," the conservative Chertoff said.

Alito disagreed. "There is no doubt that the search warrant application sought permission to search all occupants of the premises," he wrote. It made no sense to allow a lawsuit against the police for carrying out a search they believed had been authorized by a judge, he said.

NEWS



ONE IN SIX WOMEN SUFFERS FROM DOMESTIC VIOLENCE:

WHO

By Stephanie Nebehay and Patricia Reaney
Reuters

One in six women worldwide suffers domestic violence -- some battered during pregnancy -- yet many remain silent about the assaults, the World Health Organization (WHO) said on Thursday.

In its first global study, the WHO also said physically- or sexually-abused women were more likely to suffer longer-term health problems, including distress and suicide attempts.

The United Nations agency called for changing behavior through education programs and training more health workers and police to investigate signs of mistreatment.

"Women are more at risk from violence involving people they know at home than from strangers in the street. There is a feeling that the home is a safe haven and that pregnancy is a very protected period, but that is not the case," WHO's director-general Lee Jong-Wook told a news conference.

"Domestic violence remains largely hidden."

The Women's Health and Domestic Violence Against Women study is based on interviews with more than 24,000 women in 10 countries, ranging from Japan and Thailand to Ethiopia and Peru.

It paints a harrowing picture of broken bones, bruises, burns, cracked skulls, dislocated jaws, rape and fear. Husbands or

intimate partners are the main perpetrators.

A Peruvian woman lost twins after being hit in the stomach by the father of her unborn babies, while a Brazilian sleeps in a locked bedroom to protect herself from the partner who has threatened to shoot her, according to the report.

EVERY 18 SECONDS

"Every 18 seconds, somewhere, a woman suffers violence or maltreatment ... We must put an end to this shameful practice," said Spain's health minister Elena Salgado, current president of WHO's annual health assembly.

Domestic violence can be sparked by dinner being late, not finishing the housework on time, disobeying or refusing to have sex, the report said. In many cases women agree that a man is justified in beating his wife under certain circumstances.

In terms of symptoms -- pain, dizziness, mental distress, miscarriages -- the findings across the 15 urban and rural settings were "remarkably consistent," according to Claudia Garcia-Moreno, the study's coordinator.

"Whether you are a cosmopolitan woman in Sao Paulo, Brazil or Japan, or a rural woman in Ethiopia or Peru, the association between violence and poor health remains," she told reporters.

"The striking thing we found is the degree that this violence still remains hidden. Between one-fifth and two-thirds of women interviewed had never spoken before to anyone of the experience of their partner's violence," she added.

This sense of helplessness was "a torture in itself."

Other countries covered in the 7-year study, issued on the eve of the U.N.'s International Day for the Elimination of Violence against Women, included Samoa, Bangladesh, Namibia, Tanzania and Serbia and Montenegro.

Between 4 and 12 percent of women who had been pregnant reported being beaten during pregnancy -- more than 90 percent by the father of the unborn child, according to the report.

"Most of the violence that pregnant women were experiencing is a continuation of the violence going on before," said Lori Heise, a member of the core research team from the Washington-based group PATH.

FOR NEW FED CHIEF, DAD WAS ONE OF THE FEW JEWS IN TOWN

<http://www.haaretz.com/hasen/pages/648810.html>

When Ben Shalom Bernanke, U.S. President George Bush's nominee to be the new Federal Reserve chairman, was a teenager in the small town of Dillon, South Carolina, in the 1960s, he helped lead services and roll the Torah scrolls in the town's synagogue.

Judaism remains a part of Bernanke's life, but the Princeton University economist does not wear his religion on his sleeve, associates say. According to friend and collaborator Mark Gertler, chairman of New York University's

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economics department, Bernanke, 51, "keeps his feelings and beliefs private," but they are really "embedded in who he is."

Bernanke's policy views, however, were on full display this week as he faced questions yesterday from the Senate Banking Committee, which probed him on his convictions about targeting inflation and the government's budget deficit. Democratic senators, in particular, sought assurances that Bernanke, presently chairman of Bush's Council of Economic Advisers, would be independent of the White House.

"I assure this committee that, if I am confirmed, I will be strictly independent of all political influences and will be guided solely by the Federal Reserve's mandate from Congress and by the public interest," Bernanke told the lawmakers.

Nominated by Bush on October 4 to succeed Fed chairman Alan Greenspan, Bernanke is expected to be confirmed soon by both the committee and the full Senate. He would take his seat on the Fed early next year, marking the end of Greenspan's 18-year tenure.

Gertler said that Bernanke, as an academic who has done significant research on monetary policy, would institutionalize his approach at the Fed, unlike the oracular Greenspan, who came out of the private sector with a background in economic forecasting.

"When Ben steps down, we won't worry as much about the replacement," Gertler said. "Greenspan never really left a playbook."

A disciple of Nobel Prize-winning

economist Milton Friedman, Bernanke has written influential works on price stability, deflation and the Great Depression. "Ben is the Milton Friedman of his generation," Gertler said. However, unlike Friedman, known as an apostle of free markets, Bernanke is "more of a technocrat than an ideologue."

Bernanke has received words of support from several prominent liberals and critics of the Bush administration, including a former colleague at Princeton, New York Times columnist Paul Krugman.

Jeffrey Frankel, a Harvard economics professor who served on President Clinton's Council of Economic Advisers, wrote in an e-mail to the Forward that Bernanke's appointment "probably implies a slightly lower target for inflation, and thus slightly fewer jobs, over the next couple of years, than otherwise because every new central banker is aware that he has to establish inflation-fighting credibility at the beginning of this term, in order to take a more relaxed approach later on."

Frankel called Bernanke "temperamentally well-suited to the Fed chairman job" and "off the charts in quality by comparison with most" other Bush nominees. "In fact," Frankel added, "he would even be good by the standards of a Clinton administration."

Born in Augusta, Georgia, one of three children, Bernanke grew up among only a handful of Jewish families in Dillon, where his parents ran a pharmacy. While Bernanke's family was a relatively recent arrival, South Carolina has a history of being hospitable to Jews. At the turn of the 19th century, South Carolina had the most Jews of any state - fully a quarter of the Jews then living in America, by some estimates. Before the Civil War, Georgetown, the state's third-oldest city, and Charleston, one of the nation's most important cities in the colonial period, both elected several

Jewish mayors.

Residents of Dillon, a town of about 6,500 inhabitants in the eastern part of the state near the North Carolina line, remember Bernanke fondly as a brainy boy who obsessed over baseball statistics, played the saxophone, taught himself calculus and scored 1590 out of 1600 on his SATs, the highest in the state that year.



"He's 13 years old, and we're discussing cosmology and the size of the universe," Bernanke's childhood friend, Nathan Goldman, recalled in an article in the Atlanta Journal-Constitution.

Bernanke went as an undergraduate to Harvard, received his doctorate from the Massachusetts Institute of Technology and was named a full professor at Princeton in 1985, in his early 30s. He was chairman of the economics department at Princeton University before being tapped by Bush in 2002 to be a member of the Federal Reserve Board and then last year to be chairman of the economic council. Bernanke is married to Spanish instructor Anna Bernanke, reportedly the daughter of refugees from Europe. They have two children.

Academic achievement characterized Bernanke's family even in Europe. His paternal grandparents came from Austria. According to his uncle, Mortimer Bernanke, his grandmother graduated from medical school in Austria in 1919 - unusual for a woman of the time. The family immigrated to America in the early 1920s.

NEWS

Bernanke's parents, Phillip and Edna, kept a strictly kosher home. Their meat was bused in from Charlotte, North Carolina, where Edna's father owned a kosher market for about 10 years after World War II and taught Hebrew school and tutored bar mitzvah students. The grandfather, who moved in with Bernanke's family after his wife died, was called "reverend" for his great religious learning, family members said.



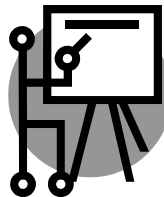
"He lived with us for 24 years," Edna Bernanke said in a telephone interview with the Forward. "He studied with us."

All the Bernanke children married Jews, Mortimer Bernanke said (also in a telephone interview). He still lives in Dillon. Edna and Phillip Bernanke now live in Charlotte.

When Ben Bernanke was growing up, Ohav Shalom, the synagogue in Dillon, could not support a full-time rabbi. His mother estimated that it served 12 families from the area, with about 35 people attending during holidays. It imported rabbinical students from the Jewish Theological Seminary to officiate each year during the High Holy Days. The students would stay at the Bernanke home, the only fully kosher one in the area. Rabbi Arnold Stiebel, who stayed with the Bernanke's 39 years ago, remembered the young Ben as a big help in the synagogue. "Just think, the youngster who helped me prepare the Torah scrolls and gave me numerous insider pointers is now the nominee to be chairman of the Federal Reserve," marveled Stiebel, who now lives in Jerusalem, in a note that circulated widely via e-mail. "Well, it's a small Jewish world."

Мой КАЗАХСТАН (АСТАНА)

Песня Сэрика
Мусалимова с диска
«В Павлодаре»



Можно найти на интернет –сайте
<http://pavlodar.ru/song.shtml> в
формате mp3

Припев:

Здрбвствуй, столица, ты вульная
птица - это Астанб.

Здрбвствуй, Медео, горы тянутся к
нибу – это Алматб.

Здрбвствуй земля, здесь
шахтёрская душб – это Карагандб.

Здрбвствуй, странб, это мой
Казахстбн, здесь моя земля.

I

Я пойду в Степногурск, а там - в
Усть-Каменогурск,

Зайду в Лениногурск и там навьет
грусть.

В Петропблвловск мне звони – друг
зовёт там погостить

С ним пойду в Костанбй и песинку
споем давбй

Припев:

Здрбвствуй, столица, ты вульная
птица - это Астанб.

Здрбвствуй, Медео, горы тянутся к
небу – это Алматб.

Здрбвствуй земля, здесь
шахтёрская душб – это Карагандб.

Здрбвствуй, странб, это мой
Казахстбн, здесь моя земля.

II.

Друг, нам уже порб – впереди́ Кзыл-
Ордб

Там Шымкйнт или Тарбз – дави́
скорый на газ

Посмотри, Талды-Корган в зени́те

тянет Жезказгбн

В Актюбй идэт дожди́ в Урбльске
прохлбдные дни...

Припев:

Здрбвствуй, столица, ты вульная
птица - это Астанб.

Здрбвствуй, Медео, горы тянутся
к небу – это Алматб.

Здрбвствуй земля, здесь
шахтёрская душб – это
Карагандб. 3 РАЗА

Здрбвствуй, странб, это мой
Казахстбн, здесь моя земля.

MORE VYSOSTKY

During the Kaz17 PST, before a medical session, Victor approached me and said, "You know, I like Vysotsky, too," and started telling me about how he saw him in concert when he was still alive. "He died young because he lived hard," Victor explained, and he began to quote the following song. If it's good enough for Victor, it's good enough for me. See if you can get the meaning using only the glossary, and then you can take a look at my poor attempt at a translation.

Ryan Giordano

Kaz15, Kokshetau

Кони Привередливые

Вдоль обрыва, по-над
пропастью, по самому краю

Я коней своих нагайкою стегаю, -
погоняю, -

Что-то воздуху мне мало, ветер
пью, туман глотаю,

Чую, с гибельным восторгом -
пропадаю, пропадаю!

Чуть помедленнее, кони, чуть
помедленнее!

LANGUAGE

Вы тугую не слушайте плеть!

Но что-то кони мне попались
привередливые,

И дожить не успел, мне допеть
не успеть!

(chorus)

Я коней напою,
Я куплет допою,-
Хоть немного еще постою на
краю!...

Сгину я, меня пушинкой ураган
сметет с ладони,

И в санях меня галопом
повлекут по снегу утром.

Вы на шаг неторопливый
перейдите, мои кони!

Хоть немного, но продлите путь
к последнему приюту!

Чуть помедленнее, кони, чуть
помедленнее!

Не указчики вам кнут и плеть.

Но что-то кони мне попались
привередливые,

И дожить я не смог, мне допеть
не успеть.

(chorus)

Мы успели - в гости к богу не
бывает опозданий.

Так что ж там ангелы поют
такими злыми голосами?

Или это колокольчик весь
зашелся от рыданий,

Или я кричу коням, чтоб не
несли так быстро сани?

Чуть помедленнее кони, чуть
помедленнее!

Умоляю вас вскачь не лететь!

Но что-то кони мне достались

привередливые,

Коль дожить не успел, так хотя бы
допеть!

(chorus)

Вдоль – Along
Обрыва – Precipice
Пропасть – Abyss
Край - Edge
Нагайка – Whip
Стегать – To flog
Погонять – Urge on
Туман – Fog
Глотать - Swallow
Чуять - To scent
Гибельный – Ruinous
Восторг – Ecstasy
Пропасть – Perish
Чуть – A little
Тугой – Dull and stupid
Плеть – Lash
Привередливые – Finicky
Дожить – To live out
Напоить – To give water
Постоять – To stand for a while
Сгинуть – Colloq. to vanish
Сметать – to blow
Пушинка – A bit of fluff, a snowflake
Ураган – Hurricane
Ладонь – Palm of the hand
Сани - Sleigh
Галоп – Gallop
Повлечь – To carry, to lead
Неторопливый – Unhurriedly
Приют – Shelter, refuge
Кнут – Whip
Колокольчик – Sleigh bell
Зашеться – Ring loudly
Рыдание – Sobbing
Умолять – to beg
Вскачь – at a gallop
Коль – Even if

Willful Horses

Along the precipice, above the abyss,
along the very edge, I flog my stallions
with my whip, I urge them on.
Somehow I am short of breath, I drink
the wind, I swallow the fog. I sense,
with ruinous delight, that I am
perishing, perishing –

Just a little slower, stallions,
just a little slower! Like
fools, you don't listen to the
lash! But somehow to me
have fallen willful horses.
And I haven't managed to live
through; it is not for me to finish my
song.



I give my horses to drink, I sing
through a verse, although I won't
remain standing on the edge for
long...

I vanish, like a snowflake blown
from an open hand by a hurricane,
and I find myself carried in sleighs
at a gallop through the snow in the
morning. Cross with unhurried
step, my horses! Although only a
little, extend our way to the final
shelter!

Just a little slower, stallions, just a
little slower! It is not your master
lashing and flailing at you. But
somehow to me have fallen willful
horses. And I haven't managed to
live through, it is not for me to
finish my song.

I give my horses to drink, I sing
through a verse, although I won't
remain standing on the edge for
long...

We were not late – there is no
lateness visiting God. So why, oh
why, do the angels there sing with
such evil voices? Or is that sleigh
bells all cry from sorrow, or I am
crying at the stallions not to carry
the sled so quickly?

Just a little slower, stallions, just a
little slower! I beg you not to fly at a
gallop! But somehow to me have
fallen willful horses. And even if I
didn't manage to live through, I
would still finish my song!

I give my horses to drink, I sing
through a verse, although I won't
remain standing on the edge for
long...

LANGUAGE



HAVE YOU EVER HEARD OF SRAS AND TORFL?

SRAS stands for School of Russian and Asian Studies.

The school began its work in 1990 with an idea to further develop and promote language and culture study abroad programs hosted by Moscow State University. Since that time, hundreds of students from the US, Canada, Europe, and Asia have participated in the programs. In 1993, noting that the increasing westernization of Moscow was making complete immersion in Russian culture difficult for many students, the school decided to look east - to Siberia and the Russian Far East. Increased interest in Asia, including language, culture, and markets by both Americans and Russians led to the evolution of The School of Russian and Asian Studies (SRAS) in 1996 and to the development of programs allowing students to study in universities across Russia and Central Asia.

Ties between SRAS and Russian universities have strengthened greatly over the years. Today SRAS acts as an official representative office, promoting and recruiting students for all forms of study at several of Russia's top universities. In the past few years, SRAS has seen increased interest not only in Russian language study, but also in degree and visiting scholar programs at all levels.

TORFL TESTING (ALL LEVELS)

The TORFL test was developed by the Russian government as a means of objectively assessing a person's Russian language skills. It is the international standard, accepted by universities and businesses worldwide.

SRAS testing system

The SRAS online testing system is open for free use by students and by educators. The language tests on the website (www.sras.org) were designed by members at the Philological faculty of Moscow State University by the authors and developers of the Test of Russian as a Foreign Language (TORFL)*. The TORFL is a 5-level test based on Standards of the Russian Educational System and Requirements for foreign learners approved by Russian Ministry of Education.

The TORFL levels are the following:

Basic level

TORFL-1 – 1st Certificate level, required when entering all higher educational institutions

TORFL-2 – 2nd Certificate level

TORFL-3 – 3rd Certificate level

TORFL-4 – 4th Certificate level

Each level is a combination of tests on all types of language activities (grammar, speaking skills, written skills, reading, listening) intended to estimate proficiency in the Russian language. Only the grammar and reading portions of the exams are presented here on the SRAS site. Note that you can arrange to take these exams at Moscow State University and at several other testing centers across Russia.

About the Test:

There are six levels of TORFL testing, each measuring language skills in a different area of activity (e.g. basic conversation, professional, academic). The standardized tests take into consideration each communicative situation and the factors affecting each, the communicative objectives and how to achieve them via different communicative strategies and tactics, and corresponding grammatical systems and vocabularies.

The test consists of 5 sections. Each section tests a different area of language proficiency:

- Section 1. Vocabulary and Grammar.
- Section 2. Reading.
- Section 3. Writing.
- Section 4. Listening Comprehension.
- Section 5. Speaking.

There are elementary and intermediate levels to the tests as well as four certification levels:

- ТӘУ. Test of Russian as a Foreign Language. Elementary level.
- ТБҮ. Test of Russian as a Foreign Language. Basic level. TORFL -1. Test of Russian as a Foreign Language. First level.
- TORFL -2. Test of Russian as a Foreign Language. Second level.
- TORFL -3. Test of Russian as a Foreign Language. Third level.
- TORFL -4. Test of Russian as a Foreign Language. Fourth level.

The Certificates of the Elementary & Basic Level confirm that the student is able to generally achieve his or her basic communication objectives in everyday communication in basic conversations.

The TORFL 1 Certificate confirms that the student is able to achieve his or her basic communicative objectives in everyday communication on a variety of social and cultural topics. In addition, the TORFL 1 Certificate allows its holder to enroll in a Russian university as an

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undergraduate. If the student chooses to continue his or her education in college, he or she has to complete an additional section to test the student's abilities to achieve minimum communicative objectives in the student's area of professional/academic communication.

The TORFL 2 Certificate confirms a relatively high level of communicative competency in all communicative contexts. At this level, the speaker is able to conduct professional activity in Russian in different areas (such as Humanities, Engineering, technology, and Natural Sciences) and can enter graduate studies in Russia.

The 3rd Level Certificate indicates that the candidate has a high level of language command in all communicative contexts, which allows him/her to conduct language-related professional activity in Russian (e.g. Linguistics, Translation, Editing, Journalism, International Relations, business management).

The 4th Level means that the speaker can speak as well as an educated native speaker. This level allows its holder to work as a philologist and a teacher of Russian as a Foreign language.

The Russian state testing system is included in the ALTE (Association of Language Testers Europe). Levels of competency in Russian as a foreign language have been standardized with those used in other countries for other languages (see table):



Типовой тест по русскому языку как иностранному • ТРКИ-1

Level 1 Waystage User	Level 2 Threshold	Level 3 Independent	Level 4 Competent	Level 5 Good User
English Key English Test (KET)	English Preliminary English Test (PET)	English First Certificate In English (FCE)	English Certificate In Advanced English (CAE)	English Certificate of Proficiency in English (CPE)
Русский язык Базовый уровень (ТБУ)	Русский язык Первый уровень (ТРКИ-1)	Русский язык Второй уровень (ТРКИ-2)	Русский язык Третий уровень (ТРКИ-3)	Русский язык Четвертый уровень (ТРКИ-4)

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АЛМАС ҚЫЛЫШ - THE CHARMED SWORD

(КӨШПЕНДІЛЕР –
“The Nomads”)

Илияс Есенберлин
Ilyas Esenberlin

Шыңғысханның төрт ұлы болған. Жошы, Жағатай, Үгедей, Төле. Тәртеуі әлем қожасы Шыңғысхан жаулап алған жерді төрт ұлысқа бөліп, әрқайсысы бір-бір ұлыстан басқарған.

Шыңғысхан өлісімен әлем қожасының төрт ұлының арасында жанжал басталған. Жанжал Шыңғыс ордасы — Қарақұрым Ұлы тағын кім иеленедіден шығды да, аяғы ұлы арасындағы жер, атақ, бақ тартысына айналады. Жошы мен Төле ұрпағы бір жақ, Үгедей мен Жағатай ұрпағы екінші жақ. Шыңғысхан өлгеннен кейін Қарақұрым тағына Үгедей отырады. Үгедейден кейін ұлы хан оның баласы Күйік болады. Күйіктен кейін Жошының екінші ұлы — Алтын Орданың алғашқы ханы, атақты Батудың арқасында қазақтар Мөңке деп атап кеткен, Төленің үлкен баласы Меңу Қарақұрымға хан сайланады. Мөңкені хан сайларда, өздерінің күшінің жетпейтінін білген Үгедей мен Жағатайдың балалары толып жатқан сылтау тауып, ұлы құрылтайға келмей қалады.

Тек бір жыл өткеннен кейін, Мөңкенің ызбарынан сескеніп, Үгедей, Жағатайдан тараған бір топ сұлтандар хан тағына құтты болсын айтқалы келеді. Хан оларды үлкен қошаметпен қарсы алады, атағат көрсетеді, бірақ түбінде менің ұрпақтарыммен хан тағына таласатын осылар

болар деп, барлығын бір түнде қырғызып тастайды.

Бір мың үш жүз қырық екінші жылы Батудың ұрпағы Алтын Орданы ісләм дініне бағындырған Өзбек хан өлді. Содан кейін Дәшті Қыпшақ жеріндегі осы ханның атымен атала бастаған Өзбек ордасының тағына бір мың төрт жүз жиырма жетінші жылы Әбілқайыр ие болды. Бұл Жошының бесінші ұлы Сайбаннан тараған Дәулет-Шайхы сұлтанның баласы. Қазір оның Мөңке жолы деп отырғаны жоғарғы айтылған Мөңке ханның қанды оқиғасы. Расында да бұл қанды оқиға Шыңғыс ұрпақтарына белгілі сара жолға айналған.

Әбілқайыр теріс бұрылып түсті. «Мөңкеден кейін де бұл қанды жанжал өршелене түскен жоқ па еді? Иә, сөйтті ғой».

Мөңке өлгеннен кейін Шыңғыстан туған төрт ұл ұрпағы төрт дара болып кетеді. «Талас тек Шыңғыстан туған төрт ұл ұрпақтарының арасында болып қойды ма? Жошыдан туған балаларының арасының өзі де сан алуан қанды оқиғаларға айналған жоқ па?» Әбілқайыр ауыр күрсінді. «Иә, Шыңғысханнан кейін бүкіл әлемге аты шыққан Жошының ұлы Батухан мен Төленің балалары Құбылай мен Құлағу болды...

Батухан мен Құлағу бірігіп, Үгедей мен Жағатайдың ұрпақтарына қарсы шықты. Бірақ өздерінің арасы

немен бітті? Екі қошқардың басы бір қазанға сыя ма? Егер әлем тоқты болса, бұл екеуі көкжал қасқырлар еді ғой, таласпай-тартыспай қос арлан қалай қисын орталарындағы жылы-жұмсақ бағланды? Түбі екеуінің жолы екі бөлінуге тура келді емес пе...»

Әбілқайыр тағы күрсінді. Кенет оның көз алдында, дәл бүгінгідей, сонау бір бабалар жыр қылған қанды оқиғалар елестей жөнелді.

Бір мың екі жүз отыз бесінші жылы, яғни Мешін жылы, Қарақұрымға бағынышты елге жар салып Үгедей бүкіл Шыңғыс ұрпағын жиды. Осы құрылтайда бүкіл Батысты жаулап алу мәселесі шешілді

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Compound Words (a Saltanat-approved translation from Қазақ Тілі):

The very алу (whose base meaning is “to take”), combined with өткен шақ көсемше in –ып, -іп, or –п, expresses a purposeful action undertaken for one’s self, or an implication that the given action precedes another, unstated action. (An exception is the complex very “сатып алу”, which simply means “to buy”.)

Оқып	алу	Read through
Жазып		Write down
Көшіріп		Copy, re-write
Ұйықтап		Take a nap
Тыңдап		Listen (from the beginning)
Ойланып		Think (from the beginning)
Жинап		(manage to) tidy up
Ішіп		Have a drink
Жеп		Have a bite to eat
Тамақтанып		(manage to) have dinner

The verb “беру” (whose basic meaning is “to give”), in combination with өткен шақ көсемше with –ып, -іп, or –п, is used to express doing something for someone else (that is, for the person the speaker is speaking with).

Айтып	беру	Tell
Жазып		Write
Алып		Take
Сатып алып		Buy for someone
Сатып		Sell
Дайындап		Prepare

However, the very “беру” in combination with the verbal adjective ending in –а, -е, or –й indicates the uninterrupted continuity of the action.

Айта	беру	Continue speaking
Оқи		Continue writing
Істей		Continue doing
Ойнай		Continue playing
Қуана		Continue being glad
Отыра		Continue sitting
Өзірлене		Continue getting ready

The verb “шығу” (whose base meaning is “to exit”), in combination with the verbal adjective ending in –ып, -іп, or –п, expresses the result of an action carried to its logical conclusion or limit.

Оқып	шығу	To read through
Жазып		To write to the end
Амандасып		To greet
Сәлем беріп		To greet
Бітіріп		To finish
Тапсырып		To hand in
Орындап		To fill in
Кіріп		To enter for a short time

VOLUNTEER WRITING



A QUESTION OF TASTE

Perhaps being raised Jewish prepared me somewhat for the physiological and psychological shock-to-the-system of mealtime with an old-world host family. But much like teaching a class, all the training in “the Asia” can neither predict the personality of the room, nor the trajectories of the dynamics therein. For all you read and rationalize you can never quite tell just what will happen when asked to kueshet in Kazakhstan.

Sometimes you get caught in the thick of moments like amber or tar or honey. Sometimes you’re stuck like a twine of mutton between the abstruse possibilities of molar and bicuspid. So this is what it’s like to visit those other sons of Abraham? To be stuffed like a hall closet for the in-laws visit; filled with all manner of misshapen oddity and knickknack not exactly right for the wandering scrupulous eye of public consumption.

Even by local standards though, this past week’s cuisine has gone from sublime to plaid; an absurd arc of “I can’t believe you want me to eat that” to “I can’t believe the creative capacity of guilt to supercede linguistic understanding.” No matter which branch of the tribe you’re from, Jewish, Christian and Muslim grandmothers are not letting you leave the tent hungry. Such is the honor bestowed upon guests who come in peace.

So, like all festive Kazak meals, this week’s food was centered on beshparmak. (I’m still a bit skittish about describing the ‘national dish’ in writing. Last time I did that my belly danced to the tune of “revenge of the raging hoard.” The

medical office called it food poisoning, but I know a case of instant karma when caught in its throes.)

The thing about The Meal is that one never actually eats it on an empty stomach. Oh no, there are many, many other things to eat prior. Kazakhs do a brisk trade in salads, making them out of almost anything you can imagine. Well, anything except lettuce, though this omission has perhaps more to do with availability. As an aside, however, I did hear one interesting story this summer of the alleged aphrodisiac qualities of the leafy greens... “make you strong.” That said, what we lack in lettuce, is more than made up for with mayonnaise.

I digress. It is Ramadan, and my host babushka was in town this week from Aralsk. So the meal was more festive than usual with the first ghosti of the week at my home, where 30 or so people convened in the big room of the big house. Beyond the salads there were also many sweets, fruits, nuts, fishes, breads and lunchmeats, including horse sausage and tongue. I’ve established a pattern of not eating any of the cold meats (as they’re usually not remotely ‘ok’ by my upbringing). So even though things like tongue don’t wig me out (what with my deli background), I can decline them with relative ease: which is to say repeatedly, and then again some more.

When it was finally was time for the main dish, I noticed that the first big platter had a head on it, the head of a sheep. This is the real deal, the full five-finger experience. As more platters arrived, deft hands and sharp knives quickly went to work on the stacks of mutton, cubing it into bite-sized chunks and piling it back on the platters of noodle. All around me, hands were abuzz, ripping and tugging and cutting and glistening in animal fat and cooking oil. The hands here are impressive: chiseled and muscular; working hands, like those of auto mechanics or line-chefs.

That’s when it appeared in front of me, just sitting on my plate. An EAR!!!

I don’t care how culturally sensitive you are, when an ear appears on your plate for the first time, it’s disquieting. I poked it with my fork. Chewy. Then I tried to cut it with the edge of my fork to no avail. And that’s when the question came: “Gerald, damda?”

Ah, the life of Gerald. Gerald is Jared’s alter ego. He first appeared a decade ago at Dickinson College, where the President, A. Lee Fritchler, a man not well known for accuracy in nomenclature, introduced him to the world. He reappeared recently, and with great verve, through the booming voice of Zhalgas, my host father.

Damda, blah blah blah, ne damda? Damsis? Blather blather blather.

Is the food tasty or not tasty? If it’s not tasty, the gestures and big mischievous grin indicate, he’ll send away his wife. A joke. I think.

In all honesty, my host family is pretty modern by Kazakh standards. But there are still certain cultural mores which anchor home life. These same things exist in the US as well. But my home stateside was not marked by rigorous hetero-normative traditions. My father and my father’s father, were anything but typical. And while I’ll never claim to be the good son at home when it comes to say, doing dishes, I was trained well in the art of being a proper guest.

So how do you navigate such a loaded question: is the food tasty?

VOLUNTEER WRITING

Saying it's tasty can't suffice. Taste is a demonstrative act.

Gerald sat frozen, fork poised mid-poke.

Jared, who was voted by his fellow Kaz 17s as "Most successful on the PC Kaz diet," shook his head and slowly recused himself from the room. Tomorrow night, while ghosting in Tazbuget, Gerald would be given "sweetbreads" (brains) to eat (which are kind of like liver but with a whitish-gray color and a texture that's a cross between cottage cheese and pudding) and the following night, fish heads.

It's been a week for the unusual.

Jared Novoseller
Kaz17, Kyzylorda

HARRY POTTER SAVES THE DAY

No Books. Again. Those words set me into a frenzy. I'd had fond memories of my first year in Kazakhstan, scrambling at the last minute to put lesson plans together for my 10th and 11th form classes, bez books. I came to dread the Tuesdays and Thursdays I had with them. Most of the material I found at school was obsolete, there was no fluidity to lessons, and it was obvious that students were bored. I racked my brain for interesting things to do with my students, but eventually (sooner than later), I ran out of ideas. I'd never considered myself particularly innovative, and I was definitely not good at impromptu lessons. But, when my counterpart mentioned again that there would

be no books this year, I acted on a whim.

I introduced my students to Harry Potter. I'd brought the first book from home to reread, never having imagined that I might be using it in my Kazakh school, of all obscure places. I admit that it's a challenge. Vocabulary can be very difficult to understand (try explaining 'Muggle'), not to mention, understanding the subtle humor of the book, no doubt the best part. Nevertheless, 3 months into the book (we manage about 4 pages per lesson) and a gazillion new vocabulary words later, my students seem to be really into it. Even the two local English teachers I work with, are hooked, fighting over whose turn it will be to take "Garry Potter" home at night.

It may be too soon to say that the book was a success, or even that my students progressed a great deal from it, but for now, having students genuinely engaged, is MAGIC enough!

Sara McCormic
Kaz15, Ridder

ATTITUDE IN TEACHING IS EVERYTHING

I can easily recall the teachers in my life that had the most impact on me, both educationally and personally. I can remember back from the first grade and remember each of their names up through college. They were the teachers that *wanted* to teach and enjoyed being there with us. They were the teachers you could ask any question and not feel slighted, silly, or stupid for asking. They gave you a smile and listened to you attentively. They taught with enthusiasm and passion because they obviously loved their job.

I can also just as easily recall the teachers who didn't want to teach and

didn't want to be there.

They gave you a sideways glance and a sigh that said, "What now? Can't you see I have better things to do?" They rarely interacted with the students, or tried to interact as little as possible. They watched the clock, eager for class to end so they could get out.



As adults, we easily forget how perceptive children are. They are not as easily fooled as we seem to think. They can easily tell whether you want to be there or not. They also take it personally. If you don't want to be there, why should they? If the teacher doesn't care, then why should the student? If the teacher doesn't give any value to what a student says or does, then what motivates a student to perform?

Someone once asked Bill Cosby not too long ago about why he seems to have such strong relationships with children, and why they seem to love him as much as he loves being with them. His response was simple. "I listen to them," he said. Listening equals caring, and children love it when an adult is engrossed with what they're saying and doing.

Can you think back when you were young and remember a time when your mother, father, a teacher or someone was really listening to what you had to say? It made your day. I remember times when I would be speaking with my father, and he'd be interested in what I was saying. It gave me a sense of worth and value.

In teaching, attitude is *everything*. I've heard so many teachers say the same thing: "This is a job where if you don't love it, you shouldn't do it." As a teacher, I know what they're talking about.

VOLUNTEER WRITING



I know that teaching here in Kazakhstan can be a challenge. We are facing a strange system, different culture, and the challenges that come from being an American here in Central Asia when so many things are going on in the world that are destroying the perception of Americans. I've found that if you focus on the students, and try your best to "go with the flow" as far as the challenges go, then you quickly find out how successful you can be.

But you know what? I *love* teaching here. I walk into my classes, and I see fourteen or fifteen students smiling back at me. They're glad I'm there. I've rarely felt that level of appreciation and gratification teaching in American schools. The students know that I love being here. They know that I care about them. They know that I care what is happening in their lives outside of the educational realm. I make eye contact with all of them, and a smile goes with it. Most of them smile back. In between classes, I sometimes take one of our small balls and toss it back and forth to the younger students in the room. They laugh and have a blast. I always remembered having fun playing with adults. I know that kids love it. I love it too. Don't be afraid to play and be silly sometimes. As adults, we've plenty of time to become old grumps. My plan is to never be a grump no matter how old I get.

I try to make my classes fun. Have you ever wanted to be an actor/actress? I act out a lot of vocabulary words. I sometimes become a little silly. I love humor, and I love to see people smile, especially children. There comes a time in the lives of most of the children here where they don't seem to smile much anymore. I'm



hoping to show that they can be happy as adults too. I've often been asked by students why I smile so much. I have even been asked by a few teachers. My answer is always the same: I love who I am, and I love what I'm doing here.

I feel my presence has helped out the teachers as well. My counterpart was initially a quiet, shy person. She didn't smile very much, and she was very straightforward with her lessons. I've noticed during the past year, that she has incorporated her own brand of humor to try and make her lessons more interesting. And it's worked! The kids laugh and enjoy her classes. She's been teaching for over 15 years, and I'm guessing she hasn't had as much fun doing it as she is now.

There is a downside to every job. Naturally, there are students who just don't want to learn. They sit in the back and just shut down. As a teacher, you try your best to reach them, but sometimes, you can't. I remember my aunt, who has been a teacher for a very long time, saying, "You have to be realistic as a teacher. You aren't going to reach every student. Just make sure to be there for the ones who you can reach, and pray for those you can't."

I feel that I'm not here just to teach English. And I feel I teach English very well. I understand that I'm probably not going to significantly boost the level of

most of the students. However, I do give as much as my time as I'm able in order to help them. I teach a lot of extra classes for those students that really want to learn because they're hoping to use it in an occupational capacity some day. I'm there to be an example of someone who is happy; someone who loves being there and being with the kids; someone who is kind and treats each student with respect, understanding, and compassion; someone, that hopefully, will be looked back upon as an American who enjoyed and cared about his students here in Kazakhstan, and who wanted his students to shoot for the horizon in everything they do...with a smile!

Sean Pasek

Kaz15, Kapchagay

COOKING IN KAZ



ZHEP KHOI KUSHAT KITCHEN

This will begin a new, regular cooking section in the Vesti. This recipe is brought to us by Nikki VanOeveren, the editor of PCKz's new, improved cookbook, and though she will continue to supply us with tasty dishes of both vegetable and flesh, other contributions are, of course, welcome.

Lentil-Nut Burger



These veggie burgers are a winner at any party or if you just need the farthest thing from Bishbarmak to save your sanity. They pack a punch of flavor while satisfying even the carnivorous in your collective (I served this to 5 guys while they watched a college football game and they loved it!—Burgers and Beers, baby!)

- 1 1/2 cup lentils
- 3-4 cups water
- 3 cloves garlic, minced
- 1 medium onion, finely chopped
- 1 medium potato, finely chopped
- 1 medium carrot, finely chopped
- 2 eggs
- 2 1/2 T flour
- 1/2 cup walnuts, finely crushed
- 2 T curry powder (кәппу)
- 2 T chili powder
- 1/4 t ground black pepper
- S t salt
- S t red pepper (optional)
- 1 t turmeric (optional)
- S t cumin (optional)
- S t garam masala (optional)
- 1 t sesame seeds, roasted (optional)

Bring lentils to a boil in water and reduce heat. Simmer for about 40-45 minutes or until lentils are soft. Drain. Put lentils in a large bowl and stir in remaining ingredients and mix well. Shape into 8 patties and fry, covered over low heat until golden brown. Serve on your favorite buns or bread with all the regular burger fixins'. Jazz it up with Lemon-Mayo Sauce: S cup mayo, juice of S a large lemon and S t red pepper—mix together and serve.

Tip!--Winter Squash or Pumpkin

Pumpkins here are usually green on the outside and orange-yellow on the inside. They taste more like acorn squash rather than a pumpkin so actually making a pie from them might be challenging. But, the meat of this gourd is still tasty and roasting the seeds is wonderful. It's the season, so enjoy these good eats as a sweet treat or as a twist to the traditional Kazakhstani fare.



Method 1: Peel and remove seeds. Slice or cube and place in a covered casserole dish and bake for 30-45 minutes.



Method 2: Peel and remove seeds. Slice or cube and place in foil. Fold the sides to make a foil pocket. Bake for 30-45 minutes.



Method 3: Cut into 3-4 inch pieces (wait to peel after cooking) Place in a pot with about 1-2 inches of water. Cook for approximately 45 minutes over medium heat. You know when it is done because the pieces will mash easily. Serve mashed with butter as a side dish or sprinkle with honey, butter, cinnamon and sugar.



Roasted Pumpkin Seeds: Fully clean your seeds from the flesh of the pumpkin and dry them on a towel or paper. In a plastic bag, place seeds, 1 T oil, 1 t salt, S t chili powder if you have it. Shake in the bag until the seeds are coated. Spread out on a baking pan and bake in a medium oven for about 15 minutes. Let sit for 10 minutes before serving. They are addictive and a great supply of fiber!

If you have any questions about any of the above recipes or if you have any recipes you would like to contribute, please drop me a line! I would love to hear your "feedback"

nikipelletti@yahoo.com

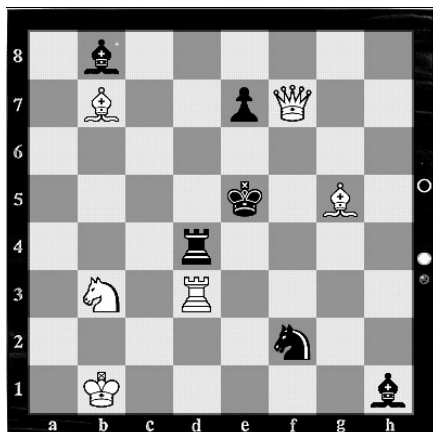
Happy Eating!

Nikki P. VanOeveren

Kaz13, Kyzylorda

THE UNCLASSIFIED

CHESS CORNER



White to play and mate in 2. Hint: black has a whole range of powerful threats, including 1... Nxd3 and 1... Bxb7, so White's first move has to be fairly blunt. A sacrifice may be necessary.

Answers on last page.

VESTI CONTEST

Over lunch in Uralsk, a volunteer made the dubious claim that he had the worst living conditions in all of Kazakhstan. Discussing this, we discovered that we knew a lot about volunteers in our immediate regions, but didn't have a good Kazakhstan-wide picture of how bad it sometimes gets. None of us are living in huts or spear-fishing for our breakfast, but we do endure some discomfort here in Kazakhstan, and we at the Vesti think it might be a good mid-winter catharsis to have a

CONTEST

to find out who really has it the worst. We're inviting all you complainers to put your whining to the pen, and send us a descriptive essay of your barely tolerable living situation. To make sure this stays in good fun, please follow these guidelines:

1) Hyperbole is ok, but outright lying is not. For example, if a wolf was once seen on the outskirts of your village:

- Wolves run wild in the streets. OK
- Wolves ate my movie club. NOT OK

2) Describing personal quirks is ok, but personally attacking people is not.

Example:

- My host brother snores like an Almaty bus transmission. OK
- My host brother is a gibbering mongloid. NOT OK

3) Don't talk about your PCV sitemates. They will read this, and your Vesti Editors will not be responsible for hurt feelings.

Example:

- I am tired of potatoes. OK
- Ryan Giordano is swindling mole-rat. NOT OK

4) Particular inconveniences that set you apart from other volunteers are ok, but general derogatory comments about Kazakhstan or Kazakhstanis are not.

Example:

- My village does not have soap, so I bathe with spoiled kefir. OK
- Nobody speaks English in this damn country. NOT OK

Your honorable Vesti editors will judge the essays by whatever criteria we see fit, and the winner will receive an Astonishing Prize. In order to keep this funny and not depressingly negative, we reserve the right to censor submissions.

Please send your submissions by the next Vesti deadline.

THE UNCLASSIFIED

CHESS ANSWERS

Solution: Be4!

Since Black threatens to play 1...Nxd3 or 1...Bxb7, White's first move must carry a strong threat. Bearing in mind that sacrifices are appealing to both composer and solver alike, one might be led to try 1 Be4! This multiple bishop sacrifice is the spectacular solution. The powerful threat is 2 Qxe7 mate. If Black plays 1...Kxe4, then 2 Re3 is mate; 1...Rxe4 allows either 2 Rd5 or 2 Qd5 mate, while if Black plays 1...Nxe4 or 1...Bxe4 then the square e4 is blocked and White can mate by 2 Bf4. Thus the sacrifice can't be accepted, but other moves are no help, for example 1...Bd6/Rd6/Rd7 2 Qf5 mate, or 1...e6 2 Qf4 mate.

NAURYZ

Kaz-15s,16s, and 17s

Mark Your Calendars!

The volunteers of the SKO invite you to Shymkent for Nauryz, Wednesday March 22, 2006.

Join us for Kokbar (goat-carcass polo), heaps of beshparmark and plov, and more kumis and shubar you could ever desire. Visit the Mausoleum in Turkistan! We even guarantee that it will be warmer in Shymkent than your site (except for unexpected dramatic weather changes caused by a rocket launch at Baikanur).

We'll send out more details by email later, but please contact us if you have any questions.

*Shain, Sandie and Martha,
Shymkent
and the rest of the SKO.*

*sepanzeri@hotmail.com;
sandie_stringfellow@yahoo.com; or
marthapope@hotmail.com.*

