

мне понять больше о душе ромского народа в рамках Европы и отдельных земель. По моему мнению и по моему опыту сотрудничества с Христо Кючуковым этот специалист принадлежит к большим специалистам в Европе. Его работа в рамках американских и европейских университетов создала хорошие результаты. Сотрудничество с Христо было для меня большим вкладом, как в научном, так в человеческом смысле. Я надеюсь, что я был и буду в дальнейшем хорошим другом Христо Кючукова. Наука это не только научные результаты, но и человеческие отношения. Христо Кючуков является личностью, которая имеет качества ученого и честного человека. Поэтому я с ним начал сотрудничать и буду продолжать.

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I have only praise and friendship for Hristo Kyuchukov. He has spent much of his life fighting the uphill battle shared by too few other Romane activists to bring education not only to our own people, but to the non-Romani world as well.

A linguist colleague of mine noted in one of his books that slave owners in the Americas did not feel threatened by illiterate blacks, but did feel threatened by literate blacks, and this is the wall Hristo has had to scale: the resistance to the challenge by Romane scholars to the ownership of Romani Studies.

Even as a child he has had his very identity manipulated when he, as a Muslim named Hussein, was rechristened *Hristo*. This story was brought together in one of his many books, *My Name was Hussein*.

Perhaps growing up as a double minority—a Rom and a Muslim—subconsciously provided the impetus for him to challenge the status quo. Perhaps the confusion wrought by this when a boy urged him to focus especially on child education for, as an educator, he sees (as I do myself) the advancement of our people not so much in educating the older generations, but in focussing on the children, those upon whose shoulders our future rests. If the parents need educating in any way, it must be to support the children, and not hamper their opportunities to function as Romanies in tomorrow's world.

For Hristo, this means gaining the skills necessary to follow almost any profession, and to become administrators and policy makers alongside their non-Romane colleagues. The first step to becoming a lawyer, or an engineer, or an educator, or any of a thousand professions, is to become literate. And literacy is a central concern for Hristo Kyuchukov, as his lengthy roster of publications testifies. He is also acutely aware that attitudes within the Romani world must also change; sadly, but perhaps understandably, far too many parents do not pass on pride in Romani identity to their children; our language and our culture are seen as a handicap. This is to an extent paradoxical, since parents too may balk at the idea of education, seeing it as leading to a loss of Romani identity. This is an anomaly that Hristo addresses