

# ЛОМОНОСОВЕЦ

Газета Поморского международного педагогического университета им. М. В. Ломоносова

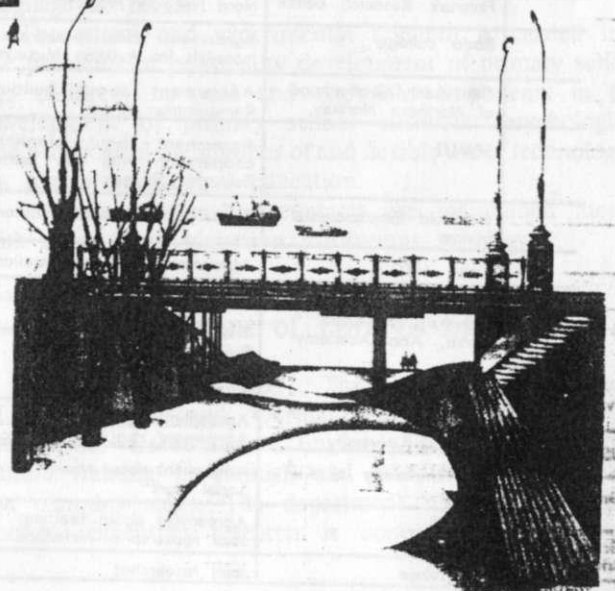
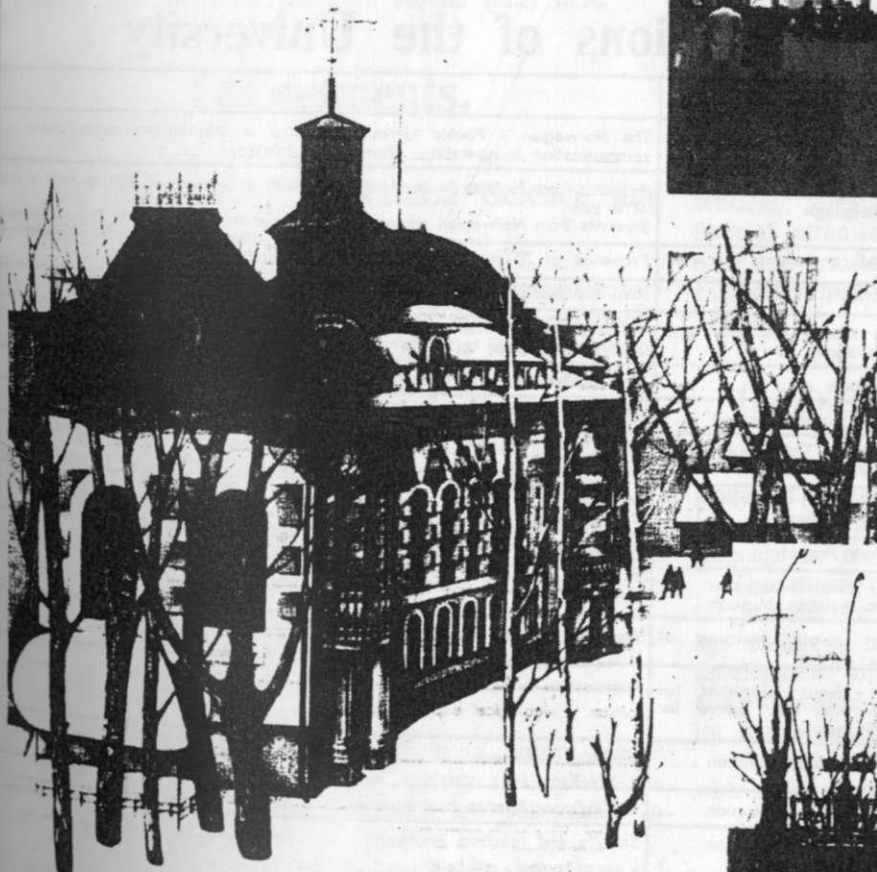
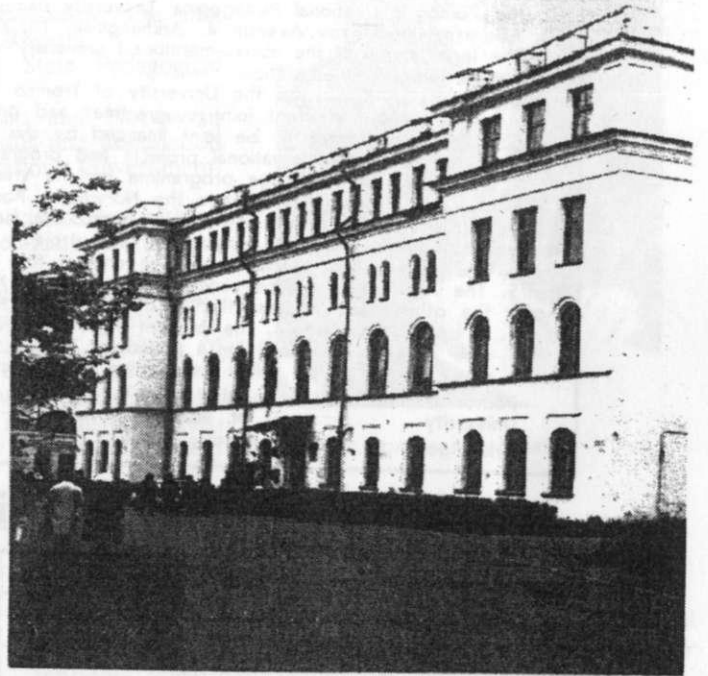
ИЗДАЕТСЯ С 26 ЯНВАРЯ 1990 ГОДА

№ 19<sup>18-</sup>

ИЮНЬ 1995 г.

ЦЕНА ДОГОВОРНАЯ

## THE POMOR INTERNATIONAL UNIVERSITY NAMED AFTER M. V. LOMONOSOV



ARCHANGELSK, 1995.

## AGREEMENT

establishing

the Pomor International Pedagogical University named after M. V. Lomonosov

1. In order to develop the contact between the peoples and the countries of the Barents Region, in accordance with the North European Foreign Ministers Kirkenes declaration of 10 January 1992 (also Act № 817 of 14 August 1993 passed by the Russian Federal Government's Council of Ministers) and expressing our firm intention to further and continue the present cooperation between the Universities in the field of education, science and culture, Pomor University, Arkhangelsk, Russia and the University of Tromsø, Tromsø, Norway have jointly agreed to establish the Pomor International Pedagogical University named after M. U. Lomonosov

Address: Lomonosov Avenue 4, Arkhangelsk, 163006, Russia

The legal status of the above-mentioned university will be that of a state-owned International University, subject to Russian Federation legislation.

2. Pomor University and the University of Tromsø have agreed to undertake the following joint activities:

- to plan and implement joint programmes and projects in the fields of science, education and culture, such projects and programmes to be jointly financed by the two universities
- to participate in international projects and programmes by a third party
- to establish an exchange programme for the students and faculty of the two universities
- to jointly finance and manage the Norwegian Pomor University Centre on the Pomor University campus

3. While this Foundation Agreement forms the basis of the cooperation between Pomor University and the University of Tromsø, specific programmes and projects will be described and concretized in separate agreements

4. The parties can mutually agree to change the Agreement

5. The Agreement can be cancelled by either of the parties; the party wishing to cancel the Agreement must notify the other party no less than 3 months before the date of cancellation

6. If both parties agree, the present Agreement can be extended to include a third party

7. The Agreement is valid for a period of 3 years from the date it was signed. It will be automatically renewed for a new 3 years period unless the parties wish to change or cancel it as shown above in articles 4 and 5

Pomor International Pedagogical  
University U. N. Bulatov

Arkhangelsk 19 November 1994

University Of Tromsø  
O. D. Mjos

## International Relations of the University

Country	Educational institutions	Subject of cooperation	Results
Norway	The University of Tromsø	Agreement about the Norwegian-Pomor University centre	The Norwegian - Pomor University centre is created. The direct phone communication is operating, financed by Norway.
		Agreement about teaching the Norwegian language	A lecturer from Norway is teaching Norwegian in amount of 780 hours in a year. Students from Norwegian department continue their studying in Tromsø University.
		Agreement about students exchange	Exchange of 20 students, post-graduates, lecturers.
		Scientific contacts of chairs	Joint conferences and publications.
	Finnmark college, Alta	Agreement about students and teachers exchange	Exchange of 6 students and teachers. Short-term courses on studying of the Russian North culture.
		Scientific contacts of chairs	Joint conferences and publications.
		Joint project "Business Russian"	Joint teaching.
	Harstad college, Harstad	Scientific project "The Development of Democracy in Arkhangelsk Region"	Joint work of Russian and Norwegian researchers.
		Agreement about exchange of students and teachers	Exchange of 6 students and teachers. Short-term courses on studying of the Russian North culture.
	Finnmark Research centre	Nord Network Project	The realization of scientific research has begun.
	Bodo college	Agreement about preparation the materials for Aviation Museum	
	The charity Brotherhood of Northern Norway	Agreement about building of Rehabilitation centre	The realization of scientific project has begun, financing.
	SEMUT	Agreement about intentions for cooperation with the centre for Ecological Research	Participation in ecological expeditions.
	Svanhold Environmental centre	Agreement about cooperation	Scientific conferences.
	Oslo, MTC	Agreement about cooperation	Seminars for Russian businessmen.
Finland	Lapland University, University of Oulu, Turku, Abo Academy	Agreement about cooperation	Students and teachers exchange.
		The European Project "New State Building in Europe"	Building of Finnish-Pomor University Centre. Participation in conferences.
Sweden	Uppsala, Lulea	Agreement about teaching, Agreement with CENTEK	Teaching of history of Scandinavian countries. Teaching, training.
USA	Indiana University, Portland University	Agreement about intentions, Agreement about cooperation	TOEFL - test has been held. Exchange of students and teachers.
Germany	The University of Kiel	Agreement about students exchange, Social work	Exchange of 8 students and 2 teachers. There is a project of specialists training within the framework of TEMPUS programme.
Great Britain	Oxford, Aberdeen	Agreement about teaching, Joint research of historians	2 English teachers. Participation in conferences.
France	Tulosa	Joint researches	Participation in TEMPUS - programme.

# Landmarks of History and the Present Day

## THE POMOR INTERNATIONAL UNIVERSITY NAMED AFTER M. V. LOMONOSOV.

1932 - the Archangelsk municipal evening teachers' training Institute is established.

1938 - the Institute is transformed into the Archangelsk State Pedagogical Institute.

1957 - the Institute is named after Mikhail V. Lomonosov, the first Russian academician who was born in the Archangelsk Region.

1991 - the Institute is transformed into the Pomor State Pedagogical University named after M. V. Lomonosov.

1993 - in response to the submission of the Russian and Norwegian ministries of Foreign affairs the University received the status and designation of "International University" by decree of the Russian Federation's Government.

Today the University is the chief centre of education, science and culture in the European North of Russia, major international and educational research institution of the Euro-Arctic region.

At present the University has nine departments (with both day study and extra-mural departments), a pedagogical workshop, an Institute of Humanities in Severodvinsk, a department in Koryaznma, an Institute of management and professional skills for state officials and workers of education, a centre of research and education of the ethnic groups of the European North, eight research Institutes, centres and laboratories. The University also offers post-graduate courses in eleven subjects. Alongside citizens of Russia, students and post-graduates from abroad study here.



Rector, professor Bulatov V. N.

## Departments.

### The Department of Natural Science and Geography.

It was founded in 1943. The department trains teachers of chemistry and biology, biology and ecology, geography and biology. The main topic of scientific research among the teaching staff and the students is the study of the natural resources and conditions in the European North. A post-graduate course is offered in the subject "The protection of Nature and the rational use of natural resources".

The department has an agrobiological station and a base for field practice. It sustains ties with analogous institutions abroad, those in Northern Europe in particular.

### The Department of History.

It was founded in 1932. Teachers of history, social and political sciences, specialists in history and culture are trained here. Department graduates are successfully in management, science and business.

The two leading chairs of the faculty are those of Russian and world history. Post-graduate courses are available.

The department has traditions of archaeological and ethnographical expeditions, museum and archive practice. Professors and teachers of the Department have participated in international projects, mostly with Scandinavian countries.

### The Department of Industrial Education.

It was started in 1988, trains teachers of industrial education and general technical subjects for secondary schools, vocational technical lyceums and colleges. Special attention is paid to teaching various applied arts and crafts, particularly those developed in the European North. It helps to comprehend folk art and develop it.

### The Department of Primary Education.

It is opened in 1984. The main profession of its graduates is that of "a primary school teacher". They also get supplementary qualifications as "a teacher of a foreign language or music".

Theoretical and experimental research is carried into the problems of personality development of primary school age children, national and regional components in the development of primary school curricula; psychological and pedagogical foundations of and flexible use of technologies in, higher pedagogical education.

International creative contacts are maintained mostly with analogous education institutions in Norway.

### The Department of Foreign Languages.

It was founded in 1941. There are four departments: of the English and German languages, English and Norwegian, German and English, French and English. Future training in Finnish and Swedish is currently at the planning stage. The department offers post-graduate courses. Scientific research is concentrated on various

4.

aspects of linguistics, literature and inter-cultural studies. The department keeps up wide and varied ties with higher schools abroad, and practices active exchange of students and teachers.

### **The Department of Russian Language and Literature.**

The department trains teachers of Russian language and literature for the educational institutions of the region. At the department of regional and ethnolinguistics the students are prepared for successful employment in various cultural institutions.

Educational and research studies are conducted by the three leading chairs: those of literature, the modern Russian literary language, and dialectology and history of Russian. A laboratory of archaeography and dialectology has been set up the latter. The department has a good base for research into folklore and dialectology.

### **The Department of Physical Education and Sport.**

It was opened in 1948. The leading chairs here are: the chair of theoretical principles of physical education, the chair of sports courses and the chair of medical and biological studies. These train qualified teachers and sports coaches, and carry out research in the fields of physical education and sports. The department has an up-to-date material base: a swimming-pool, gymnasiums, sports grounds and a ski centre.

Among department alumni there are many famous sportsmen, Honoured Coaches and Masters of sports as well as national champions.

### **The Department of Physics and Mathematics.**

It was founded in 1932. It is the largest at the university. Its six chairs train students at two departments: mathematics and information and computer technologies or physics and information and computer technologies. The department offers post-graduate courses, research in theoretical and applied mathematics and physics is carried out in close contact with major educational institutions and the Academy of Sciences of Russia. The department has a well-developed network of international ties.

### **The Department of Law.**

It was founded in 1993. The training of specialists is conducted on the basis of traditional university curricula for such departments. There are day and external studies departments. Special group and individual syllabuses have been worked out for those with a higher education. These will include detailed study of tax, insurance, commercial, banking and naval law.

### **The Pedagogical Workshop.**

It was launched in 1992. It is an experimental department of educational and research studies. Its activities are connected with the transition to a multi-level scheme of higher education. Students are being trained towards a bachelor's degree in history or the Russian language and literature. They will be able to continue their studies and take a Master's degree in Russian, literature, history, world culture, psychology, of education, etc. A priority in educational studies is attention to the individual needs and abilities of each student with a view to giving a high-quality humanitarian education.

### **The Institute of Humanities.**

It is situated in Severodvinsk, not far from Archangelsk. It was opened as a department of Archangelsk State Pedagogical Institute in 1989, transformed into an Institute within PIPU in 1994. It has five chairs and two departments: of the Russian language and literature and pre-school pedagogy and psychology. The teaching staff takes a creative approach to educational and research studies and works in contact with specialists from the major universities and pedagogical institutes of Russia.

### **The Koryazhma Department.**

It was opened in 1989 in the town of Koryazhma, about 600 km south of Archangelsk. Its main objective is to train teachers for the southern districts of the Archangelsk region. The department has a qualified teaching staff and a good material base.

### **The Institute of Management and Professional Skills for State Officials and Workers Education.**

It was set up in 1994. The Institute provides skill retraining and retraining based on special programmes, holds seminars, conferences and study tours in Russia and abroad. The Institute also teaches entrepreneurs and specialists, arranges retraining for unemployed graduates and provides scientific consultation for state and management bodies. Together with the Norwegian consortium MTC it is working on a regional project for training specialists in economics and management.

### **The Russian Inter-Institute Centre for Retraining Servicemen.**

"Humanitarian Conversion" project. It was set up at the university in 1993. It provides instruction for officers who have a higher education but who have been transferred to the reserve. It offers the following subjects: law, history, geography, industrial and physical education. The centre's aim is the co-ordination of educational, scientific and methods of teaching. In addition it provides all the necessary information and assistance for educational institutions engaged in retraining exservicemen.

## Departments of Research Studies.

The range of research studies at the PIPU is wide and varied. The current priority however is a multifaceted project "The North of Russia: education, history, culture, social and ecological problems".

The University has eight research institutes, centres and laboratories.

## The Institute of Medical and Pedagogical Problems.

It was set up for conducting research into the physiology and psychology of children living in the extreme ecological conditions of the North; and for carrying out medical and pedagogical diagnostics of problem children and working out individual programmes of their correction and rehabilitation. Together with the "Charity Brotherhood" (Northern Norway) it launched a centre for consultations and diagnostics of problem children.

## The Centre of Conceptual Research.

It is engaged in conceptual information processing on the basis of computer technologies in various fields of study ranging from fundamental research (such as the methodology of designing computer networks, computer simulation, CA E-systems, artificial intelligence as an instrument for information processing, etc.), to solving practical problems in research, education, economy, law and management.

## The Centre for Ecological Research.

It deals with the influence of astropogenic factors upon the ecosystems of the region, working out methods and recommendations for preserving and renewing natural ecosystems, preparing manuals and recommendations on ecological education for all types of educational institutions.

## The Lomonosov Research Centre of Education, History and Culture.

It studies the historical, cultural and pedagogical environment of the Russian North as a unique area of world and Russian culture. It also investigates the past scientific and educational contacts of Northern Russia with European countries (especially Scandinavian states and Great Britain) and works out recommendations for the development of culture and education with regard to specific regional features and traditions.

## The Centre of Comparative Religious Study and Ethnosemiotics of the Peoples of the Barents Region.

It carries on comparative historical as well as structural and semiotic study of the Northern peoples' folk beliefs and

5.  
culture. It also provides the necessary scientific materials and manuals for religious and cultural education at PIPU and other institutions of various educational levels.

## The Laboratory of Archaeography and Dialectology.

It was established for the pursuing of all-round research into the history, language, written records and everyday culture of the Russian North- a unique area which united the culture of the Slavs and Finno-Ugric tribes.

## The Co-ordinating Research Centre.

It was organised to co-ordinate research projects of a regional and inter-disciplinary character, to investigate the problems of scientific management and the conception of automated control of scientific research.

The Pomor University keeps up close contacts with Russian and foreign scientific organizations and universities. Seven international conferences and symposia were held at PIPU in 1993 - 1994.

In 1993 a Norwegian-Pomor University Centre was opened, and the opening of Finnish-Pomor and Swedish-Pomor Centres is planned for the near future.

The Pomor University also incorporates:

- a faculty preparing school leavers for entry into the University;
- a publishing house;
- the newspaper "Lomonosovets";
- a library with a book stock of 400000 volumes;
- educational and research bases in Babonegovo and on the island of Mudjug;
- a sports complex with a swimming-pool;
- cafeterias and snackrooms;
- residence halls.



## Experience of Foreign Students' Education in Pomor University.

===== ALEXANDER KRYLOV, VICE-RECTOR =====

International cooperation between institutions of higher education is almost as old as the university itself. Pomor University is very young as an international one. It received the international status in 1993. This kind of status changing gives additional financing in Russia. But the international cooperation is not developed according to the government's decrees. It ought to be in the mutual interest of partners for cooperation.

What is the Pomor University interesting by?

At first, it is situated in Arkhangelsk Region, which takes second place in Russia in the amount of foreign investments. In the second place, the university has a number of scientific schools which are known abroad.

The system of foreign students' studying has been established at the University. The largest number of students come for studying according to the exchange agreements. E. g. accordingly to the Agreement with the University of Tromsø (Norway) 20 Russian and 20 Norwegian students take part in exchanges every year. A number of students are studying on commercial base, concluding the individual agreements with the University.

The courses at the constant base are established at the university:

1. The courses of Russian language of three levels:

- Russian for the beginners;
- Improvement of Russian;
- Modern Russian language and literature.

2. Business-courses: a course for businessmen studying business Russian, laws of Russian economy and marketing. This course has been organized together with the Norwegian company "Ost Handle Centeret".

3. Course in English "Arkhangelsk Region' Geography and Economy".

Foreign students have possibility to choose the forms of studying. All of them are learning Russian, students may be taught by university programmes, take part in excursions and expeditions, we have the experience of holding the joint summer practical expeditions: archaeological, botanical and ecological.

The great number of students we receive from Norway. It is explained by the existence of the Norwegian department at the university and establishment of the Norwegian-Pomor University centre which coordinates connections between Russian and Norwegian educational, scientific and cultural institutions. Relations between Russia and Norway is a good example what we can reach at mutual will.

## Distant education as a method of Decision of Social Problems of the Region

===== ANATOLY SEMIN, VICE-RECTOR =====

Department of distant education of Pomor University was created in 1938. During the period of its activity the Department promoted solving the complex of social problems at the North of Russia.

First of all, we must stress training of pedagogical staff, in particular for the village schools of the region. The most part of village teachers received a high education by distant form. This kind of education is a sort of "social lift", it lets to combine work and study. Therefore people from not well-to-do strata of society, who could not receive high education in the youth, have possibility to study by this form of education.

High education received in distant form let the members of society to change their social status, to have more qualified and well-paid work.

Though the distant education presumes small in time period of student's being at the University (2 months in a course of a school-year and 8 months-original work), the combination of practical

work and study lets to receive a good education.

The significance of distant education has been increased in conditions of modern reforms in Russia. Many people faced with the problem of receiving a new profession. In particular, it is concerned officers in connection with the reduction of Army. Pomor University was the first in Russia where the Centre of Humanitarian Conversion was created, it lets the officers to receive a civil profession.

Distant form of education is 4 times cheaper than permanent one. Especially, it is important nowadays when financing of education is reducing, because of the economic crisis in Russia.

Two thousand students are studying at the Department of distant education of Pomor University. They receive high education over all pedagogical specialities, recently training of lawyers has begun.

The training of staff for the system of municipal government is in our plans to the nearest future.

## Collaboration between Harstad Regional College and Pomor University.

===== KRISTIAN FLOER, PRINCIPAL. =====

An agreement to collaborate back to 1991.

So far this agreement has led to the exchange of leaders, teachers and students.

Two of our scientific employees Harald Torsteinsen and Stig Rasmussen have finished a preparatory project with the title "Development of Democracy" in collaboration with the professor Goldin. A report on this has been presented. The project was financed with means from the Barents fund. They have applied for further means to develop the project but this has unfortunately been declined.

We find this very deplorable and it might influence other new constructions within this field.

The teacher Osipov Vsevolod is an observer at our school. He is studying our political systems.

The student Moskin Alexander is studying tourism.

The Festival of North Norway appointed Arkhangelsk as the district of special attention in 1996.

A political conference on democracy would have been an opportunity for politicians, civil servants, researchers and the media.

In Harstad there are other institutions which also cooperate with Arkhangelsk and north-west Russia.

The Foundation of Deacons has invested 1.5 million NOK in a project for rehabilitation connected with Pomor University.

The Red Cross has comprehensive aid programme and runs recreation resorts for handicapped children.

The Parents Group for handicapped children have met Russian parents with a view to organizing a similar project in the Barents region.

There is on the whole progress in many fields: networks are being established and competences are widened.

Ties of friendship are being strengthened and a future coexistence of our countries has already been secured.

The Pomor era has a renaissance and we are pleased to contribute to this.



Ingild Broch — research director University of Tromsø

## Conference of Ministers of Education and Research of the Barents Euro-Arctic Region

ROVANIEMI 14.2.95

Norwegian side has renovated the rooms, provided furniture, telephone and a fax-machine connected to western telecommunication nets, a personal computer, and a copying machine.

The Russians find a suitable Center secretary with a working knowledge of English, the Norwegian side pays his salary - and also pays the telephone bill. The purpose of the Center's work is that of a mediator: When a scientist from Northern Norway needs to find a collaborator in the Archangel region or just wants to find out what is going on in her his field in Archangel, the Center will help them to establish contacts and also with practical arrangements when travelling there.

Through his Norwegian network the Center secretary will also try and help Russians who are looking for contacts in Northern Norway. So far one important gain in the direction towards Norway is probably the easy access to the fax machine.

I would like to stress that the Center works not only for the two universities, but is also continually used by other institutions, on the Russian side e. g. by the Medical Academy and the Technical University, on the Norwegian side by the regional colleges.

The Norwegian-Pomor University Center was officially inaugurated by the late Norwegian foreign minister Johan Jorgen Holst in April 1993 at the Pomor University's and the University of Tromsø's first joint spring conference, a success with speeches by

be copied.

But I am not saying that all our joint work runs smoothly. There are problems, due to misunderstandings often based on cultural differences, or sometimes due to lack of money.

According to western traditions, it is not up to the university rector or director to decide who will be an institution's research partners. The scientists themselves choose their field and their partners. And even when plans have been made there is still work to be done to provide grants etc. That is not special for cooperation with Russians. We do, however, often get the impression that the Russians or at least many Russians don't understand this. They also don't understand our democratic way of making decisions. The rector and director have only limited authority.

Communications are a problem, that has improved during the last years. But still not all Russian scientists have the same easy access to phone, fax, e-mail, internet etc. as we have.

It is easy to travel by air or surface transport from the north to the south. It is much more time-consuming to go east-west. This refers to the whole region, not only to Russia.

Visa conditions also need to be improved, quicker and cheaper service, please.

Language is another problem. Lack of a common language impedes communication

## SCIENTIFIC AND EDUCATIONAL COOPERATION BETWEEN NORTHERN NORWAY AND THE BARENTS REGION

**D**UE to the political events in Europe during the 1980-s, the opportunities for cooperation within the Barents region were radically changed. In Northern Norway we had had cooperation with few research institutions on the Kola peninsula for years, but the Archangel region had been closed to us. The "opening up" of a new part of the world was a challenge to researchers within different fields of science. The fact that our Ministry of foreign affairs allocated funds for cooperation with educational and research institutions in Northwest Russia further promoted the interests.

We should add that there had been close connections between Northern Norway and Northwest Russian for centuries before the October revolution, with the bartering of fish for flour and grain in the summer months, trade in a larger scale, Russians fishing off Finnmark. The contacts were so close that there even developed a special Russo-Norwegian pidgin language.

But still, since the Archangel region had not been accessible to foreigners for decades we had no contacts there. So we had to find out how to get started, how to get acquainted in reasonable way and in a way that could help all interested parties. The answer to this question came up in discussions between the Pomor University of Archangel, Russia and the University of Tromsø, Norway. Together we have created the Norwegian-Pomor Center in Archangel. The Russians provided the premises in a building within walking distance from the University, the

Foreign ministers Holst and Kozyrev, and contributions from Russian and Norwegian scientists describing their views of possible projects for cooperation.

The Center has also become an important link in student exchange, preparing the Russian students going to Northern Norway and receiving Norwegian students going to Archangel-both for short time intensive courses of Russian and for longer stays to work on their thesis.

The Center hosts the one year Norwegian course that is taught as part of the curriculum at the Pomor University by a teacher sent from the University of Tromsø, according to the Tromsø program for foreign students. The first group to finish the course continued their studies at the University of Tromsø for 5 months this fall, thus improving their Norwegian substantially.

I could of course have mentioned a whole series of projects that have come into existence during the last years; an interesting example would be the essay collection entitled "The human dimension in the Russo-Scandinavian northern region" (Den menneskelige dimensjon i nordomradene) telling about cooperation in the 19th century and the beginning of the 20th, history, trade, focussing on human relations, written by Norwegian, Russian and Finnish archeologists, historians, ethnographers, literary historians, and printed in Norwegian in Archangel.

I have chosen to concentrate on the Norwegian-Pomor University Center because I think the idea of creating a link to serve all kinds of projects is an idea that should

and makes everything go slower. Even when we think we understand each other, that's not always so.

The notion of time for example, is not the same in our two rather identical cultures: Norwegians are quite jealous of their time, want to see results, and think it's important to observe time limits. To us time is often in short supply, and from our point of view Russians seem to have an almost endless amount of time.

Ideas about are also different - and not least demands for documentation of how the money was used.

And the demands for concretisation of projects before starting them are certainly very different. It's excellent to have a good idea, but to get money to start working, the idea must be transformed into a concrete, practical project.

Russian hospitality is well known, and it is perhaps difficult to fancy hospitality causing problems. However, when people come to work they must get the opportunity to do so, sit alone in the library or archives, do their field work or whatever they have come to do. Many Norwegians certainly disappoint their Russian colleagues visiting Norway by not accompanying them everywhere and not entertaining them day and night. And not every Norwegian realizes that accepting an invitation to attend a symposium, give some lectures in Russia, means that they should do the same in ~~the~~ return. Our system makes it easier to get money for ourselves rather than for paying for foreign guests.

## INFORMATION LETTER

Dear colleagues!

Pomor International University organizes VII Lomonosov's International Readings in November 1995.

We are pleased to invite you to take part in this forum.

Themes of the main conferences:

1. Educational Systems in Barents Region: Experience, Problems, Ways of Solving, 16 - 17 November.
2. Continuous Ecological Education: Content, Technology, Perspectives, 13 - 15 November.
3. Church, Religion and Christian Education in Barents Region, 20 - 24 November.
4. Development of Children in Barents Region, 20 - 24 November.
5. Workshop on the realization of the international programme of scientists of the Northern European Universities "State, Religion and Ethnicities in the North. A. D. 700 - 1990".
6. A special scientific conference in Severodvinsk, October, 9 - 13: Semantics of Word, Image, Text. (Humanitarian Institute of the Pomor University).

Meetings at the departments and chairs will take place during this period.

You can send applications for the participation in VII Lomonosov's International Readings and abstracts

of reports in Russian or English. Use white sheet paper (format A4), type single and a half spaced, there will be reduction in size, do not use a type smaller than 10 pica points. Text not more than 2 pages, 2 copies.

(please, name the conference you are interested to take part in).

Organizing committee asks for the following information: surname, name, place of work, academic degree and title, address, telephone, telefax, E-mail.

The membership fee for publication of reports is ought to be sent

Archangelsk, Promstroibank,  
MFO 41117726, Pomor. Int. Ped. Univ.  
account number 201070063 USD  
217070963 NOK

for VII Lomonosov's International Readings

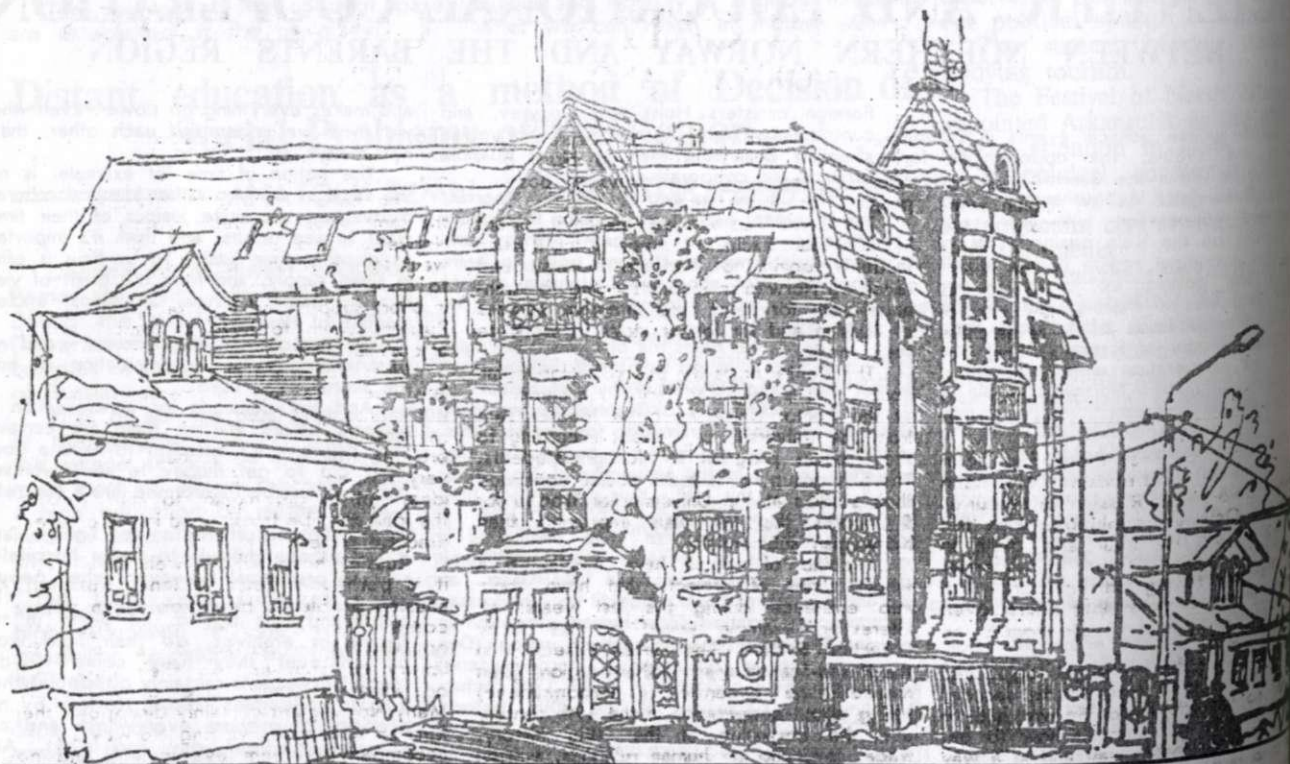
Pomor International University, organizing committee of Lomonosov's Readings, secretary - Marina Kalina, chairman-professor Vladislav Goldin. Lomonosov's Arkhangelsk, 163006, Russia.

tel/fax

from Norway: 095-7-51295-16133

from other countries: +47-789-16133

E-mail: rootpiu. arkhangel'sk. su



The issue is designed by Archangelsk artists V. Targonski and A. Pozdnyshev.

АДРЕС РЕДАКЦИИ: 163061, АРХАНГЕЛЬСК, СМОЛЬНЫЙ БУЯН, 7, ТЕЛ, 44-05-14

Типография издательства "Правда Севера", Архангельск, пр.Новгородский, 32,

Editor

Е. Korobovskaya

Заказ 588.