

In ACTR Letter (Summer of 2014) we began publishing the memoirs written in 2011 by Mary Pruden. The memoirs are about one of the first high school exchanges and how it has affected Mary's life. This material was kindly shared by Marian Walters (Start High School (emerita), Toledo, Ohio).



...We stayed that way until the *all clear* was sounded. In the sixth grade, I was asked to write a report about Russia. It was exceedingly difficult to find material about this huge but secretive country. The iron curtain didn't just keep people out; it kept information out. By the time I entered high school, people were building fallout shelters in their backyards and stocking them with food and water. My high school civics teacher had such a shelter in his yard, and he told us that he had a rifle at the ready to shoot any neighbor who might try to get into his shelter with him because he didn't have enough food for extra people. In November of 1961, the Soviets set off an atomic bomb as a test. It was intended to scare the west, and it succeeded. Shortly after graduation, the Cuban missile crisis reminded us that the Cold War could turn hot in an instant. Believe it or not, I used to lie awake at night when I was a teenager wishing that I could talk to the Russian people, that I could assure them that we Americans didn't want war with them, that we didn't wish to invade them. Of course, that was an impossible dream. The iron curtain was just that—an impenetrable wall between our peoples. In that time and place, and for the next several years, there were reminders everywhere of the strained relations between the two superpowers: fearmongering political rhetoric, films like *Doctor Strangelove*, *Seven Days in May*, and *Fail Safe*, the U2 incident, the Vietnam War, and science fiction novels with dystopian themes. The year 1984 came and went, but here I was teaching the novel *Nineteen Eighty-Four* to my English literature students. We were still scared of the possibility of nuclear war, of a

HANDS ACROSS THE SEA THE LASTING EFFECT OF STUDENT EXCHANGE

world without individual rights, of an Orwellian nightmare.

But then, in 1989, the Berlin Wall came down and the Polish Solidarity Movement broke Poland away from being a Soviet satellite. The world was rapidly changing due to the information age. And in the Soviet Union, new words were being pronounced: *glasnost* and *perestroika*—openness and restructuring. Of course I wanted to host the teacher from Volgograd! Perhaps my teenage dream of assuring the Russian people of our desire for peace would come true after all.

GALINA

My husband Tom and my daughter Amy and I went to the airport to greet the Russian students and their teachers. Galina had two suitcases, a large tote bag, and a lovely smile. We quickly sought her out in the crowd, introduced ourselves, and packed her into our car. She spoke English beautifully, *with a British accent!* (All of her training books gave British pronunciation.) She was born in 1946, and had spent her entire life in Volgograd (formerly known as *Stalingrad*, and before that, *Tsaritsyn*). If you are not familiar with the history of World War II, Stalingrad was one of the greatest battles of the war, with over a million Russian lives lost, and a show of bravery and courage by the Russian people that turned the



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Correction: In the Fall ACTR Letter,

2014 National Russian Scholar Laureates, it was wrongly printed the name of the student's teacher and the school that this student attended. Our sincere apology to the recipient of the award and her teacher. – Ed.



**Isabella
Ragazzi**

Teacher -
Michael White

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

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

ORGANIZATIONAL MEMBER: CARTA



Hands Across the Sea, continued from p. 1

tide of the war against Nazi Germany.

From that first evening when Galina entered our house, we would see our own world with new eyes. It was such a privilege to be the ones who would show her America. It was an America beyond her wildest imaginings. From behind the iron curtain, the Soviet people were taught that America and her *capitalist-imperialist* system was a failure, that the American people were poverty-stricken and living in the streets without adequate food or shelter. Propaganda films and photos had shown her slums, winos lying drunk on the curbs, and bread lines from the Great Depression. Now, as she stood in the kitchen of my very middle-class tract home, she was looking around in wonder. She had never seen nor heard of a dishwasher. She opened it and looked inside. She closed it and opened it again. "You put the dishes in here?" she asked. She also had never seen a toaster, a coffee maker, or an electric mixer. She told me that she had a washing machine in her apartment, but not a clothes dryer. I later saw the washing machine; it resembled one that my grandmother had years ago, with a separate tub for spinning out the water. She lived with her husband and their 16 year old son in a two bedroom apartment, which was considered large by Soviet standards. Our house seemed huge to her. We had three bedrooms, and she had the guestroom all to herself. We also had two bathrooms, which was incredible to her. Our single-family house with its lawn, trees, shrubs, and gardens seemed like paradise. Moreover, we had two vehicles. Tom drove a car, and I drove a minivan. There were very few people in the Soviet Union with cars, and all of them were men. The next morning, I drove to school with her beside me, and she shadowed me the whole day.

Galina was eager to speak with her students and to make sure that each of them was okay. One of the first things I noticed was that they looked like Americans. Some were blond, some were dark-haired, some were tall, some were short; they were just as diverse as we are, and if they hadn't had

accents, no one would have known that they weren't Americans. The students were paired with our students who were enrolled in Russian language classes. A Russian boy would live with his American "brother," and a Russian girl would live with her "American" sister. They went to class with their brothers and sisters, and to the cafeteria for lunch, and to the library to study, and to extracurricular activities after school. The whole school (about 1,200 students) was buzzing about the Russians in our midst. The visiting students had been studying English since the second grade, so their command of English was far better than our students' understanding of Russian. Galina also spoke to my classes and told them about her city, her apartment, her family, and her school. Although my students were not enrolled in Russian, they were interested in her, and were fully engaged with what she had to say. Plans were made for several field trips: the art museum, the zoo, a factory, a historical museum, sporting events, etc. The host families were charged with taking their visitors along with them to shop, to get hair cuts, to church, to music lessons, to restaurants; in short, to show them how we live.

As I said before, I felt privileged to be the one to show Galina how we lived. That first day, after school, I took her to the supermarket. I will never forget the look on her face. She had never seen so many items for sale all in one place. She was stunned at the variety, the selection, the different sections of the store, the produce stacked up in huge piles, and the pet food aisle—where she stood, flabbergasted, at the idea of packaged food "just for the dog or cat." She asked me about almost every item that I placed in the shopping cart. She had never heard of peanut butter. She had never seen dry cereal or packaged ready-to-eat foods. Branding was a new concept to her. In the Soviet Union, where everything was state-owned, there was no competition, and no advertising. Meat and dairy and baked goods were each sold in separate shops. Produce was found at the farmers market. If you can imagine, it was almost as if she had come in a time machine from 100 years ago in our country, when the



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butcher, the baker, and the candlestick maker each had his own store.

When we returned to our house, she watched me put away the groceries, and assemble the ingredients to cook dinner. One little thing I observed left a lasting impression. As she washed her hands at my kitchen sink, she was ever so careful to use just one drop of liquid soap. She was such a polite guest. She never complained about the food, she offered to help with everything, and she told the most polite fibs ever—she said everything was *tasty*. We made friends very quickly because she was so congenial. We both taught English literature, and we discovered that our favorite authors were alike. We had much in common. Age, marital status, and children (she had two boys and I had three girls, and each of us had just one child still at home). Galina was eager to learn all she could about us, about our way of life, and our country. She asked Tom and Amy questions about their work and school. My husband asked her if she would attend his Rotary Club meeting and perhaps speak to the members, and she agreed. She really fell in love with Amy, and I think it helped

her cope with not seeing her own family for a whole month. During that month, we did take her to Rotary, to restaurants, to large family gatherings, and to our summer cottage. The cottage was a log cabin, and she was so intrigued by it, that she never stopped talking about it, and how it resembled olden times dwellings in Russia. She was embraced and adopted by my mother, my grandmother, my aunts and uncles, my friends, and my colleagues.

The month was filled with so many activities that it passed very quickly. Everyday, Galina would say to me, “Mary, you should come to the Soviet Union with your students when they come in April, and stay at my home.” And I would always say, “I don’t think the school officials would allow me to do that because I am not a teacher of the Russian language.” But she would persist, and so I decided to ask the officials if I could be a chaperone for our students. The miracle is that they approved of my going. And so in April, 1991, Marian and I, and fifteen students, flew to Moscow where we spent four days, and then we flew to Volgograd, where we spent three weeks.

To be continued in Spring Issue of ACTR Letter

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**AMERICAN COUNCIL OF TEACHERS OF RUSSIAN
ANNUAL MEMBERSHIP MEETING**

January 10, 2015

5:15 PM – 7:00 PM

**Renaissance Harbourside Hotel
Vancouver, British Columbia**

Tom Garza, presiding as ACTR Vice President, called the meeting to order at 5:15.

1. **Approval of Minutes** of Jan 11, 2014 Membership Meeting (Chicago) — approved, no changes.

2. **Announcements**—Tom Garza

- Olga Kagan earned the NDFL award at the Modern Language Association.
- Ben Rifkin has accepted a new position as Provost at Ithaca College, Ithaca, NY.

3. **Treasurer's Report**—Cynthia Ruder

Robert Channon reported for **Cynthia Ruder**.

- The fiscal year is from July 1 to June 30. The present report ends 30 June 2014.
- Revenue support: \$30,292; in the previous year it was \$25,096.
- Expenses: \$25,658.
- Net surplus of revenue over expenses: \$4,634.
- Previous year: deficit slightly over \$11,000, because of higher expenses for travel.

4. **Membership Secretary's Report**—Bonnie Einstein

Robert Channon reported for **Bonnie Einstein** on 2014.

[Calendar year]

- New membership applications: 43.
- Renewals: 157
- Life members: 123.
- Total active members: 323. Only twelve are student members.

Previous calculations of membership presented active members for the year in the last week of December. Now that the Board meets in early January, new membership numbers appear low. Members' renewal dues have yet to come in.

ACTR members should continue to recommend that graduate students join ACTR and benefit from the lower dues rate. Tom Garza mentioned that the University of Texas Slavic Department has been paying for one year's membership for every entering graduate student. The investment has paid off, increasing student interest in the profession.

5. **American Councils Board of Trustees Report**—Richard Brecht

Richard Brecht reminded the membership that the AC Board of Trustees is fiscally responsible for overseeing ACTR's activities and those of other organizations with an annual fall audit.

The Board of Trustees has completed five years of strategic planning goals and is starting the next session of strategic

planning. Looking ahead is particularly important in these challenging times.

The Board of Trustees has invited two distinguished former ambassadors to return to the Board of Trustees: John Ordway and Richard Morningstar. Morningstar is knowledgeable about petroleum, and Ordway is fluent in Russian.

Tom Garza thanked Brecht for advocating membership invitations that improve the Board's gender and ethnic diversity.

6. **JNCL-NCLIS**—William Rivers

William Rivers explained that JNCL-NCLIS is the lobbyist organization that represents 100 organizations and institutions in Washington, DC, to influence local policy decisions. ACTR is a founding member of JNCL-NCLIS. Over the last year, Rivers visited over 70 congressional offices and the White House, the Department of Defense, the Department of Education, and members of the intelligence community, leading to some successes in a challenging fiscal environment. Thanks to an active effort carefully coordinated with AC and ASEEES, Title VIII, the research and studies program for Eurasia, was brought back. Title VIII had been cancelled in 2013. Dan Davidson is continuing to work diligently on the process. Title VI was level-funded; a \$10 million increase did not come through. Title VI was cut by 48% two years ago, resulting in the elimination of programs and halving budgets in language centers.

Rivers expects incremental increases in years to come, but noted it will be important to demonstrate consideration of 21st-century challenges such as water shortages and other global issues. Language groups should alert Rivers about projects so he can better help. Most of the previous cuts to DLI were returned, with an impact on research. NSEP, including Flagship and StarTalk, can expect level funding. Administrative cuts should be absorbed, but the number of exchanges should remain steady. Most important this year was a letter written in collaboration with American Councils, JNCL-NCLIS, AAAS and the British Academy of the Humanities and Social Sciences. The letter stressed the cognitive advantages of language study and the impact of language on security, economic growth and social justice. The group is in the process of establishing a Commission of some 20 AAAS fellows and some others. AAAS, founded in 1781, is the oldest honorary academic society in the U.S. One result of the Federal Advisory Information Act is there will not be another Perkins Commission, because clearance would take too long. The AAAS Fellows Commission will act in its place, delivering a report to Congress in about 18 months with some answers to questions and recommendations to states, business communities, and the nation. This is the first broad-based, congressionally-directed commission since 1979.

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7. *Russian Language Journal*—William Rivers

William Rivers reported that Volume 64 of the *Russian Language Journal* is in circulation, including a special section on Humanities Plus, the result of the first-ever conference of RGGU, AC, and Brigham Young University. Four solicited articles are included in this issue as well as seven reviews, including one by John Bailin. Michael Gorham is charged with the reviews. Of 22 commissions, four were considered out of scope, and four published, leading to a 17% acceptance rate. This is a double-blind peer review, with reviewers not listed because of the small circle of reviewers.

Cost continues to be an issue. AC staff received boxes of the *Russian Language Journal* and packaged them. The printing company is now shipping the journals book rate: \$8,500, so total cost to produce the journal is about \$14,000. The only costs covered are the editorial assistant, printing, and shipping. About half of the \$14,000 is defrayed by institutional subscriptions, so each volume costs around \$23. It is available online to all ACTR members through the ACTR website. A year after publication it is available more broadly.

The *Russian Language Journal* is indexed and under negotiations to be included in JSTOR. Scholar citations are finally appearing from *RLJ* articles. The ACTR Board congratulates Rivers for the *Journal's* reaching the gold standard for publications. Rivers commented that he took over the *Journal* in very good shape with an excellent editorial board.

8. Report on ACTR programs—Dan Davidson

Dan Davidson reported on an eventful year for U.S.—Russia relations. Professional networks and personal networks trump political networks for American Councils and ACTR. As troublesome as the relationship between the two governments has been, worsening over the last year, it has been heartening to see how colleagues in Russia (university, government, foundation, and association-based) continue to work with AC and ACTR as they always have. In April 2014, Davidson represented AC at a well-attended, major international conference at MGIMO on the subject of the global university, trends in higher education, and the role of Russian universities in the globalization of higher education. Davidson gave a plenary lecture at the opening session, as if nothing had changed in relations.

The many AC offices across Russia were required to shut down on 7 April after registration changes, with about one month to adapt. NGOs in St Petersburg, Vladivostok, Novosibirsk, and Moscow were also shut down. A commercial office in Moscow performs academic testing (TOEFL, GRE, MCAT, etc.). The office was registered separately as a commercial entity, which was not affected by the closure rule. American Councils spent six

months trying to bring the non-profit registration back into line. It was submitted on 25 December, and will be effective if and when it is registered. Of greater importance is that the for-profit office, which has assumed responsibilities of the non-profit, was just reaccredited through December 2017. AC's presence in Russia is legal, but the smaller office has to carry a larger load.

Impact on programs: RLASP programs have not been affected at all. They remain the same in Moscow, Petersburg, and Vladimir, and no changes are contemplated. Some of the resident directors say that a person who didn't watch the Russian media wouldn't notice any changes.

The CLS program will remain in operation. Next year 50 participants are to be fully funded by the State Department, with no plan to move them outside Russia. In summer 2014, one group in Ufa moved to Tbilisi because of greater difficulty for outlying republics to gain permission to host programs. Kaliningrad, Tuva, Ufa, and others are having difficulty getting permission.

The International Olympiada operated well this year after some initial stumbles.

The travel grants program this past year supported an increasing number of scholars: 20 scholars, 41 grad students, and 8 outbound professionals. The tightening of visa regulations has made it essential that scholars be appropriately careful. It is no longer feasible to get a tourist visa to conduct research; a visa must precisely reflect the purpose of the visit. Multiple entry visas are still being issued and honored, but it is helpful to check that the issuer is still in good standing.

MAPRIAL is preparing for its 2015 International Congress in the third week in September, hosted by the University of Granada in Spain, a strong center of Russian studies. The Congress should be stimulating, given the politics of international Russian studies.

Eureka, the entrepreneurship and technology transfer program is working well. Educational testing and opportunity grants are working well.

NSLI-Y Kazan moved to Moldova in May, returned to Moldova in the fall, and will be in Narva in the spring semester.

Similarly, the Boren program and Flagship are no longer in Russia. The Flagship Program was moved from St. Petersburg State University to Almaty at the last minute, under the guidance of Dr. Lekic and Dr. Sulemeinova. That shift has taken place in an effective way for the students concerned. Mid-year testing results are exactly where AC expects them to be. Part of counter-sanctions has been a disappointing decision to

cancel FLEX in Russia. The Future Leaders Program, child of Bill Bradley, is in its 23rd year. Last year, there were 15,900 applications from across Russia for 300 positions that AC filled. Those students are in the U.S. now, but the Russian government announced in October that AC had to stop recruitment for next year and that Russia would be leaving the FLEX program. That is not a popular decision among Russian students, parents, or teachers. A petition, legal efforts and appeals are in process, but for now FLEX will stop with the return of this year's students. The quota for applicants from Russia was transferred to Ukraine. Other programs may substitute for FLEX in the meantime. Total numbers:

- 401 undergraduates, graduate students, language teachers, researchers, Olympiada participants in Russia.
- 1,024 Russians came to the U.S. on AC programs.

9. Reports on Contests and Awards

a. Olympiada of Spoken Russian

Robert Channon delivered **Mark Trotter's** report.

- A limited number of middle schools offer Russian and participate in Olympiada.
- Alaska has two Olympiadas; Juneau cannot always travel to Anchorage because of weather conditions. A heritage-focused school in Maryland also has its own Olympiada.
- In 2014, over 46 schools and 1,111 students participated in Olympiada. Of those 847 received traditional Olympiada awards, medals, or certificates.
- A group of students attended the International Olympiada in Moscow in 2014. The domestic version is held annually; the international version once in four years.

New England sat out last year, but returned this year with two participating schools.

b. National Russian Essay Contest—Paavo Husen

Jane Shuffelton reported for **Paavo Husen**.

- NREC 2013: 41 schools, 47 teachers, 1,065 participants. "What's important to me."
- NREC 2014: 40 schools, 48 teachers, 1,362 participants. "How young people live in America."
- Six schools were new to the contest, but five programs dropped out.

Judging results should be available by 15 February. Shuffelton commended the excellent work by contest chairs Evgeny Dengub and John Rook. Please submit topics for next year's contest to the contest administrators.

c. National Post-Secondary Russian Essay Contest

Tony Brown reported, thanking those whose students participated. 1,004 students submitted essays this past year from 58 institutions, up from over 980 in 2013. The topic: "An

Important Decision in My Life." Brown will send out a SEELANGS announcement and an announcement to participants.

10. ACTFL and the ACTFL Assembly of Delegates—Jane Shuffelton

Jane Shuffelton reported that the main topic of the Assembly was advocacy. The group heard from William Rivers, and the National Standards Collaborative Board met as well. The Delegates discussed amendments based on concerns from some organizations to the new version of the generic World Readiness Standards for Learning Languages. The Standards belong to the collaborative board, but ACTFL will publish the volume.

Once the volume becomes available, members will be able to order it in print or in an e-book version. It will be possible to order either individual language standards or all (sixteen) language standards. Those will be available only in e-format, and as languages update their standards, there will be no charge to download the new versions. A big change is that this volume includes proficiency levels. The committees are adding sample progress indicators and learning scenarios for post-secondary to the Standards. They are listed by proficiency range: Novice, Intermediate, and Advanced, and eventually the Superior level as well. The Russian group is ahead of other languages. One goal area, Culture, is finished for Russian, and stands as a model for other languages. Jane Shuffelton, Peter Merrill, and Tom Garza form the Russian team.

11. RGGU and the American Studies Center—Tony Brown
Tony Brown asked Board members to consider participating in the Biennial Conference on American Studies, May 12-13, at RGGU. This will be the tenth anniversary of the American Studies Center and the 40th anniversary of American Councils. The deadline is 10 March for papers. The topic is War in American Culture, Texts and Contexts.

12. 2014 Nominations Committee Report—Tony Brown and Karen Evans-Romaine

Tony Brown and **Karen Evans-Romaine** presented two candidates to the Board for consideration: Evgeny Dengub and Irina Dubinina. Dengub has been a lecturer at Amherst College, Mount Holyoke, and UM Amherst since 2010. Dubinina is an assistant professor at Brandeis University, and was a judge in last year's National (secondary) Russian Essay Contest.

The Board voted unanimously to accept both nominations with no objections, no abstentions.

The slate for re-nomination was also approved unanimously: Robert Channon, Jane Shuffelton, Alla Smyslova, Nataliya Ushakova, and Irwin Weill.

ACTR Annual Meeting, continued from p. 7

13. Old Business

In November, the ACTR Board voted to approve a new membership dues schedule. Concerns since that time have led to a decision to reconsider the new dues structure. Robert Channon proposed an alternative schedule that the Board will review at the April Board meeting.

14. New Business

The new dues structure is already in print. The online version will revert to the old dues structure, but Board members should help spread the news that the old dues structure remains in place.

15. ACTR Service Award— Jane Shuffelton

The ACTR Board of Directors awarded the ACTR Lifetime Service Award to Dan Davidson at ACTFL in San Antonio. Shuffelton said that Dan Davidson and ACTR Service are synonymous. Davidson remarked that he was joining honorable

company.

See the Anniversary Edition of the *ACTR Letter* for details.

16. **Announcement:** the US State Department offers a new grant between the U.S. and Russia: *U.S.-Russia Peer to Peer Dialogue Program*. The 2015 round of competition will offer up to \$100,000 for “unique projects centered on Russian-American, peer-to-peer collaboration, including an exchange of best practices on a topic of mutual interest.”

17. Adjournment

Garza adjourned the meeting at 6:28 pm.

*~ACTR Annual Membership Meeting minutes submitted by
Michele Whaley, West High School Russian Language teacher,
Anchorage, Alaska,
Secretary, ACTR Board of Directors*

Reviewer's Corner

Volkova, Natalia and Delbert Phillips. *Let's Improve Our Russian, Step Two* and *Let's Improve Our Russian, Step Three*. St. Petersburg, Russia: Zlatoust. 2014.

ISBN 978-5-86547-792-1 (Step Two)

ISBN 978-5-86547-793-8 (Step Three)

In the Summer (2014) *ACTR Letter*, readers found a review of the first of the three books in the *Let's Improve Our Russian* series by Natalia Volkova and Delbert Phillips. As mentioned in the review, that 2006 publication was followed by two other texts in 2014: *Let's Improve Our Russian; Step Two* and *Let's Improve Our Russian; Step Three*. This review treats steps two and three in one review and comments on the value of the series for intermediate and advanced-level students of Russian.

The authors offer their collection to those studying Russian independently and those studying with instructors. Their target audience is made up of students preparing for Russian Federation's Certificate Level II exam of the Test of Russian as a Foreign Language (Тестирование по русскому языку как иностранному). Achievement of this second level, known also as B2 and Advanced, suggests that the

Книжное обозрение

student has a 10,000-word vocabulary and is described in the following ways:

- The second level (B2) of Russian language certifies a fairly high level of communicative competency in all spheres. This level allows a foreigner to practice a professional activity in Russia as a specialist in engineering, science and humanities (with the exception of professions such as philologists, translators, editors, journalists, diplomats, managers leading a Russian-speaking team). This certificate is required to obtain a master's degree and PhD in the above specialties¹.

- This level certifies that the applicant possesses a relatively high level (upper-intermediate) of communication in a wide range of topics (socio-cultural, educational and professional). Successful completion of this level enables students to carry out professional activities in science, engineering and humanities in a Russian-speaking environment (excepted linguistic occupations, such as translation, editing or journalism). According to the Common European Framework of Reference for Languages (CEFR), the Second Certificate level is equivalent to Level B2. This certificate is required for acquiring a Bachelor or Master at Russian

institutes or universities (except the Bachelor/Master in Philology)².

B2 level students are able to understand the main ideas of complex pieces of writing, keep up a conversation on a reasonably wide range of topics, expressing opinions and presenting arguments with a degree of fluency and spontaneity that allows a regular interaction with native speakers. [They] produce clear and detailed writings, expressing opinions and explaining the advantages and disadvantages of different points of view³.

Organization of Let's Improve Our Russian; Step Two

As the contents of the text are organized into chapters or sections reflecting the grammatical topics covered, the book is easy to navigate.

The five chapters of the book are:

1. The conjunctions *а, и, но*
2. Verbs of location and motion
3. Adjectives and adverbs
4. Time expressions
5. Prepositions

Organization of the Let's Improve Our Russian; Step Three

The four chapters of the book are:

1. Verbal Government
2. Indefinite Pronouns and Adverbs
3. Negative Pronouns and Adverbs
4. Impersonal Sentences



Presentation of grammatical material

Both *Let's Improve Our Russian, Step Two* and *Step Three* open with a Table of Contents presented in Russian and English. The Table of Contents serves as an effective guide for use, as each chapter carries a title describing the general topic. Then, if the grammatical category is particularly conceptually dense, sub-chapters titled in English and Russian indicate the material covered in the sub-topic. As with *Step One* in the series, each chapter's title is also written in Russian and English on the edge of each page, making the desired chapter easy to find. Chapters and their subsections begin with tables summarizing the forms under consideration. In these tables, the grammatical and/or lexical material is presented in Russian on the left with an English translation on the right. These comparisons highlight particularly difficult and/or confusing elements, such as the distinctions between negative pronouns and adverbs of the type не за что and ни за что. All three books in the series use this kind of side-by-side presentation in a visually-effective manner with clear-cut notes about usage. Examples are consistently clear throughout the texts and many presentations can be considered exhaustive, covering all possible forms of the given structure.

The layout of *Step Two* and *Step Three* differs somewhat from that in *Step One*. In *Step One*, the authors opened each chapter with a set of review exercises labeled "Let's try to remember!" or Давайте вспомним! so that students could review material typically covered in the first two years of Russian courses at the university. However, *Steps Two* and *Three* move immediately into more complex elements of Russian grammar that are not likely to have been covered in such courses. Volkova and Phillips highlight areas of particular difficulty with

1. (Обратите) Внимание! sections focusing on forms requiring special

attention, especially points of usage that are easily confused such as некий and никакой.

2. Запомните! boxes that include exceptional grammar elements that should be memorized.

In *Steps Two* and *Three* the authors have chosen to include photographs and drawings as part of the instructional material, providing learners with a kind of variety and visual reinforcement not present in *Step One*. In *Step One* the fonts were a quite legible black and were contrasted with several tones of dark pink to distinguish certain material. However, in *Step Two* the font, photos, and drawings are a burnt sienna color and appear faded in sections. This potential problem with legibility is the only criticism (albeit a quite minor one) that this author could make of this outstanding series. In *Step Three* the font is an easily-readable black and the photos, and drawings are well-defined in shades of black and grey.

In the two textbooks under consideration, Volkova and Phillips include the lion's share of instructional and reference material in the chapters themselves, creating little need for appendices. However, as two-thirds of the *Step Three* text deals with the complexities of Verbal Governance, the authors have followed up their thorough presentations of the material with an appendix composed of a comprehensive list of verbs covered in the first chapter. This appendix offers a five-page summary of the verbs covered in the first 111 pages in the text. These verbs are presented in aspectual pairs and translated into English. For each pair, the authors have included the page number(s) on which the usage and verbal government of the verb is discussed. Using this appendix, the student and/or the instructor can either review all verbs or select verbs of particular interest for a given class session.

Types of exercises

In the same way as in *Step One*, Volkova and Phillips reinforce the

instructional points of *Steps Two* and *Three* with a marvelous variety of exercise types. They include:

1. Completion of a sentence with the correct form.
2. Replacing one form with a synonymous one or identifying synonymous forms.
3. Translation and re-telling of an anecdote, story, or sentence.
4. Choosing the appropriate form from two possibilities.
5. Transformation from one form into another.
6. Identifying the intention of the speaker.

Each exercise set begins with instructions in Russian and English and answer keys to all exercises come at the end of the book. For reinforcement, nearly all chapters of *Steps Two* and *Three* end with Повторение, a comprehensive review of the material presented in the chapter. Such resources are instrumental for students to acquire grammatical elements with this level of complexity.

Endorsement

As noted in last issue's review, *Let's Improve Our Russian, Step One* masterfully fills a niche that, if left unfilled, can cripple an intermediate-level student's progress in Russian. *Let's Improve Our Russian, Steps Two* and *Three* expand this niche and afford students the opportunity to tackle the thorniest features of Russian grammar and usage, those that daunt even the most fearless student. Phillips and Volkova's texts are evidence of the authors' knowledge, talent, experience, and of their determination to give students every advantage in their pursuit of Russian language proficiency.

--Aimee Roebuck-Johnson

At the publication of this review, *Let's Improve Our Russian, Steps Two* and *Three* could be purchased at <<http://www.russia-on-line.com/>> and <<http://ruslania.com>>

1. <http://www.russian-moscow.com/study/certificates/>

2. http://en.wikipedia.org/wiki/Test_of_Russian_as_a_Foreign_Language

3. <http://trki.org/levels/tkri-2.php>



The U.S. delegation: Second Worldwide Festival of the Russian Language.
Joseph Doran is on the right hand side of the stand.

6 high school students, 2 college students and one teacher travel to Saint Petersburg to represent the United States at the Second Worldwide Festival of the Russian Language

The Second Worldwide Festival of the Russian Language, which took place in St. Petersburg, Russia from November 19-23, 2014 was attended by 300 contest finalists from 60 different countries. Hosted by MAPRIAL (the International Association of Teachers of Russian Language and Literature) and funded by *Russkij Mir*, the festival brought together national finalists from contests conducted by MAPRIAL during their country tours from April 15 thru September 30, 2013, as well as on-line contests conducted through March 31, 2014. With the goal of supporting, developing, sustaining and

popularizing the teaching and learning of the Russian language beyond the borders of Russia, MAPRIAL tours engage school and college students, as well as Russian instructors in contests which test proficiency in the language and knowledge of Russian history and culture. Lovers of Russian song are invited as well to demonstrate their talents by performing Russian songs in pursuit of a spot in the finalist round of the song competition. The 300 finalists from 60 different countries were culled from over 60,000 participants from 88 different countries in the preliminary round of the contest.

MAPRIAL commenced their second worldwide tour with a visit to Washington, DC in April of 2013, where they engaged with US scholars in a symposium at American Councils, conducted language and culture contests at the Virginia Olympiada of Spoken Russian at George Mason University, and observed the teaching and learning of Russian at Friends School in Baltimore in addition to conducting contests there. At the Virginia Olympiada, five students from Thomas Jefferson High School for Science and Technology (Sammy Bennett, Samantha Cadd, Joseph Doran, Joshua Learn, Mollie Passacantando) and one Dartmouth student (Aaron Koenig) were selected for the finalist round of the international contest, and at Friends School of Baltimore, Russian student, Alex Brooks (current Haverford College Russian major) and Russian teacher, Lee Roby, were selected to participate. Another Thomas Jefferson student, Peter Rohrer, was later selected after participating in the two-round online culture and essay writing contest.

At the finalist round of the contest in St. Petersburg, contest finalists were asked to write an essay in 30 minutes on a prompt relevant to their participation category. High School students wrote on the topic "My favorite Russian word." College students wrote on "How have gadgets changed my life?" and instructors wrote on the topic "seven values of our time." An oral contest followed in which each person was given one minute to speak on a spontaneous prompt. School students shared "a little bit about myself." College students spoke on the topic of "my future profession." Instructors reflected aloud on "the Russian language in a global world." At the final ceremony in the breathtaking Concert Hall of the Mariinsky Theater, it was announced that Thomas Jefferson student, Joseph Doran, had been awarded the 2nd place prize in the student category! Congratulations are due to both Joseph Doran and to Thomas Jefferson Russian teacher Betsy Sandstrom!

In addition to the contest, participants were treated to a tour of beautiful St. Petersburg and a delightful evening of ballet (Pushkin's *The Fountain of Bakhchisarai*) at the Mariinsky Theater. The highlight of the trip though was in the energy brought by 300 international visitors from 60 different countries, who all shared in their love for the Russian language and culture. For information on the next MAPRIAL Worldwide Festival of Russian Language consult the MAPRIAL website at <ru.mapryal.org>.

~ Submitted by Lee Roby, Russian Teacher at Friends School of Baltimore



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Classroom Potpourri —By Annalisa Czeczulin, Column editor

СОВЕТЫ УЧИТЕЛЮ

Как успешно использовать технические средства обучения в классе

Feeling overwhelmed by all of the technology that you *don't* know how to use in the classroom? Well, you are not alone. Technology is like teaching: you cannot be someone in the classroom that you are not, and you cannot allow technology (or fear of it) to take over your instructional methods.

Does this mean that teachers should never use technology in the classroom? Certainly not. What it does mean is that you need to be comfortable with the technology that you are using. Remember, technology should make teaching easier as a facilitative device but it is not always the best means to make a point. Teachers should remember several golden rules of technology in order to survive the demands of the classroom, as well as to utilize technology to its fullest potential.

Work smarter, not harder.

Technology should not make teaching a point more difficult or confusing; it should be used to make it more accessible. Do not use a piece of technology because it is popular—use it because it enables your students to learn. Yes, the initial set-up is usually time-consuming, but once finished, the technology should be usable and *reusable*. It is great to be cutting edge, but not if you are spending more time generating the set-ups than thinking through and communicating the lessons.

Define the applications of technology.

Technology does not create good students- it makes them better. Teaching students to use technology should be a benefit, not an exercise in frustration. Always bear in mind that technology should never become a crutch; it should be a springboard from which new ideas take off and become reality. Technology should propel students forward into learning, empowering them with new ways to express themselves. That means that you cannot forget to

periodically assess whether or not the technology is effective.

The technology of communication.

Students want feedback. This is Generation Tech-Digital Natives. Judicious use of technological tools can make your teaching easier and more attractive. For instance, Track Changes provides students with *legible*, meaningful comments. It was not until I began to make work correction mandatory that I realized students at times did not even understand my handwritten comments. With Track Changes, I can choose to fix minor mistakes or comment on a general problem. The student has an electronic copy (and I can file one away, too), so “I lost it” becomes irrelevant. Another bonus- going green!

Technology also allows real-time communication. Instead of waiting until a student is failing, send a brief e-mail at the first sign of a problem. This may entail asking to meet with the student if the problem is complicated, or a simple reminder about office hours if the problem needs to be addressed, but is not urgent.

Also, don't forget to express your expectations early. Students often want instantaneous feedback. A typical time period for answering an e-mail is 48 business hours. However, it never hurts to acknowledge receipt of a query that requires more time, and then reply later in depth. Just remember to respond- set a reminder in your electronic calendar. Bear in mind that students (and we) lead busy lives. Posting assignments and readings, sometimes ahead of time, allows for flexibility. Students also have different learning styles. Putting a vocabulary list up a few days earlier might make a big difference to a student who struggles to memorize vocabulary.

Don't fear the techie.

Admitting to students that you don't know how to do everything is OK. Don't be afraid to allow a gifted techie to teach the class how to do something new. It gives that student a chance to shine, and shows that

no one can know everything, but everyone can learn – even you. A word to the wise: preview the presentation beforehand!

Technology is for teaching.

Remember that technology is not always the answer, but students have technology more and more, be it a smart phone, laptop, or tablet. Why not harness that familiarity? Take a poll using phones; have oral presentations that use a technological visual. But remember to be aware that not all students have all technologies (or sometimes even any technology). The last thing you want to do is discriminate based on what your students have, or have not. Learn what they have and use it, even if in pairs.

Technology is education, not entertainment.

Technology can bring new, exciting experiences to the classroom. Visiting with someone from another culture, learning how to cut the time needed to complete a task, or just learning a new way to present an old topic can be fun and rewarding. Technology can help students integrate into the global arena, give them new perspectives, and help them to understand and think in depth. It should not just be one more task added to your plate—it should fulfill a real need in the classroom. Technology has its place in being entertaining; however, it should rarely be used solely for entertainment purposes.

Trending.

You don't need the brightest and the best equipment in your classroom. As in so much of life, it's not what you have but what you do with it that counts. I have known teachers who have the latest equipment but cannot effectively use it, as well as teachers who have jury-rigged equipment that makes them the most memorable in a student's life. Technology can be seen as being about the flash, but the flash without substance will never succeed. Use what you have effectively. There might even be a free app for something you are trying to do—be creative in your search for opportunities. Grants abound if you seek them. Your students will appreciate free or cheap apps much more than a program they could never hope to purchase.

The new Post-It.

Students often complete work to “get it done”. Are they really “getting it”? Try having students respond to assignments every once in a while. If you are comfortable with it, set up a discussion board, a blog, or a wiki. You would be surprised at how students interpret some of your teaching. Getting them to post responses, either privately (read and respond) or publicly (discussion board) allows you to check the information that they are really taking away from the classroom.

Trying blended or online?

These are new ways to integrate technology into the classroom, but don't let them replace solid human interaction. Let students know what the logistics are (how to log in, respond, use netiquette). Remember that any online work has to be *social*, not isolating. The students still need a place to introduce themselves (and don't forget to welcome them to the class as soon as they join). As you proceed, you need to scaffold—provide quick, meaningful feedback, offer encouragement, and try not to dominate the class. You have to trust your students, leading them effectively without constantly intruding. As in a successful classroom, you are a facilitator, not the main attraction.

Prevent «Us» and «Them» feuds.

Know your technology team. Meet with them and get to know what they can and cannot offer. Many IT professionals are more than willing to sit down to help you learn something new or to problem solve—after all, if you learn it, you won't have to call them each time. Try not to feel slighted because you feel you have inferior equipment—communicate what you need and find the best way to fill that need. Remember—IT has a budget, too. And, by the way, a good old-fashioned «Thank You» still goes a long way in a world where we hurry to multitask as much as we can. Don't forget to acknowledge when someone has gone out of their way to make your teaching more successful and rewarding.



Technology in the Classroom

Технические Средства Обучения

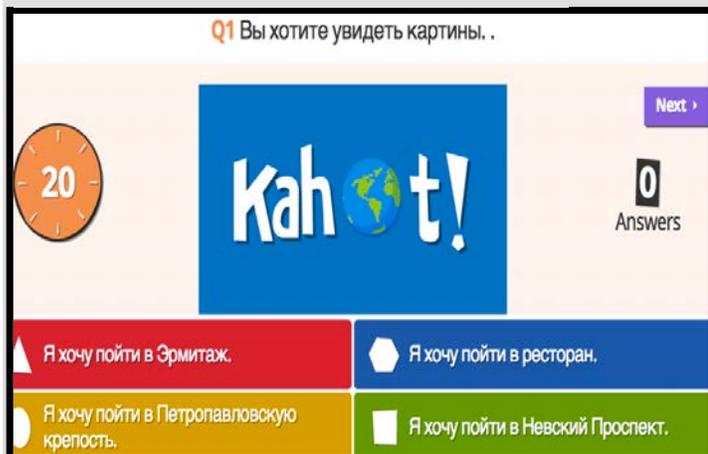
—submitted by Michele Whaley

It's difficult to stay on top of the booming technology for

teachers and students, and it takes time to learn new applications and discern how best to use them in the classroom.

Here are three easy ones to use. 1. For iPad users, whether you have one iPad or a class set, check out the Educreations app. Students or teachers can type text, draw, insert pictures from a file or the web, and record voice, then share the whole thing on a website. The basic version is still free, but it's such an effective application that the paid version is worth the expense. Teachers might want to consider logging in for students so that the students can't go back later to change or delete work.

Figure 1: Screen from a Kahoot game



2. For any platform: Kahoot is a game/quiz-making site.

The teacher (or a student) creates a multiple-choice quiz. It is possible to use pictures or text for the questions. The teacher uses a projection device so that an entire group of students looks at the question and answer choices together. The answers are labeled by colors. Then students use their own device (phone, tablet, or computer in a lab) to choose the color block that denotes the correct answer. A timer counts down the seconds, and when everyone has answered or the time is up, a screen pops up to show how many students got the answer correct and whose scores are in the top five. Quizzes don't have to take long to create, and the game is engaging.

3. An even easier way to spend the last few minutes of class is babadum.com, a site that offers a vocabulary quiz in many languages. Even beginning students narrow down the choices based on what they know about suffixes and prefixes, and they can make new connections between vocabulary terms in other languages.



Figure 2: Screen from a Babadum game

If you have a bit more time and haven't been to MSU Clear (Michigan State University's Center for Language Education and Research) in a while, check it out. The Center has been awarded funding through 2018, so upgrades are improving an already great resource. The Viewpoint application is set up as a video recording site, but it's also easy to use for recording voice and then posting that recording onto a class website. "Snapshot" has many useful pictures for teachers, and the QuizBreak application makes it easy to create Jeopardy-style games in a flash. The site makes it easy to create assessments on line and to set up audio dropboxes where teachers can easily collect oral responses to a prompt.

<<http://clear.msu.edu/teaching/online/ria/>>

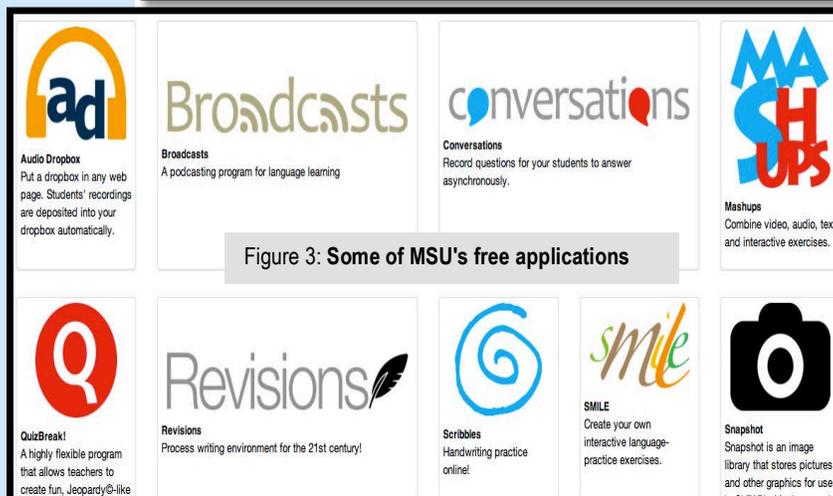


Figure 3: Some of MSU's free applications

Новая рубрика: *Проба пера**The translation of Zhukovskii's
"Svetlana"*

The diverse student body at University of Alaska Anchorage includes traditional college students, as well as continuing students, community members, military veterans, and retirees. Our small but vibrant Russian Program offers three years of traditional language study, after which students participate in advanced topics courses, taught completely in Russian.

In the spring semester of 2014, the course was entitled "Duels and Destiny in Nineteenth-Century Russian Literature." In addition to reading canonical texts by Pushkin, Lermontov, and Zhukovskii, students discussed the ways in which men and women of this time tried to test their fates: duels and divination. We learned these complex rituals in order to more deeply understand the texts and to grasp the elusive concept of fate.

In the final section of the course, we undertook the translation of Zhukovskii's influential and well-known gothic ballad, "Svetlana" (1812), which was last translated into English in 1823 by Sir John Bowring. In their article, "The Translator Translated: Zhukovsky's 'Svetlana' and Bowring's 'Catherine,'" Kenneth and Warren Ober discuss the problematic translation, which meticulously maintains the ballad's meter, while the poem's content remains obscure for those who cannot read the original Russian.

I often devote a short portion of my topics courses to studying translation in order to

familiarize students with the difficulties of translation and demonstrate what is lost when we read a work in English rather than the original language. In this case, we read both the original and Bowring's translation, after which we had a discussion of the shortfalls of this particular rendition of the poem and planned the parameters for our own translation. As a group, we decided to create a prose translation that would match the meaning of the original as closely as possible. We chose to mimic the length and form of the original stanzas, so that it could be compared to the original more easily. Though the poetic meter of "Svetlana" has been lost in our attempt, we succeeded in creating a translation that would be accessible to contemporary readers and enable professors to assign such a reading for courses on Russian literature in translation.

Students worked on the translation in class during the final portion of the semester, to give them time to write their final course papers at home. In the classroom, students worked in pairs on assigned stanzas. When a pair completed their translation of a stanza, I checked their work to make sure that they had properly understood and rendered the original content. The work you see here is a true collaborative effort.

Translators: Caitlin Cheely,
Antonia Delucia,
Zachariah Fredrickson,
William Giedosh,
Alexander Hone,
Ronald Lauscher,
Elizabeth Pearson,
O'Hara Shipe.

Знакомьтесь

Amanda Murphy completed her Ph.D. dissertation "Beyond Tatiana: Pushkin's Heroines at the Intersection of Life and Art" at the University of Wisconsin-Madison in 2011. Her research interests include romanticism, traditional belief, social ritual, and visual culture. She currently serves as a Term Assistant Professor and the Coordinator of the Russian Program at the University of Alaska Anchorage. Dr. Murphy has also taught at the University of Wisconsin-Madison, Colby College, and The Russian School at Middlebury College.



—Submitted by *Amanda
Murphy*

The translation..., continued p. 16

The translation..., continued from p. 15

“Svetlana” - Vasili Zhukoskii

To A.A. Voeikovaia

Once upon an Epiphany eve
The young women divined their
fates:
Beyond the gate they threw
Shoes taken from their feet;
They sifted snow; beneath the
window
They listened; they fed
The chicken an even number of
grains;
They poured burning wax.
They placed a golden ring,
And Emerald earrings
Into a bowl of clean water;
They spread a white cloth over
the top
And above the bowl they sang in
harmony
Songs of divination.¹

Dimly shines the moon
In the foggy dusk -
Silent and sorrowful
Sat dear Svetlana.
“What is wrong my friend?
Speak up;
Listen to us sing rounds;
Pull out your ring.”
Sing, my beauty: “Blacksmith,
Forge me a new and golden
crown,
Forge me a golden ring;
I will marry with this crown,
I will marry with this ring
Before the holy altar.”²

“How can I sing, my friends?
My dear friend is far away;
It is my fate to die
In melancholy loneliness.
A year has passed with no news:
He does not write to me.
Through him the world is
beautiful,
Through him my heart beats...
Are you not thinking about me?
And where are you?

Where is your abode?
I pray, and my tears flow!
How can my grief be abated,
My guardian-angel?
In her room the table is set
With a white cloth;
On that same table stand
A mirror and a candle;
And place settings for two.
“Gaze, Svetlana
Into the mirror’s clear glass.
At midnight, without fail
You will discover your destiny:
Your beloved will knock at the
door
With a light tap;
The bolt will fall from the door;
He will take his place at the table
To sup with you.”

And here is our beauty;
Sitting alone, facing the mirror;
Inwardly timid
She looks into the mirror;
The mirror is dark; all around
It is deathly still;
The flickering candle
Barely casts any light...
Timidity trembles in her bosom,
She is afraid to look behind her,
Fear clouds her eyes...
With a crackle, the candle flares
up,
Midnight’s messenger,
The cricket, mournfully cries out.

Leaning on her elbow
Svetlana can barely breathe
Hark! Lightly the lock creaks,
Someone knocks, she listens.
With caution she looks into the
mirror
Behind her shoulder
An apparition flickers
With burning eyes...
Fear takes hold of her
And suddenly she hears
A light and quiet whisper.
“Your murmurs have been heard.
I am here, my dear.
The heavens have been
appeased!”

She glances back affectionately at
him,
Who is waiting with open arms.
“My joy, the light of my eyes,
Let us never separate.
Let’s go! The priest is already
waiting in the church
With the deacons, and the other
clergy members assembled;
The choir sings the wedding
songs;
The temple glimmers with
candlelight.”
She responds with a tender gaze;
And they set off for the broad
courtyard,
Up to the wooden planks of the
gate.
Their sled waiting for them there;
The horses impatiently tear at
their
Silken reigns.

They sat down...
The horses from their places
leapt,
Their nostrils steamed
From their hooves arose a
whirlwind,
Covering the sleigh.
Galloping... All around them
stillness.
Svetlana beheld the steppe,
The moon encircled in mist,
The barely glittering glades.
Her heart shuddered
prophetically.
Hesitantly the maiden whispered:
“Why have you grown quiet, my
love?”
Not half a word did he reply:
Only gazed at the moonlight,
Pale and despondent.

The horses raced over the
hillocks;
Trampling the deep snow...
Over there, God’s temple
Stood by itself;
A whirlwind blew the doors open;
People fill the cathedral;
The bright light of the chandeliers

Fades in the incense;
In the center stands a black
casket;
The priest solemnly pronounces:
"You will be taken by the grave!"
The girl trembles more than
ever;
The horses are near; her friend is
silent,
Pale and despondent.

Suddenly a blizzard swirls all
around
The snow comes down in clumps
A black raven, with whistling
wing
Hovers above the sled;
The raven croaks: *sorrow!*
The hurried horses
Keenly watch the dark horizon
Raising their manes;
A light glimmers in the field;
Visible is a peaceful corner,
A little hut buried under the
snow
The swift horses fly ever faster
They race along with vigorous
speed
Blowing the snow directly at her.

In a sudden swirl and upsurge,
Before her eyes,
Horses, sled and groom
Disappeared as if they never
existed,
And now alone and in the dark,
Discarded and friendless,
Our lady found herself in a
terrible place,
Around her swirled a snowstorm,
She turned around - no footprints
remained...
Then she saw the cabin and in a
light,
She crossed herself;
With a quiet prayer she knocks
upon the door,
Which creaks, squeaks, and
opens in response
Utterly dissolving in the darkness.

In the hut a coffin rests

Covered in a white cloth,
The Savior's icon stands at its
feet
And the candle before it burns.
Ah, Svetlana! What troubles you?
Into whose abode have you
entered?
Frightful is the silent dweller
Of the empty hut.
Entering in trepidation and in
tears,
Before the icon, she fell to the
ground,
Prayed to the Savior, cross in
hand.
Timidly she hid in the corner
Beneath the images of saints.

All was quiet, the blizzard now
gone,
Cept' the weak and flickering
candle,
That shed a trembling light,
That again dies out...
All is in a deep and death-like
dream,
Such terrible silence...
Oh, Svetlana!... But in this
deafening stillness,
Appeared a slight murmur,
Staring at her from a corner,
Is a pure white dove,
With bright eyes,
Whisking softly as they flew,
Quietly landing on her breast,
Embracing her with its wings.

Once again, everything lay silent,
For our Svetlana it seemed,
Something had moved beneath
the sheets,
Something that was dead,
Removing the cover, there it was
- a corpse!
(Face darker than night)
All there for her to see- and a
crown upon his head,³
His eyes were closed,
Until suddenly... his lips groaned,
Trying to push free,
His cold dead hands...
What about the maiden?...

Trembling with terror...
Death is close... but the white
dove
Does not slumber.

Shaking, he softly,
Turned his delicate wings,
And fluttered towards the dead
man's chest,
Who, deprived of all his strength,
Groaned and grated his terrible
teeth,
And shined his menacing eyes,
Towards the quivering virgin...
Again a paleness came to his lips,
And in his rolling eyes,
Death appeared.
Look, Svetlana! Oh God!
Her gentle friend is a dead man!
AH!... and she awakens from her
dream!

Where is she? By the mirror all
alone
In the middle of the chamber;
Through the window's thin curtain
Shines the light of the morning
sun;
The rooster loudly flaps his wings,
Greeting the day with song;
All is aglow... The dream disturbs
Svetlana's spirit.
"Oh, what a horrible, menacing
nightmare!
It prophesies not a happy future -
But a bitter fate.
Secret gloom of coming days,
What do you promise for my soul -
Joy or sorrow?"

With an aching heart,
Svetlana sits beneath the window.
Through the glass, a wide path
Appears through the fog.
The snow glitters in the sun,
The rising steam reddens...
Hark! In the empty distance
A small bell resounds!
On the road, powdery snow.
Racing as if on wings,

The translation ... continued on p. 18

The translation ..., continued from p. 17

A sleigh pulled by spirited horses.
Closer, almost at the gates!
A stately guest to the doorway
comes.

Who is it? Svetlana's fiancé.

Svetlana, what of your dream,
The prophesy of torment?
Your friend is with you;
unchanged

In the trial of separation;
The same love in his eyes,
The same pleasant glances;
On the same sweet lips
Lovely conversations.

House of God, open your doors;
You fly to the heavens,

Faithful vows;
Gather, young and old;
To toast in harmony
"Live long and prosper!"

Smile, my beauty,
At my ballad;
Within it there great wonders,
And very little substance.
I am satisfied with your glance,
I do not desire glory;
Glory—they taught us—is like
smoke;
The world—a cunning judge.
Here is the essence of my ballad:
"The best friend to us in this life
Is faith in Providence.
The law of the good Creator:

Here misfortune is a false dream;
Happiness is in awakening."

Oh! Do not dwell on these
terrible dreams,
You! My own Svetlana!
Creator, be for her a protection!
No wounds of sadness,
Not one somber shadow...
Let them never touch her
For her soul is as bright as day.
Oh! Let disaster's hand
Ever pass her by.
As the pleasant stream's glitter
On an open field,
May her life be bright.
May gladness, as before,
Be the friend of all her days.

¹ Epiphany is considered the proper time for fortune-telling rituals. This verse describes various forms of divination. For information on how these rituals are performed, see W.F. Ryan and F. Wigzell, "Gullible Girls and Dreadful Dreams: Zhukovskii, Pushkin and Popular Divination," *SEER* 70.4 (1992): 647-669.

² In songs of divination, the verse sung when an object is retrieved reveals the owner's fate. This verse presages marriage. See *Ibid.*, 656-657.

³ His crown indicates participation in the marriage ceremony.

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