



## IN THIS ISSUE

DH@RL: Digital Humanities and the Study of Russian Language and Culture .....	1
The ACTR Service Award for 2016 .....	2
ACTR National Post-Secondary Russian Essay (Results).....	5
Technology in the Classroom— Quizlet Live:Update .....	8
The ACTR OLYmpiada of Spoken Russian .....	9
Announcement: ACTR Service Award .....	11
ACTR Membership Form.....	13
Greetings from the ACTR Board Vice-President and Secretary..	14
ACTR Officers and Directors .....	15

*DH@RL...., continued from p. 1.*

интересующие любого гуманитария, так как цифровые исследовательские практики – это реальность любого ученого” (10). And since “humanities” concern the study of human culture and all of the things that human beings create, or created, or will create, it follows that Russian language and culture could benefit from the tools and methods used in DH, as well.

#### DH in Russian Studies

Since 2010, the international academy has been especially active for Russian studies in DH. Symposia, conferences, and individual web-based projects showcasing the research and work being done in furthering Russian language, literature, and cultural studies are evident both in the US and in Russia. Among recent events focusing on Russian studies and DH several took place in the last three years domestically and in Russia. The first was a conference that took place in St. Petersburg at the Russian State Herzen University in October 2013. The conference, “Cultural Research in the Context of ‘Digital Humanities,’” included a number of topics on literary and cultural studies, as well as on archival, museum, and library projects (“International Conference”). This relatively early attempt in Russia to reach scholars already working in digital culture, as well as those less familiar with DH media and methods, and provide a forum for collegial discourse was a significant step in legitimizing DH in the Russian academy.

In the U.S., 2015 was a particularly auspicious year for DH

activity specifically focused on topics in Russian language, literature, and culture. In April of that year two major university conferences showcased the growing interest and development of Russian studies in DH. The first, “Russian Formalism and the Digital Humanities,” was held at Stanford University. The conference featured presentations both by DH pioneers, such as Franco Moretti and Glen Worthey, who, respectively, opened and closed the conference, as well as by US philologists and literary scholars of Russian Formalism, such as Peter Steiner, Gabriella Safran, David Birnbaum, and Jessica Merrill, among others. While some participants “questioned whether it would be possible for these two subfields or modes of analysis to come together” (Bozovic), the conference initiated an important debate concerning the place of philology in DH.

Also in April 2015 was a talk held at the University of Wisconsin – Madison by Igor Pilshchikov from Moscow State University’s Institute for World Culture, entitled “Classical Russian Literature and Digital Humanities (Russian Digital Libraries: New Developments).” His presentation focused on digital libraries and collections of texts that offer comprehensive body of materials pertaining to classical Russian literature and folklore. He focused on the functional capabilities of these materials (information search and retrieval) and methods of text presentation, as well as on available digital reference tools. Like the Stanford conference, this talk served to bring the relevance of digital tools and research methods to students and faculty of Russian,

demonstrating new applications of technology in the organization and study of texts.

### Text Mining, Online Environments, and Russian Studies

Two positive auguries for the immediate future of Russian language and culture studies in DH are taking place at other major US universities. The first is at UCLA, where Dr. Sean Griffin is developing a new undergraduate course called “Big Data and Big Novels: Text Mining the Prose of the Russian Revolution” under the auspices of their Center for Digital Humanities. According to the website for the project, “The course aims to teach undergraduate students not only traditional literacy (critical thinking, argumentation, writing) but technological literacy as well (programming, text mining – or the gleaning of information by finding patterns in a text, data visualization)” (“Big Data”). Students in the course will read Pasternak’s *Doctor Zhivago*, Bulgakov’s *Master and Margarita*, and Zamyatin’s *We* as the primary texts for the course; in addition to traditional literary study and analysis of these novels, students will also develop relevant technological skills and apply data sets to broaden the reach of their research to the greater humanities and beyond.

The second project is an ambitious initiative at Yale University called “Avant-Gardes and Émigrés,” which is a research-based project that “explores the close relationship between avant-garde aesthetics and Formalist theory, and the dissemination and evolution of interpretive practices through emigration, including the formation of many departments of Slavic

Languages and Literatures in the United States” (“Avant-Gardes”). The project team comprises both faculty and graduate students in Slavic Studies and attempts to engage this collaborative in examining texts, documents, and data using tools of the digital age. As Marieta Bozovic (2015) posits: Done well, DH demands self-awareness about method, data, sources, and bias. In many literary and media disciplines, the boundary between truth claims (author X wrote a letter to Y in 1957) and interpretation fluctuates with theoretical fashion and goes unremarked: in a room of ten literary scholars, we are likely to find as many working definitions of ‘evidence.’ It is invaluable to learn to actively negotiate a position for one’s own research within that room, above all at the graduate level. (8)

Indeed, DH applications in Russian/Slavic studies not only can energize and revitalize research efforts in language, literature, and culture, but can also engage a new generation of scholars in collaborative projects.

### Conclusion

As the field of Russian studies responds positively to the initiatives in DH, we should remember that embracing technology in the service of research and teaching could only serve to encourage more students from various disciplines to see the connections with our region (Remember the *World-Readiness Standards*’ “Five Cs!”). As Zhuravleva (2011) posits in her relatively early commentary on emerging DH projects in Russia, “Реализация [...] моделей гуманитарных наук в цифровой среде дает возможность для развития новых форм исследования и подходов к

анализу взаимоотношений между гуманитарными исследованиями и обществом” (98). It is precisely this interdisciplinary and connection of the humanities subject—e.g., Russian language and culture—to greater society that gives DH projects such potential power and reach.

<sup>1</sup> The Association for Computers and the Humanities has, since 2011, maintained an online blog with a continuous discourse on DH, its meaning, and applications. <http://digitalhumanities.org/answers/topic/what-is-digital-humanities>.

### WORKS CITED

“Avant-Gardes and Émigrés” Digital Humanities and Slavic Studies, Yale University. <http://campuspress.yale.edu/emigres/>

“Big Data and Big Novels: Text Mining the Prose of the Russian Revolution.” UCLA Center for Digital Humanities. <http://www.cdih.ucla.edu/projects/big-data-and-big-novels-text-mining-the-prose-of-the-russian-revolution/>

Bozovic, Marieta. “Avant Garde and Émigrés: Digital Humanities and Slavic Studies.” *NewsNet*, August 2014. v.55, n. 4, pp. 8-10.

Garshkova, Irina. “The Past and Present of Digital Humanities: A View from Russia.” *HSoz-Kult*, 2014. No. 3(11), pp. 1-21. <http://www.hsozkult.de/debate/id/diskussionen-2409>.

“International Conference: Cultural Research in the Context of the ‘Digital Humanities.’” Call for Papers. <http://www.bsos.org.uk/cfp-cultural-research-in-the-context-of-digital-humanities-saint-petersburg-3-5-october-2013>.

Володин, А. Ю. «Digital Humanities (Цифровые гуманитарные науки): В поисках самоопределения.» *Историческая информатика*, 2014. No. 3(26), стр. 5-12.

Журавлёва, Е.Ю. «Современные модели развития гуманитарных наук в цифровой среде.» *Вопросы философии*, 2011. No. 5, стр. 91-98.

## ПОЗДРАВЛЯЕМ!

## CONGRATULATIONS!

The ACTR service award for 2016 was presented to Cynthia Ruder, ACTR Treasurer. The following citation was read when she received the traditional service award plaque in April, at the American Councils for International Education office.

Cindy Ruder is as strong a champion of ACTR as anyone in the field. She is consistent in her conviction that the organization provides outstanding programs and opportunities for instructors of Russian. She goes out of her way to encourage her colleagues, in fact anyone she meets, to join ACTR, persuaded as she is and as she will tell them, that EVERY teacher of Russian should be a member.

She has devoted much time and energy to the organization as a member of the Board of Directors since 2000. She took on the task of administering the Scholar Laureate award to post-secondary learners of Russian and ran the program from its beginning until she turned over that effort when she agreed to

take on an even bigger responsibility, that of Treasurer. As such, she immediately faced a scenario in which the entire financial management structure of ACTR was changing, with many operations moving to the Washington office of American Councils for International Education. She oversaw that process with diligent attention and care, so that ACTR's finances continue to be managed efficiently and carefully.

Cindy is involved in writing and editing testing

items for the world language exams that American Councils for International Education administers to students of critical languages. She has written and edited a phenomenal number of items for the Prototype AP® Russian exam, the Russian Flagship proficiency exam, and the Russian Outbound program proficiency exams. Those exams are of major importance in assessing language proficiency and Cindy's work on them is invaluable.

She does have a life outside ACTR and American Councils as well. She is Associate Professor of Russian at the University of Kentucky, where she has taught since 1990. She received the Chancellor's Award for Outstanding Teaching in 2000.

Her list of conference presentations, articles, and reviews is extensive, another indication of her service to the profession. She has written and presented on various aspects of Russian history in the Stalinist era, particularly the building of canals and the use of penal labor. She was the



Cindy Ruder and Jane Shuffelton

only non-Russian to participate in a conference organized to commemorate the 70<sup>th</sup> anniversary of the opening of the Moscow Canal.

We continue to benefit from her generous willingness to serve ACTR and are pleased to acknowledge her with the presentation of the ACTR Service Award.

*Submitted by Jane Shuffelton,  
Chair, ACTR service award committee*

## The 2016 National Post-Secondary Russian Essay Contest

From February 1 through February 15, 1,415 students from 79 universities, colleges, and institutions across the United States participated in the National Post-Secondary Russian Essay Contest. Their assigned topic this year was “An incident that changed my life” / “Случай, который ИЗМЕНИЛ МОЮ ЖИЗНЬ.” Essays were electronically transferred to Moscow where three judges read each essay and independently ranked essays according to the categories that follow. Each category was further subdivided into levels based on the number of contact hours of Russian instruction or the number of years of study in the Russian Federation:

Category A: Students who do not and did not ever speak Russian or any other Slavic language at home.

Category B: Heritage speakers of a Slavic language other than Russian.

Category C: Students who were born to Russian speaking families and received most or all of their education in English.

We are pleased to congratulate the winners of the 2016 National Post-Secondary Russian Essay Contest. Their names and institutions are listed

### Gold Medal

#### (Category A, Level 1)

Catherine Ambler, Columbia University  
Kim Min, Harvard University

### Silver Medal

#### (Category A, Level 1)

Devin Brown, Brigham Young University  
Alwin Franke, Columbia University  
Stephanie Borgani, Columbia University  
Alessandra Gest, Columbia University  
Evan Funatake, Portland State University

### Bronze Medal

#### (Category A, Level 1)

Susan Mihalyi,  
University of Wisconsin at Madison  
Archil Cheishvili, Harvard University  
Craig Smith, Georgetown  
Alaina Richert, Harvard University  
Alexandra Fay, Columbia University

### Honorable Mention

#### (Category A, Level 1)

Doria Killian, Georgetown University  
Octav Dragoi, Harvard University  
Dorothy Janick Columbia University  
Sarah Wallstrom, Columbia University  
Benjamin Chen, Harvard University  
Alexandra Melishkevich, Williams College  
Thalia Wells Ertman, Columbia University  
David Han, Williams College  
Waverly Wentworth, Harvard University  
Brett Sokol, Amherst College  
Yaroslava Tingle, Indiana University  
Yasmeen Duncan, University of Pennsylvania

Elizabeth Turovsky, Columbia University  
Rebecca McHale,

College of William and Mary  
Connor Duffy, Pomona College  
Soo Jung Yeom, University of Mississippi  
Maree Herron, University of Montana  
Divya Ryan, Pomona College  
Berkay Adanali, Pomona College  
Virginia Manoyan, New York University  
Claire Rivkin, Harvard University

### Gold Medal

#### (Category A, Level 2)

Forrest Hangen, University of Rochester  
Amin Ghadimi, Harvard University  
Blake Patteson, Indiana University

### Silver Medal

#### (Category A, Level 2)

Andrew Postovoit, Defense Language Institute Foreign Language Center UEL  
Jordan Lian, New York University  
Gabriella Hoffman, Portland Community College  
Robin Stark, Defense Language Institute Foreign Language Center UEL  
Bret Wisecup, Defense Language Institute Foreign Language Center UEL

### Bronze Medal

#### (Category A, Level 2)

Rochelle Teeny, Portland Community College  
Nicholas Akst, University of Pennsylvania  
Grady Vaughan, Rhodes College  
Julia Isacson, Dickinson College  
Nicolas Campos, Harvard University  
Henry Meger, University of Wisconsin at Madison

James Drumm, Northeastern University  
Hope Ovcharenko, Portland Community College

### Honorable Mention

#### (Category A, Level 2)

Ryan Conley, Defense Language Institute Foreign Language Center, UEL  
Jacob Fluech, University of Arkansas  
Jacob Rauh, Dartmouth College  
Tianjia Liu, Columbia University  
Alexander Gurvets, Amherst College  
Natali Hall, University of Arkansas  
Isaac Hung, Harvard University  
Shub Chhokra, Harvard University  
Eric Kim, Harvard University  
Michelle Brosnan, University of Notre Dame

### Gold Medal

#### (Category A, Level 3)

Stephan Lehnardt, Brigham Young University

### Silver Medal

#### (Category A, Level 3)

Isaac Riley, Brigham Young University  
Clara Fridman, Indiana University  
Jared Routsong, Brigham Young University

### Bronze Medal

#### (Category A, Level 3)

Liam Dixon, New York University  
John Oldroyd, Brigham Young University  
Jack Luke, Brigham Young University  
Van Walter, Defense Language Institute

*ACTR NPSREC 2016, to be continued on p. 6*

**ACTR NPSREC 2016, continued from p. 5.**

## Continuing Education

Austin Baum, Brigham Young University  
Rachel Van Horn, Harvard University  
Zach Davis, Brigham Young University

**Honorable Mention****(Category A, Level 3)**

Hunter Hill, Brigham Young University  
Garrett Bergeson, Brigham Young University

Brett Jaynes, Brigham Young University  
Boguang Yang, University of Rochester  
Austin Braun, Brigham Young University  
Joseph Epstein, Columbia University  
Mary Chestnut, Rhodes College  
Alina Dunlap, Columbia University

**Gold Medal****(Category A, Levels 4 and 5)**

Grace Mitchell, University of Chicago

**Silver Medal****(Category A, Levels 4 and 5)**

Emma Santelmann, Harvard University  
Almeda Moree-Sanders, Carleton College  
Colton Hennick, Portland State University  
Henry Misa, University of Wisconsin at Madison  
Melvin Thomas, Georgetown University

**Bronze Medal****(Category A, Levels 4 and 5)**

Zachary Suhr, Indiana University  
David Nelyubin, Indiana University  
Michael Girardi, Defense Language Institute

Julie Ammons, University of Montana  
Grant Schutzman, Dartmouth College

**Honorable Mention****(Category A, Levels 4 and 5)**

Andrew Spaulding, Defense Language Institute Continuing Education  
Sydney Stotter, Bryn Mawr  
Mitchell Mundorff, University of Kentucky  
Cyrus Newlin, Swarthmore College  
Samantha Peatross, Defense Language Institute  
Gabrielle Cornish, University of Rochester

Gheorghe Cormos, Defense Language Institute Continuing Education  
Joseph Millman, Swarthmore College  
Adam Stevens, Defense Language Institute

Tiara Luckiesh, University of Wisconsin at Madison

**Gold Medal****(Category B, Level 1)**

Max Kuhelj Bugarcic, Harvard University

**Silver Medal****(Category B, Level 1)**

Lesya Yarema, Georgetown University

**Bronze Medal****(Category B, Level 1)**

Aleksandr Vladicic, Princeton University  
Bogdana Bartkiv, Rutgers University

**Honorable Mention****(Category B, Level 1)**

Alexandra Peterson, Georgetown University  
Michael Korta, U.S. Air Force Academy  
Mina Antic, Brandeis University

**Gold Medal****(Category B, Level 2)**

Weronika Kaczmarczyk, University of Notre Dame

**Silver Medal****(Category B, Level 2)**

Paulina Sumara, University of Illinois Chicago

**Bronze Medal****(Category B, Level 2)**

Luka Pejanovic, Dartmouth College

**Honorable Mention****(Category B, Level 2)**

Alexandra Norden, Georgetown University  
Uros Randelovic, Brandeis University

**Gold Medal****(Category B, Level 3)**

Diana Helwink, University of Illinois Chicago

**Silver Medal****(Category B, Level 3)**

Alex Braslavsky, Columbia University

**Bronze Medal****(Category B, Level 3)**

Angelika Kropiowski, University of Rochester  
Cristina Ungureanu, University of Illinois Chicago

**Gold Medal****(Category B, Level 4)**

Julia Shkunda, Defense Language Institute Continuing Education

**Silver Medal****(Category B, Level 4)**

Stefan Curcic, U.S. Air Force Academy

**Bronze Medal****(Category B, Level 4)**

Lidzia Rubanova, Boston University

**Honorable Mention****(Category B, Level 4)**

Liana Ghahramanyan, University of California Los Angeles  
Anna Wolfs, Georgetown University

**Gold Medal****(Category C, Level 1)**

Michelle Printsev, Yale University

**Silver Medal****(Category C, Level 1)**

Lev Roshal, University of Rochester  
Anna Bisikalo, Wesleyan University

**Bronze Medal****(Category C, Level 1)**

Alexandra Nuzhdin, Columbia University  
Arina Bykadorova, Yale University

**Honorable Mention****(Category C, Level 1)**

Helen Kogan, Columbia University  
Alexandra Sofine, Columbia University  
Elizabeth Karnaukh, Columbia University  
Andrew Gorin, University of California Los Angeles  
Maria Markina, Columbia University

Uliana, Certan Brandeis University

**Gold Medal  
(Category C, Level 2)**

Yulia Batalina, University of Arkansas

**Silver Medal  
(Category C, Level 2)**

Kristina Krasnikova, University of  
California Santa Barbara  
Daniel Kats, Rutgers University

**Bronze Medal  
(Category C, Level 2)**

Michael Zak, Indiana University  
David Lysenko, Georgetown University  
Jessika Nebrat, Harvard University

**Honorable Mention  
(Category C, Level 2)**

Nicole Bugrim, University of California,  
Los Angeles  
Greta Fritz Lawrence University  
David Pecar, Indiana University

**Gold Medal  
(Category C, Level 3)**

Anna Osatuke, Miami University

**Silver Medal  
(Category C, Level 3)**

Timothy Messen, Dartmouth College

**Bronze Medal  
(Category C, Level 3)**

Nicole Kogan, Massachusetts Institute of  
Technology

**Honorable Mention  
(Category C, Level 3)**

Michael Arutyunov, New York University  
Alexander Smolentsev, University of  
California, Santa Barbara  
Alan Baranov, Dartmouth College  
Erina Taradai, University of  
Massachusetts, Amherst

**Gold Medal  
(Category C, Level 4)**

Mykhailo Iakovenko, Wesleyan  
University

**Silver Medal  
(Category C, Level 4)**

Christopher Hodgman, University of  
Rochester

**Bronze Medal  
(Category C, Level 4)**

Yelizaveta Layer, American University

**Honorable Mention  
(Category C, Level 4)**

Ben Vizlakh, Brandeis University  
Anna Lyubarskaya, Defense Language

Institute Continuing Education  
Breanna Vizlakh, Brandeis University

**Gold Medal  
(Category C, Level 5)**

Delila Zharylgapova, University of  
California, Santa Barbara

**Silver Medal  
(Category C, Level 5)**

Elena Pilikina, Defense Language  
Institute Continuing Education  
Olga Messier, Defense Language  
Institute Continuing Education

**Bronze Medal  
(Category C, Level 5)**

Farida Hazanova, University of North  
Texas

**Honorable Mention  
(Category C, Level 5)**

Maria Kononova, University of North  
Texas

Evgeniy Pilikin, Defense Language  
Institute Continuing Education

**Поздравляем  
студентов и  
преподавателей!**

**2014 Revised Description of Categories and Levels**

Essays were ranked according to categories and levels as follows:

**STUDENTS OTHER THAN RUSSIAN HERITAGE LEARNERS**

**Category A:** Students who do not and did not ever speak Russian or any other Slavic language at home.

**Category B:** Heritage speakers of a Slavic language other than Russian.

*Please take the time to calculate the number of hours that your students have studied Russian and assign them to the proper level.*

**Level One (A1, B1):** Students who, at the time of the essay contest, will have had fewer than 100 contact hours of instruction in Russian (whether in college alone or in college and high school). Please note that heritage speakers of Russian must be assigned to Category C (below), and heritage speakers of any *other* Slavic language must be assigned to Category B.

**Level Two (A2, B2):** Students who, at the time of the essay contest, will have had more than 100 contact hours, but fewer than 250 contact hours of instruction in Russian. (These are mostly students in second-year Russian.)

**Level Three (A3, B3):** Students who will have had more than 250 contact hours, but fewer than 400 contact hours of instruction in Russian. (These are mostly students in third- or fourth-year Russian.)

**Level Four (A4, B4):** Students who will have had more than 400 contact hours of instruction in Russian. (These are mostly students in fourth- or fifth-year Russian.)

**RUSSIAN HERITAGE LEARNERS**

**Category C:** Students who were born to Russian speaking families and received most or all of their education in English.

*Please take the time to calculate the number of hours that your students have studied Russian and assign them to the proper level.*

**Level One (C1):** Students who may or may not speak Russian with their families, and who have NOT attended school in Russia or the former Soviet Union and who had to learn reading and writing skills after emigration. Those students who did not have any formal instruction in Russian before college and have had fewer than 60 contact hours of instruction in college.

**Level Two (C2):** Students who may or may not speak Russian with their families, and who have NOT attended school in Russia or the former Soviet Union and who had to learn reading and writing skills after emigration. Those students who did not have any formal instruction in Russian before college and have had fewer than 120 contact hours of instruction in college.

**Level Three (C3):** Students who may or may not speak Russian with their families, and who have NOT attended school in Russia or the former Soviet Union, but who have had private formal instruction in the language after emigration, and who have had fewer than 60 contact hours of instruction in college.

**Level Four (C4):** Students who speak Russian with their families, and who attended school for fewer than 5 years in Russia or the former Soviet Union and may have had to relearn reading and writing skills after emigration, and who have had fewer than 60 contact hours of instruction in college.

**Level Five (C5):** Students who speak Russian with their families, and who attended school for 5 or more years in Russia or the former Soviet Union and have not had to relearn reading and writing skills after emigration.

## Технические Средства Обучения

### Technology in the Classroom



Teachers can use any number of programs to create quick formative and even summative assessments. If one googles “Online Assessments for Teachers,” many applications will pop up. These include Google Classroom, Google Forms (Flubaroo will grade these), Edmodo, Socrative, Survey Anyplace, Hot Potato, Kahoot, and Online Quiz Creator. Many are applications that students and teachers alike can use for study, games and testing. Others, like Duolingo and Memrise allow self study of the site’s existing units.

When teachers allow students to use these applications on their own time, they are directing students to meet the a World Readiness Standard for Learning Languages: the Lifelong Learning *Communities Goal: students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.*

The sites are most often appropriately used when students connect to practice or complete assessments on their own time, but two of the applications offer game-like situations. When teachers create a quiz in Kahoot, for instance, students play it individually, on any electronic device, but the game requires that students look up at a projection to read the questions and color-coded, shaped answers. They then look back at their own screens to choose the right color and shape of the answer. The screen reflects the right answers, making it possible for a teacher to review or explain as necessary. Students in classes from elementary to adult enjoy using Kahoot.

Quizlet has taken interactivity one step further by making

### Quizlet Live: Update — by Michele Whaley, Russian Teacher West High School, Anchorage, Alaska

their newest game one in which groups of students must cooperate in randomly shuffled teams. Quizlet is already a strong application for language learners and teachers. Students can copy an existing Quizlet set and save only the items they need to study. The “Gravity” game (formerly Space Race) can help improve their typing; “Scatter” is a favorite for individual work.

Like many of the other applications mentioned earlier, Quizlet allows teachers to save and share every manner of quiz and study information: questions and answers on a historical topic, vocabulary defined in Russian for Russian, personalized quizzes about students in the class or practice filling in the correct preposition for a phrase. Quizzes can use both sound and graphics, depending on the account. It is easy to import items from an existing list that is separated by tabs, commas or colons. Teachers can print out tests and quizzes in several formats, from short answer to true/false or multiple choice. It is also possible to create a test with several different kinds of questions.

**Quizlet Live** adds two new functions: once in process, it groups students randomly, and encourages them to work together to answer questions. They travel to the Quizlet Live site on tablets, laptops or phones, and put in the number that the site provides. They enter their names, the teacher starts Quizlet Live, and students find partners before the teacher starts the game. What is different about this game is that while all the students in a group can see the question, and all of them have three or four multiple-choice options, only one has the correct answer on the screen. Students who know the answer start calling it out and looking at one another’s screens to help. Progress shows on the main screen, and groups race to finish first. If someone answers incorrectly, a group’s score drops to zero and they start over.

**Demo location:** <https://quizlet.com/features/live>

level and native speakers of Russian at a meeting jostled as they tried to get through a vocabulary review. They didn’t notice that they were randomly put into groups that had to work cooperatively, but instead got just as excited as the Intermediate level high school students for whom the review had been written.

Technology shouldn’t direct our classes. Like every tool teachers have at their disposal, games and applications must meet pedagogical needs that help take students to the next level. It’s wonderful to find apps that support and encourage further study, while giving students new motivation for practice. It’s better yet when an online application also helps students physically participate in their classroom community of learners. Face-to-face interaction is a critical skill, even in an online world.

Teachers need a free account to use Quizlet Live, or they can enter through a Google account. Students need WiFi access on their electronic device. The classroom is best equipped with a projector of some kind so that the class can watch their progress. At least six “names” must sign in to play, but students can share an electronic device if not everyone has one. One downside is that devices must be easily transportable, or groups can’t come together, and another issue is that the WiFi has to be dependable or students may get dropped from the game.

It is possible to use this game at every level, from Novice on up, typically as a review. Recently a group of mixed high-

### The ACTR Olympiada of Spoken Russian

Spring is the season for ACTR's Olympiada of Spoken Russian. This issue of the newsletter includes a summary of the regional competitions from national co-chair Mark Trotter, plus commentary from some of the students involved. A more complete report will follow in the fall. The remarks printed here represent just a few of the many schools and students who participated and who presumably share similar points of view about our competition. As their comments indicate, the ACTR Olympiada of Spoken Russian provides a valuable opportunity for learners to communicate in Russian outside the classroom experience and to gain insight into traditional and contemporary Russian culture. The materials prepared for students support enriched learning on topics of personal interest and on important features of Russian life. Those materials are available for all teachers and students to use in any of the regional contests. ACTR members have access to those materials through the ACTR website at <http://www.actr.org/>

### Spring 2016 report on ACTR OLYMPIADA OF SPOKEN RUSSIAN

Preliminary results from the various regional competitions suggest that the ACTR Olympiada of Russian Language is thriving. Over 1150 students participated in contests held from Alaska and Texas to the East Coast—the highest number in six years. A new regional competition successfully debuted in Tennessee, while North Carolina held its second Olympiada with more participating schools and students than in 2015, the inaugural year for that state. A more extensive report will appear in the next edition of the newsletter. For now, we offer warm congratulations to all the students, teachers, and schools on their individual and collective triumphs in the ACTR Olympiada of Russian for 2016!

Mark Trotter  
National Co-Chair  
ACTR Olympiada of Spoken Russian

### Why the ACTR Olympiada of Spoken Russian?

Comments from Brooke Badura

Brooke Badura shares her viewpoint on ACTR's Olympiada of Spoken Russian. She is a rising senior at West High School in Anchorage, Alaska, where her teacher is Michele Whaley. On completing her fourth-year Russian class, Brooke will be a participant in the NSLI-Y program in Latvia this summer, where she will find many more opportunities to enhance her proficiency in Russian. *(Editor's note)*

Competing in the Alaskan ACTR Olympiada of Russian has provided many students with a great experience that can help them in their future. When first-year students realize that they will speak with unknown Russian judges, they are hesitant. Our teacher does not let those fears win. She expects every student to prepare for and participate in

finds a reason to avoid attending, she joyfully responds that they will be the video model for the judging training. By their second year, students look forward to the event.

At the Olympiada competition students are given a positive and encouraging environment to express themselves and display what they've learned about the



Tressa Lee translates for Alaska Constitutional Convention member Victor Fischer

Russian language and culture. And most of us find that after presenting to the judges, we are more confident and prepared for meeting Russians in real life. The Olympiada provides us with the chance to meet people - students from other schools and cities, native speakers from Moscow, Magadan, and Old-Believer villages in Alaska, as well as Russian-speaking members of our community. Presentations at the Olympiada offer insight into future careers and connections and underscore the advantages of speaking Russian. We have met Orthodox priests, FBI agents, pilots, oil company executives, and the Russian-born member of the Alaskan Constitutional Convention. We dance Russian dances and interview exchange groups from St. Petersburg. Many presentations highlight travel or job opportunities that have resulted from studying Russian, to encourage students to continue the focus. If nothing else, almost all students have expressed their interest in exploring Russian cuisine. Borshch, piroshki, and blini have been very popular at the Olympiada lunch.

When studying for the Olympiada, students learn about the history of Russia and about

the competition. If a student

*Olympiada of SR, to be continued on p. 10.*

*Olympiada of SR, continued from p. 9.*

landmarks or other attractions worth visiting. They learn about iconic historical figures such as past leaders, composers, writers, and artists. Then when they're in an English or history class and a familiar name appears, they can make connections about what they already know about a person or event. Students also learn about world events from another perspective, which can help in a number of ways, especially in a school like West High, with its exceptionally diverse student population as cited in the Alaska Dispatch News

(<http://www.adn.com/education/article/anchorage-melting-pot-diversity/2015/05/24/>).

Understanding situations and events



*Natalia Ramstad leads a folk dance at the Anchorage ACTR Olympiada*

from other perspectives can be an invaluable skill, and most students who earn foreign languages are able to do this. Students who prepare for and attend the Olympiada are also raising cultural awareness, which fosters cultural understanding. Students who continue to study Russian ultimately can develop more harmonious relationships, and be ambassadors for the Russian culture and language. The Olympiada competition provides a great outlet for students that benefits them in many ways. And it wouldn't be possible without the dedicated teachers and volunteers who provide their time and knowledge for the students

*~Submitted by*

*Michele Whaley*

*West Anchorage High School*

**Staten Island Technical High School Students' remarks**



*Merrick Eng with Professor Timothy Sergay*

It's a way for me to express myself in a sophisticated language and take something I love to the next level. The craft of putting phrases and expressions together to form a unified, complete thought is what drives me to take part in this. Each unknown word, new to both my mind and heart, only encourages me to develop a fuller, more complete understanding of the Russian language. This

unforgettable experience does take both time and effort, but it's worth it in the end, giving a timeless reward in itself.

*Merrick Eng  
Staten Island Technical HS*

The Olympiada gave me the beautiful gift of exposure to more Russian. It challenged me to learn and memorize more Russian words and information than I ever thought I could! My vocabulary expanded in ways that benefited me both inside the classroom, and outside. The competition also instilled facts into my head about Russia itself and the people who succeeded in it. Not to mention, on the day of the competition, I was exposed to new Russian voices. I also love how the competition was oral, forcing me to learn how to pronounce words, not just read and write them. Overall, it was a great experience, a great journey, and a great reason to go to Albany. The Olympiada was a

competition I enjoyed studying for, and I did not worry about losing, because I knew that I would gain something from it no matter what: further exposure to the Russian language and culture. I look forward to next year's Olympiada, and hope to gain even more from it.

*Gabby Garcia  
Staten Island Technical High School*

*~Submitted by Nataliya Ushakova  
Staten Island Technical High School  
Staten Island, New York*



*Professor Charles Rugle with a student from Staten Island Technical High School*

### Comments from New York State finalist Suzanna Diehl

I absolutely love doing Olympiada every year! I really love learning Russian, and Olympiada gives me the opportunity to expand my Russian knowledge ten fold in every direction. Each year, I learn new vocabulary from the texts, I learn new content and information about Russian culture, and most importantly to me, I gain more fluency in speaking. People generally talk more than they write, so I think it is the utmost priority to learn to speak a language, and speak it well. Olympiada not only helps me practice this skill but also gives me an opportunity to test my abilities with complete strangers! (After all, it is a spoken language competition). Not only do I learn a lot, but the event itself is also extremely fun. I look forward to Olympiada next year and would recommend it to anyone who learns Russian.

*Suzanna Diehl  
Shaker High School*

*~Submitted by Galina Kats, Shaker High School  
Chair, NY State Regional ACTR Olympiada of Spoken Russian*

## Announcement



## Объявление

# ACTR SERVICE AWARD

This award, originally established in memory of Jane Barley and Fred Johnson, is given annually to recognize outstanding service to ACTR. The award is traditionally presented at the annual ACTR membership meeting.

Nominees must be members of ACTR in good standing. They should have demonstrated prominent service to ACTR in the form of active involvement in the work of the organization and promotion of its goals. Additional considerations include demonstrated devotion to the profession in terms of activities such as teaching, professional involvement, and activities in the

field beyond ACTR and the classroom. Those were qualities exemplified by Jane Barley and Fred Johnson, in whose memory the award was established.

Members of the awards committee are Elena Farkas, William Rivers, and Jane Shuffelton. Nominations for the award to be given in February 2017 may be addressed to committee Chair Jane Shuffelton. [shuffelton@aol.com](mailto:shuffelton@aol.com). The deadline for nominations is October 1, 2016 – nominations may be forwarded at any time before that date.

### Past recipients:

- 1995 - George Morris
- 1996 - Marian Walters
- 1997 – Zita Dabars
- 1998 – John Schillinger
- 1999 – Irwin Weil
- 2000 - Elizabeth Neatrour
- 2001 - Renate Bialy
- 2002 - Jane Shuffelton
- 2003 - John Mohan
- 2004 - Halina Danchenko
- 2005 – John Sheehan, Richard Brecht\*
- 2006 - Robert Channon
- 2007 - Betty Leaver
- 2008 - Elizabeth Sandstrom, Vitaly G. Kostomarov\*
- 2009 - Maria Lekic
- 2011 - Patricia Zody
- 2012 - Thomas Garza
- 2013 - Peter Merrill
- 2014 - Benjamin Rifkin
- 2015 – Dan Davidson (special lifetime award)
- 2016 – Cynthia Ruder

\*special award



## Go Beyond Ordinary.

For more than 40 years, American Councils has conducted comprehensive study abroad programs in many of the most intriguing areas of the world, including Russia, Eurasia, and the Balkans. From intensive language and cultural immersion to international affairs, American Councils has a program to advance your education and career.

### Russian Language & Cultural Immersion Programs:

- **ADVANCED RUSSIAN LANGUAGE & AREA STUDIES PROGRAM (RLASP)** One of the longest-running and most respected language and cultural immersion programs in Russia, RLASP combines intensive classroom instruction with a wide range of extracurricular activities, including internships and volunteering, and regional field studies. Programs available in Moscow, Vladimir, St. Petersburg, and now in Almaty, Kazakhstan.
- **BUSINESS RUSSIAN LANGUAGE & INTERNSHIP (BRLI) PROGRAM** Combining intensive language classes and substantive internships in Moscow or St. Petersburg, BRLI gives students invaluable insight into the Russian workplace and prepares them to use Russian in a professional context.
- **RUSSIAN HERITAGE SPEAKERS PROGRAM** The Heritage Speakers Program is designed to address the unique challenges faced by students who grew up speaking Russian in the U.S. Through intensive, individualized instruction and cultural immersion activities, the program enables heritage speakers to make rapid gains in speaking, reading, writing, and comprehension skills.

### Fully-Funded Programs\* for Teachers & Scholars:

- **TITLE VIII RESEARCH SCHOLAR PROGRAM** Fellowships for policy-relevant research projects from 3 to 9 months in the Caucasus, Central Asia, Russia, Eastern & Southeast Europe.
- **TITLE VIII COMBINED RESEARCH & LANGUAGE TRAINING PROGRAM (CRLT)** Fellowships for research and language training from 3 to 9 months in the Caucasus, Central Asia, Russia, Eastern & Southeast Europe.
- **SUMMER RUSSIAN LANGUAGE TEACHERS PROGRAM** Professional development for pre- and in-service Russian language teachers at Herzen University in St. Petersburg.

\*FELLOWSHIP FUNDING FOR AMERICAN COUNCILS PROGRAMS IS PROVIDED BY THE U.S. DEPT. OF EDUCATION (FULBRIGHT-HAYS GROUP PROJECTS ABROAD) AND THE U.S. DEPT. OF STATE (TITLE VIII). ADMIN FEES MAY APPLY.

### Begin Your Journey Today!

An electronic application and complete program information – including course listings, dates, pricing, and financial aid – are available via:

 [www.acStudyAbroad.org](http://www.acStudyAbroad.org)

## ACTR MEMBERSHIP APPLICATION

Join or renew online at [www.actr.org](http://www.actr.org). Alternatively, you can fill out this application. Please print or type clearly, and complete all applicable fields to expedite processing. Email the completed form to [jdubinina@brandeis.edu](mailto:jdubinina@brandeis.edu), or print out and mail the form to  
**Irina Dubinina, ACTR Membership Secretary,**  
**GRALL, MS 024, 415 South Street, Waltham, MA 02453**

Prefix \_\_\_\_\_ First Name \_\_\_\_\_ Middle  
 Name \_\_\_\_\_  
 Last Name \_\_\_\_\_ Suffix \_\_\_\_\_  
 Email \_\_\_\_\_  
 Institution/Organization \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Country \_\_\_\_\_  
 Phone (include area code) \_\_\_\_\_

How would you like to receive the ACTR newsletter?:  
 \_\_\_ by mail and email \_\_\_ by mail only \_\_\_ by email only

Would you like to receive a paper copy of RLJ? \_\_\_ Yes \_\_\_ No

Please check the appropriate dues:

- \$10 for students (does not include Russian Language Journal)  
 \$25 for retired persons (includes Russian Language Journal)  
 \$30 for assistant professors, lecturers, pre-college teachers, and independent scholars (includes Russian Language Journal)  
 \$35 for associate and full professors (includes RLJ)  
 \$500 for one-time dues payment for life membership & subscription to RLJ

Additional Fees:

- \$10 for student subscription to Russian Language Journal  
 \$10 postage surcharge for addresses outside of North America

Donations for :

- ACTR Olympiada \$ \_\_\_\_\_  Pushkin Endowment \$ \_\_\_\_\_  
 Laureate Awards \$ \_\_\_\_\_  Undesignated gift \$ \_\_\_\_\_  
 AP Test Development \$ \_\_\_\_\_

Total Due: \$ \_\_\_\_\_

Payment Information Please print or type clearly and complete all information to expedite processing.

\_\_\_ Check (made payable to ACTR)      \_\_\_ Credit Card  
 \_\_\_ Visa    \_\_\_ MasterCard    \_\_\_ Amex    \_\_\_ Discover  
 Number \_\_\_\_\_ Expiration date \_\_\_\_/\_\_\_\_  
 Name on the card \_\_\_\_\_  
 Billing address \_\_\_\_\_  
 Signature \_\_\_\_\_

## Greetings from the ACTR Board Vice-President and Secretary



**Nataliya Ushakova,  
ACTR Vice-President**

I am very honored to be elected this year to serve as Vice President of the American Council of Teachers of Russian (ACTR).

In 2004 I began teaching Russian Language at pre-college and collage level in Staten Island Technical Specialized High School, New York. I am lucky to teach in a robust program that provides me with ample opportunity to share my knowledge of Russian language and culture with one hundred fifty high school students every day. Since my first year in the school I have been taking part in a Russian exchange program, which has been in

existence for twenty two years. It is a great pleasure to introduce our students to Russian culture during our educational exchange trip to Moscow and St. Petersburg.

In 2006 I received a Fulbright Scholarship for the Summer Russian Language Teachers Program in Moscow State University. In 2008 I was a recipient of the Department of State Critical Language Fellowship for Intensive Summer Russian Language Institute in St. Petersburg, Russia. In the same year I received the AATSEEL Award for Excellence in Teaching at

the Pre-College Level. Since summer 2010 I have been a Lead Instructor for the STARTALK "Discover Russian Summer Program" for Russian Teachers in the US. This program is funded by the National Security Agency and sponsored by American Councils for International Education.

I received my B.A. and M.A. in Russian Language and Literature from the Moscow State University, Russia. During my study in MGU and years thereafter, I worked as a researcher in the State Museum of V.V. Mayakovski in Moscow, Russia. When I came to the United States I received a M.S. in Library and Information Science from the Pratt Institute in New York. From 1999 to 2004 I worked in the New York Public Library.

The American Council of Teachers of Russian supports students in learning how to think critically and communicate persuasively in Russian, develop global perspectives, and prepare for careers in a fast-changing world. The role of ACTR is to give members "access to the latest resources and news in the field of Russian that they can share with students and colleagues. Members can also connect and share their experiences and resources with other colleagues from around the country and abroad"

My time at Staten Island Technical High School has taught me the value of cooperation and collaboration with other high school Russian teachers. I have met many of my colleagues from all around the country at the conferences over the years. I know that many of us in high school settings are still not connected to each other. I know that ACTR as the professional organization increases close collaboration among pre-college Russian teachers to promote the study of Russian language and culture on the beginning educational levels.

It has been an honor for me to serve on the ACTR Board for the past five years, and an even greater honor to be elected this year to serve as Secretary of the Board. I was invited to join the ACTR Board not long after coming to the University of Wisconsin – Madison, where I am completing my final year as chair of the Department of Slavic Languages & Literatures. At UW-Madison I have had the pleasure of working with enormously talented and dedicated graduate students, our colleagues in training and the future of our profession. These graduate students come to us with the goal of dedicating their professional lives to scholarship in Slavic languages, literatures, and cultures, and to teaching Russian language, literature, and culture in a wide variety of settings from Anchorage to Astana. I have had the tremendous good fortune to teach a course on Teaching Methods of Slavic Languages and a seminar on Russian music and literature to these wonderful students, to exchange ideas with them in and outside the classroom, to watch them develop as teachers and scholars, to see them enter the profession and spread their gifts to others, and to learn so many new things from them. It is that wonderful cycle of teaching and learning that brings us to this profession.

I have also been fortunate enough to work with some of our nation's brightest and most enthusiastic undergraduate students of Russian, many of whom are enrolled in our Russian Flagship Program ([www.russianflagship.wisc.edu](http://www.russianflagship.wisc.edu)). The UW-Madison Russian Flagship Program, like the other three Russian Flagship programs in the United States (at Bryn Mawr College, Portland State University, and the University of California, Los Angeles), is funded by a federal grant through the National Security Education Program in the U.S. Department of Defense. I hope that ACTR Board President Tom Garza and I can write more about the Language Flagship in a future issue of the *ACTR Letter*. One of my greatest pleasures as director of the UW-Madison Russian Flagship is to meet with our alumni, some of whom are now working for federal agencies and

non-profit organizations in Washington, and some here in Madison, and to meet virtually with those working elsewhere, to see how the study of Russian has benefited them in their careers – and therefore benefits all of us. One of the greatest lessons I have learned in observing our Russian Flagship students now studying at Al-Farabi Kazakh National University in Almaty, Kazakhstan, and in meeting and talking with students from the University of Wisconsin – Madison's Pushkin Summer Institute for high school students, continuing their study of Russian in Daugavpils, Latvia, is the vital role Russian plays as a lingua franca not only in Russia, but beyond her borders.

Prior to coming to UW-Madison I taught at Ohio University in Athens and led a biennial spring quarter study abroad program in Moscow, an experience that let me see a city I love so much, and in which I had lived for several years, through the eyes of undergraduates, many of whom had never left the US before. Study abroad is a life-changing experience not only for our students, but for those of us lucky enough to accompany them and witness their discoveries. For almost a decade of summers I taught first-year Russian and then became director of the Davis School of Russian at Middlebury College. After having benefited from immersion instruction for two summers as a student at the Norwich University School of Russian, and worked with students in an immersion environment at Middlebury, I saw what everyday yet extraordinary miracles can occur in our language and cultural proficiency even when we don't cross a border. At Middlebury, through that collective miracle of immersion study, I developed collegial relations and friendships, and watched the formation of friendships and intercultural ties, that last for a lifetime.

All of these experiences have helped me understand the vital importance of creating and maintaining such ties of collegiality, of teaching and learning, through our professional organization, the American Council of Teachers of Russian. ACTR brings together those of us who have devoted our lives to the



**Karen Evans-Romaine,  
ACTR Secretary**

learning and teaching of Russian language, literature, and culture. Where can we exchange ideas about teaching at K-16 and beyond, about lesson planning, curriculum development, immersion instruction, study abroad, enrollments and recruitment, and about developments in Russian language, literature, and culture, with colleagues whom we have known for years and those we have never met, with experienced teachers and those new to the profession, with sympathetic listeners and with those who can challenge our preconceived ideas? How can we help foster further professional development for our students, our colleagues, and ourselves? How can we help support study abroad to various Russian-speaking countries? Through ACTR – through our website, through our newsletter, through our annual membership meetings, through myriad new settings we can think of! Join us, stay with us, tell your colleagues about us, and help us continue to grow and learn!

**ACTR OFFICERS AND DIRECTORS**

**President:** Thomas J. Garza (2016-2018), University of Texas, Austin, TX <tjgarza@mail.utexas.edu>

**Vice-President:** Nataliya Ushakova (2015-2017), Staten Island Technical H. S., Staten Island, NY  
<nushakova@gmail.com>

**Secretary:** Karen Evans-Romaine (2014-2016), University of Wisconsin Madison, WI <evansromaine@wisc.edu>

**Treasurer:** Cynthia A. Ruder (2015--2017), University of Kentucky, Lexington, KY <cynthia.ruder@uky.edu>

**Executive Director:** Dan Davidson (2014-2016), Bryn Mawr College, Bryn Mawr, PA, and American Councils (ACIE) <ddavidson@americancouncils.org>

**Chair of ACCELS:** Richard Brecht (2016-2018), University of Maryland, College Park, MD  
<rbrecht@casl.umd.edu>

Nina Bond (2014-2016),  
Franklin & Marshall College, Lancaster,  
PA <nbond@fandm.edu>  
Tony Brown (2016-2018),  
Brigham Young University, Provo, UT <tony\_brown@byu.edu>  
Robert Channon (2015-2017),  
Purdue University, West Lafayette,  
IN <channon@purdue.edu>  
Evgeny Dengub, (2015-2017),  
University of Massachusetts Amherst and Smith College, MA  
<edengub@gmail.com>  
Irina Dubinina (2015-2017),  
Brandeis University, Waltham, MA, <idubinina@brandeis.edu>  
Ruth Edelman (2016-2018),  
Tenafly H.S. Tenafly, NJ <rpedelman@hotmail.com>  
Elena Farkas (2014-2016),  
West H.S., Anchorage, AK, <Farkas\_Elena@asdk12.org>  
Paavo Husen (2014-2016),  
Illinois Math & Science Academy, Aurora, IL  
<paavo@imsa.edu>  
Peter Merrill (2016-2018),  
Phillips Academy, Andover, MA <pmerrill@andover.edu>  
Diane Nemec-Ignashev (2016-2018),  
Carleton College, Northfield, MN <dignashe@carleton.edu>

Elizabeth Lee Roby (2015-2017),  
Friends School, Baltimore, MD <eroby@friendsbalt.org>  
Elizabeth Sandstrom (2016-2018),  
Thomas Jefferson H.S. of Science and Technology, Alexandria,  
VA <betsy.sandstrom@fcps.edu>  
Jane Shuffelton (2015-2017),  
Brighton H.S. (emerita), Rochester, NY <shuffelton@aol.com>  
Alla Smyslova (2015-2017),  
Columbia University, New York, NY <as2157@columbia.edu>  
Mara Sukholutskaya (2016-2018),  
East Central University, Ada, OK <msukholu@ecok.edu>  
Jim Sweigert, (2016-2018),  
Roland Park Country School Baltimore, MD,  
<james\_sweigert@yahoo.com>  
Mark Trotter (2014-2016),  
Indiana University, Bloomington, IN <martrott@indiana.edu>  
Irwin Weil (2015-2017),  
Northwestern University (emeritus), Evanston, IL  
<i-weil@northwestern.edu>  
Michele Whaley (2016-2018),  
West H.S., Anchorage, AK <Whaley\_Michele@asdk12.org>

(Terms of board members are for three years, beginning in January immediately following election.)

**SPECIAL REPRESENTATIVE:**

John Schillinger, American University (emeritus) Washington, DC  
(Interorganizational Representative)

**ORGANIZATIONAL MEMBER: CARTA****MEMBERSHIP DUES**

(Calendar year only)

Associate and Full Professors - \$35.00  
Assistant Professors, Lecturers,  
Pre- College Teachers, and Independent  
Scholars - \$30.00  
Retired Persons - \$25.00  
Life Membership - \$500.00  
Students - \$10 (with *Russian Language  
Journal* - \$20.00)

\$10.00 annual overseas  
mailing supplement for all categories

Renew or enter new memberships online at  
<www.actr.org>  
or mail to Irina Dubinina,  
ACTR Membership Secretary:  
GRALL, MS 024, 415 South Street, Waltham,  
MA 02453

# ACTR Letter

Newsletter of the American Council of Teachers of Russian

*Elena Farkas, Chair, Editorial Board*

RETURN OR CHANGE SERVICE REQUESTED:

c/o Irina Dubinina  
GRALL, MS 024, 415 South Street,  
Waltham, MA 02453

NON-PROFIT ORG  
U.S.POSTAGE  
PAID  
Permit No.198  
St. Charles, MO 63301-9998

## TO:

**Elena Farkas**, Chair, Editorial Board, Advertising and General Submissions

**Tony Brown**, Editor, College Programs

**Nataliya Ushakova**, Editor, Junior High and High School Programs

**Lee Roby**, Editor, Elementary School Programs

**Paavo Husen**, Editor, Memoirs

**Annalisa Czeczulin**, Contributing Editor, "Classroom Potpourri"

**Aimee M. Roebuck-Johnson**, Editor, Reviewer's Corner

**Ekaterina Sutton**, Contributing Editor, "Symbols of Russia"

Contact Information for

Elena Farkas

E-mail: RussianAZ@alaskan.com, phone (cell) 907-227-5514

### ADVERTISING RATES AND POLICIES

Commercial ads of interest to the profession, including tor and book ads, are accepted at these rates:

SIZE OF AD	COST	SIZE OF COPY
Full page	\$ 150.00	7.25" x 9"
One-Half Page	\$ 100.00	7.25" x 4.5" or 3.5" x 9"
One-Third Page	\$ 85.00	2.25" x 9" or 3" x 7.25"
One-Quarter Page	\$ 75.00	3.5" x 4.5"
One-Sixth Page	\$ 45.00	2.25" x 4.5"

Price is for publication in the *ACTR Letter* one time. Multiple insertions receive a 20% discount for each repeated use of the same advertisement. Photoshop, InDesign, PDF, EPS, or other usable file is required for each advertisement. Advance payment is appreciated.

The *ACTR Letter* is published four times per year in the fall, winter, spring, and summer. Copy deadlines are August 15, November 1, January 31, and April 15.

Contact information for American  
Councils of International  
Education:

1828 L Street, NW, #1200  
Washington, DC 20036-5104  
Phone: 202-833-7522  
<[www.americancouncils.org](http://www.americancouncils.org)>