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AABS Newsletter | January 2012

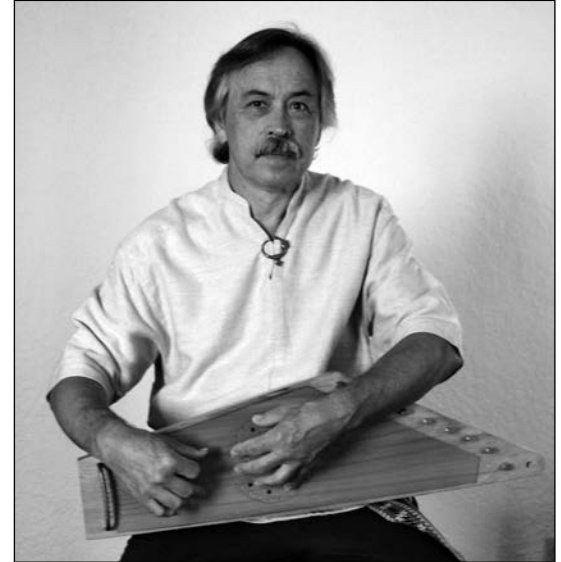
Baltic Studies at the Crossroads

By Ain Haas

President-Elect, AABS

Chicago, the site of the upcoming AABS conference in April 2012, is a superbly suitable place for us to gather, both in practical and symbolic terms. Throughout its history, the city has been the intersection point of major travel networks—Great Lakes and Mississippi Valley canoe routes in the fur trade era, railroad lines and shipping lanes during America's westward expansion, interstate highways and trans-Atlantic flyways today. Since Chicago is easily accessible to Baltic scholars throughout North America as well as Europe and has sizeable local communities of Lithuanians, Latvians, and Estonians, we can look forward to a well-attended conference with a very diverse set of participants.

As the primary destination of Lithuanian emigrants for over a century, the city has a unique importance in Baltic diaspora studies. It is also no accident that a program of Lithuanian Studies ended up at the University of Illinois at Chicago. The combination



Ain Haas with kannel

of a local academic base and vibrant ethnic community has greatly facilitated the planning of the conference and promises to enrich the program of presentations and activities. It is my sincere hope that conference participants from elsewhere will take ad-

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The Global Baltics: The Next Twenty Years

The 23rd AABS Conference | University of Illinois at Chicago (April 26–28, 2012)

By Giedrius Subačius

AABS Vice President-Conferences

The conference planners are expecting that the 2012 conference in Chicago may become the most well-attended conference in AABS history. To date, more than 200 presenters' proposals have been accepted. The History Section alone has 52 accepted papers. The conference will include participants from many countries, including: Australia, Brazil, Canada, Estonia, Finland, France, Germany, Great Britain, Hungary, Latvia, Lithuania, Russia, Sweden, U.S.A., and others.

The conference will begin with opening ceremonies at 12:00 PM, April 26, 2012. UIC officials who already have accepted the invitation to attend the opening ceremonies include the dean of LAS (Liberal Arts and Sciences), Prof. Astrida O. Tantillo, and the director of School of Literatures, Cultural Studies, and Linguistics, Prof. Rosilie Hernández. We hope other distinguished guests will also be able to not only attend the opening ceremonies, but the conference as well.

Preparations are underway for the AABS 2012 conference in Chicago, to be held at the University of Illinois at Chicago (UIC). Two committees are at work, the program committee, which is responsible for the academic program, and the Chicago-based local arrangements committee, which is responsible for local arrangements, registration, tours, cultural events, etc.

The 2012 conference program committee includes 17 divisional chairs: Olavi Arens (Advancing Baltic Studies), Daunis Auers (Political Science, International Relations, Law), Dzintra Bond (Linguistics), Kara Brown (Education), Vilius Rudra Dundzila (Aesthetics, Creativity and Culture), Daina S. Eglitis (Sociology, Psychology, Demography), Kevin Karnes (Musicology), Tiina Ann Kirss (Gender), Nerina Klumbytė (Anthropology), Mara Lazda (Ethnic Minorities in the Baltic), Daiva Markelis (Literature), Randy Richards (Business ethics and corpo-



Conference logo by Daukantė Subačiūtė

rate social responsibility), Kenneth Smith (Business and Economics), Robert Smurr (Environment and Public Health), Andris Straumanis (Communication and Media), Dace Veinberga (Religion), and Bradley Woodworth (History and Memory).

The program committee is also organizing interesting plenary presentations and round-table discussions. An invitation has been extended (though a confirmation has not yet been received), to US senator from Illinois Richard J. Durbin to speak about the history and the future of the US relations with the Baltic. All three Baltic Ambassadors in the US, Marina Kaljurand (Estonia), Žygimantas Pavilionis (Lithuania), and Andrejs Pildegovičs (Latvia), have accepted our invitation to participate in the plenary round-table discussion on the conference theme, "The Global Baltics: The Next Twenty Years." Two plenary speakers have accepted our invitations. They are: (1) Vyacheslav Dombrovsky, Ph.D. an economist, a former faculty member of the Stockholm School of Economics, Riga, Research Fellow at BICEPS, and current Latvian Parliamentarian, who will give a presentation on the recent economic crisis in the Baltic countries; and (2)

Pietro U. Dini, Ph.D., an Italian Professor, a linguist (University of Pisa), a translator from Lithuanian and Latvian into Italian, a member of academies of sciences both of Lithuania and Latvia, who will discuss how the Baltic Languages (Latvian, Lithuanian, Old Prussian, and to a certain extent also Estonian and Livonian) and the Baltic nations were perceived in Renaissance Europe (Professor Dini has recently published a 1000-page book in Italian on the topic: *Aliletoescvr: linguistica baltica delle origini*, Livorno: Books & Co). Plans are also underway for a literature evening, with the assistance of Prof. Violeta Kelertas).

The Local Arrangements Committee, chaired by Giedrius Subačius, consists of 11 members: Dalia Anyšienė, Dalia Cidzikaitė, Ieva Dilytė, Ramunė Kubiliūtė, Adomas Šiudika, Aurelija Tamošiūnaitė, Audronė Tamulienė, Karilė Vaitkutė, Paulius Vertelka, Agnė Vertelkaitė, and Robertas Vitas. We are very grateful for the assistance of Stacy L. Jeffries of UIC. Other volunteers are being recruited as needed. There is a big load on their shoulders to make the conference run as smoothly as possible. Committee members write about our

(Continued on page 4)

The Global Baltics: The Next Twenty Years | continued from page 3

conference in the newspapers and magazines in Baltic languages and in English. They have prepared the advisory information about conference accommodations. They opened our Facebook group account (<http://www.facebook.com/#!/groups/208552795851797/>, or <http://tinyurl.com/3ctn46a>). They continue to seek support from various foundations and private organizations. They help manage the conference's finances and registrations. They have organized an optional guided walking tour through architectural Chicago for the morning following the conference. They planned the banquet of the conference, to be held in a cozy Greek restaurant within walking distance from the conference site at UIC. They are planning various events for conference attendees at UIC. They will print the program of the conference. They will prepare a registration packet for every participant. They will be working at the registration desk during the conference. They will guarantee that there is plenty of coffee during the session breaks. As all AABS conference planners know, the work never ends.

The Lithuanian Research and Studies Center, based in Chicago, is preparing an exhibition of Baltic rare books and manuscripts from their collections in the open space nearby conference rooms. The coffee-drinking stand for breaks will be located, in the foyer near



2012 AABS Conference Organizing Committee

the registration area and the conference rooms.

The Local arrangement committee has had some success in obtaining support from external sources. First of all, I want to mention the departments of UIC that already have provided their generous support: Linguistics, Germanic Studies, Slavic and Baltic Languages and Literatures, Classics and Mediterranean Studies, and of School of Literatures, Cultural Studies, and Linguistics. Also, we are very grateful for the support of the following foundations: Knights of Lithuania (Lietuvos Vyčiai), the Lithuanian Catholic

Foundation "Ateitininkų Šalpos fondas", Lituanus journal, and Lithuanian Foundation. Our sincere gratitude goes to all of them. Additional support will continue to be sought.

The logo for the 2012 conference was created by Daukantė Subačiūtė. Amanda Swain is maintaining our conference website (<http://depts.washington.edu/aabs/chicago-conf-2012.html>). Conference planning partners include: the Chicago Sister Cities organization, Lituanus journal; and the Balzekas Museum of Lithuanian Culture. We bow our heads in thanks to them all.

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for the 2012 AABS Conference at the University of Illinois, Chicago

44 students from North America, Europe, South America, Australia and Japan have applied for travel support

Thanks to all of you who have already donated. We are still short \$2800 to reach our goal of \$7440

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MARK YOUR CALENDERS:

AABS Conference on Baltic Studies
University of Illinois at Chicago
April 26-28, 2012

AABS-SASS joint conference on Baltic and Scandinavian Studies
Yale University
March 13-16, 2014

Transitions, Visions and Beyond

9th Conference on Baltic Studies in Europe

By Olavi Arens

AABS Academic Executive Director

The 9th Conference on Baltic Studies in Europe was held at Södertörn University (Södertörns Högskola) in Stockholm, Sweden on 12-15 June 2011. The theme of the conference was, "Transitions, Visions, and Beyond." Anu-Mai Kõll, the Director of the Center for Baltic and East European Studies at Södertörn opened the conference with a welcome address. Giedrius Subačius issued an invitation to participants to take part in the 2012 AABS conference in Chicago. The program consisted of 3 plenary sessions with presentations by Bengt Jacobsson, Valdis Muktupāvels, and Tiina Kirss. Regular sessions were held in history and memory (with 62 listed presenters), political studies and law (20), economics (16), literature (25),

culture and arts (5), sociology and cultural studies (16), media and technology (21), linguistics (18), Baltic Studies (10), philosophy and folklore (9).

While Södertörn University, located outside of the center of Stockholm, provided the meeting place, conference participants were housed at different hotels scattered throughout the greater Stockholm area. Public transportation enabled participants to reach the conference site. The social and cultural events of the conference were also located at a variety of locations in Stockholm –the opening reception at the traditional Stockholm Estonian House that is located at the center of Stockholm, a concert at the Konserthuset also at the center of the city, and the closing banquet at a garden restaurant outside of central Stockholm.

Stockholm has a long history and tradi-

tion of Baltic Studies. The Center for Baltic Studies of Stockholm University hosted Baltic Studies Conferences in the 1970's and 1980's that were held on odd years. As a result, a tradition developed during these years of scheduling a Baltic Studies Conference in Europe during odd years and one in North America in the even years. Following the recovery of independence by the Baltic States, the tradition was revived with an initial conference in Riga (University of Latvia) in 1995. Subsequent conferences have been held at different locations around the Baltic Sea and have been sponsored by universities with an interest in Baltic Studies. The 2013 Conference on Baltic Studies in Europe will be held in Tallinn, Estonia and will be hosted by Tallinn University.

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Scandinavian Studies: The Past 100 Years, The Next 100 Years

Keynote address, 2011 SASS Conference, Chicago

By Jason Lavery

President, Society for the Advancement of Scandinavian Study

Members of the Society for the Advancement of Scandinavian Study, honored guests, my dear colleagues and friends! This conference is a commemoration of the society's centennial. It is also a homecoming. This society, our society, was founded in this city in 1911...Over the last two years as SASS president, I have noticed that our conferences are held with a very strong sense of the present. We present papers based on our most current scholarly findings, we share the current news about ourselves with others. We seek to manage most of the society's affairs for the next year in a matter of a couple of days.

At this conference I hope that we not only attend to the tasks at hand, but also that we start to establish a common sense of mission for the next century. I suggest we start this process by recognizing our current strengths, identifying the challenges before us, and learning from the experiences of our past century. Over the last century, this society has developed two great strengths: a commitment to building

an ever inclusive scholarly community and a dedication to publishing high-quality scholarship.

SASS members have made their society a vibrant support network for fellow scholars in Scandinavian Studies. This function of SASS is more important to its members than to members of most other similar scholarly societies. Most of the members of SASS do not hold positions in departments of Scandinavian, but rather in departments such as foreign languages, history, English, or comparative literature. Many active members of SASS work outside of universities in such capacities as museum curators, professional translators, and independent scholars.

Of the thirteen members of the society's current Executive Council, only five hold positions in departments of Scandinavian. For the majority of SASS members, this society is its Scandinavian department, the institutional framework for its scholarly activity in Scandinavian Studies. Such a framework provides an important resource when a member must justify her or his activities in a daily work environment that does not specialize in Scandinavian Studies.

We might be tempted to believe that this commitment to inclusive community stems from our desire to apply to SASS the values that we encounter when we study Scandinavia, such as consensus, egalitarianism, and flexibility for difference. We should also consider less scholarly and lofty explanations. Our commitment to an inclusive community stems from the collective recognition that we work in a small scholarly field. We cannot afford to be too exclusive and survive. We're realists. We realize that we're all we've got.

Most members of this society have experienced this spirit of inclusive community primarily at the annual conference. This inclusiveness is evident in the diversity of panels, presentations, and meetings of various groups within the society, such as the Women's Caucus, the Society of Historians of Scandinavia, the Sámi caucus, the Ibsen Society, ASTRA, NORTANA, the Finnish caucus, and many others. We also grow our community through our dedication to developing the next generation of scholars. The society's President's Grants support the travel of graduate students to the annual conference. The society awards

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Teaching Baltic Languages in North America

Interest in the Estonian Language Growing at University of Toronto

By Marju Toomsalu

Ryerson University

This Fall the Elementary Estonian course, offered every other year at the University of Toronto, welcomed more students than it has over the past decade. In addition to 10 students who are taking this course to fulfill the requirements of their undergraduate degree programs, there are also a few auditors.

This beginner course often attracts individuals who have some Estonian roots, usually a parent or a grandparent, but who have not been exposed to the language in their homes and have not attended Estonian heritage language classes in their early years. They come because they want to be able to participate more in the Estonian community here in Toronto, or to understand what their beloved grandmother is saying. Often older people start losing their second language and when that happens, inter-generational communication may not be possible. This is a great loss to all generations. When these young people

take their newly learned phrases, poems or songs home, they will come back to class and share the happiness that they were able to bring to their family members.

Then there is a group whose interest in Estonian comes from other sources. Among them there is a young woman who met an Estonian student in France where they were both exchange students. Now that they are planning a reunion in Estonian in the summer, this Canadian woman is studying Estonian so that she can understand her friend's family and everything she is going to see and experience in Estonia.

I cannot not mention the linguists. This year there are a few linguistics students taking the Estonian course; they speak other languages, some of them Finnish, some other European languages and naturally they have an advantage over others who are still mostly monolinguals. Their input allows us to make comparisons across linguistic systems; identify similarities and differences between languages and often

treat the "scary" grammatical concepts with humour and patience.

Two of my students went to see an Estonian film that was screened in Toronto during the European Film Festival in November – after studying Estonian for just 9 weeks. They reported that "they could not believe how much they understood" and that one of the popular sayings that I taught to them in class was actually part of the dialogue.

I have always enjoyed teaching Estonian – it is a pleasure to facilitate the learning process of those who genuinely want to learn. Being able to share my love of (Estonian) music and literature makes it even better.

(Marju Toomsalu was born in Estonia, but has lived in Toronto for the past two decades. She has studied languages, linguistics, literature and sociology of language and brings a wealth of knowledge and experience as well as passion for teaching to the classroom.)

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Interim Committee Report on Lithuanian Studies at UI - Chicago

By Olavi Arens

Armstrong Atlantic State University

At its fall meeting of Oct. 9, 2010 in Knoxville, Tennessee, a committee was formed consisting of O. Arens, A. Haas, and G. Šmidchens to study and make recommendations on the status of Lithuanian Studies at the University of Illinois, Chicago.

An agreement was signed on Nov. 20, 1981 between the Lithuanian World Community Foundation and the University of Illinois Foundation providing for the raising of funds for an endowment to support a Chair of Lithuanian Studies at the Univ. of Illinois, Chicago. The understanding in the Lithuanian community was that the Chair would develop a graduate degree program in Lithuanian Studies while UIC was to continue to sup-

port the undergraduate teaching of the Lithuanian language and related subjects. The first appointment to the Chair of Dr. Bronius Vaškėlis was made in Sept. 1984. The program advertised the granting of an M.A. and a Ph.D. in Lithuanian Language and Literature. Subsequent holders of the position have been Dr. Violeta Kelertas and Dr. Giedrius Subačius.

By 1987, the fundraising campaign reached its goal of \$600,000. An additional \$13,500 was collected by a subsidiary fund set up by UIC. As of June 2008 the market value of the principal endowment stood at \$1.6 million; the smaller endowment was worth \$23,682. The capital funds of the endowment fluctuate with the market. The income from the endowment (4.75%) has been used to fund the position of Chair of Lithuanian Studies. As has

been mentioned above, UIC supported a second position in Lithuanian Studies that goes back to the 1970's which involved the teaching of Lithuanian as a language. The two positions allowed graduate instruction to take place, including the supervision of Ph.D. dissertations.

The graduate program was suspended in 2007. To be fair, because of financial constraints, the graduate programs in Russian and Polish were also put on hold. Just recently, however, the Russian and Polish programs have been restarted. At the same time, the university-supported position in teaching the Lithuanian language was eliminated. For a time part-time assistants taught Lithuanian. At present only the endowed Chair position (G. Subačius) exists.

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Report on Lithuanian Studies *Continued from page 6*

The Committee decided that its first priority was to explore ways to resuscitate the teaching of Lithuanian. At a meeting between committee members and Dr. Rosalie Hernandez, the Associate Director of the School of Literatures, Cultural Studies and Linguistics, on May 2, 2011 Dr. Hernandez indicated that the university was willing to consider restarting classes in Lithuanian if funding could be secured. The need to maintain sufficient student enrollment for such classes was stressed.

Since then, after discussing the issue with Giedrius Subačius, the committee members have come to a conclusion that the most promising way to restart the teaching of Lithuanian was to seek a Lithuanian partner university for UIC. This involves the writing of an application for a joint project between UIC and (apparently) the University of Vilnius. Ways to increase enrollments in Lithuanian-language courses need to be part of such a proposal.

On October 14, the committee members, joined by Giedrius Subačius and Irena Blekys, held a second meeting with Dr. Hernandez, who was joined by a member of her staff and members of the UIC Development Office. At this meeting, Dr. Hernandez circulated a memo on the cost of restarting the teaching of Lithuanian at UIC. According to her calculation the three-year cost estimate totaled \$45,600. This figure was based on teaching either one or two Lithuanian language courses a semester by a part-time instructor. Participants at the meeting also discussed the need to develop imaginative ways to recruit students from other Chicago area colleges and universities and perhaps advanced high school students, and the need to find a first-class language instructor. It is expected that the conversation will continue during the April Conference.

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News from Estonian Language Program at Indiana University, Bloomington

By Piibi-Kai Kivik
Indiana University

Indiana University currently offers three levels of language study. Additionally, aspects of Estonian culture and history were covered in the Fall 2011 course on Uralic Peoples taught by Professor Toivo Raun. In Spring 2012, I will once again teach an undergraduate course titled "Old Barny, the Czar's Madman and Estonian Survival" that provides an overview of Estonian culture through folklore, literature and film. Students can take this course to fulfill their Arts and Humanities credit requirement, and the enrollment is usually around 25. Most of the students who took this course earlier knew virtually nothing about Estonia previously, and were amazed by the complicated history and the richness of the culture. One of the students was inspired by the culture class to

take Estonian language for his language requirement, and we certainly hope this will happen again.

The Department of Central Eurasian Studies, the home to Estonian courses, offers an undergraduate minor and will soon offer an undergraduate major that the language and culture courses will count for. The department is considering an Estonian language course through distance education (video-classroom) for the next academic year, in collaboration with other Midwestern schools.

The language students at IU right now include both those for whom Estonian is primarily a research language - currently a history graduate student studying nationalism and an art-history senior studying Estonian and Scandinavian painting - as well as those with personal connections. One of our graduate students was

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Baltic Languages at University of Washington

By Guntis Šmidchens
University of Washington

In 2011, the Federal government's Title VI program made an across-the-board 46% cut in grants to all National Resource Centers, including the Ellison Center at the University of Washington. Part of the UW's Baltic Studies Program's budget comes from this grant, and we therefore had to decide on budget priorities. At the top of UW's list was the Baltic Studies Summer Institute (BALSSI), whose intensive Estonian, Latvian and Lithuanian summer courses are funded by a national consortium of universities. Intensive language courses like BALSSI's (the equivalent of one academic year taught in two months) are not available anywhere else in the world, and are a critical resource not only for UW students, but for American students nationwide. The UW's Title VI Center thus kept its annual allocation steady at \$4,500, and continues to be the leading contributor to the BALSSI consortium.

Cuts to other items in the Center's budget were deep, but luckily the UW's

College of Arts and Sciences was able to fill the holes. Future government funding is unclear, however, because Washington State is also bracing for another round of budget cuts. Whereas such funding reductions would have been devastating in the 1990s, when the Baltic Studies Program was supported almost exclusively by federal and state monies, the Program's growing endowment, now at \$2.3 million, ensured a soft landing. A second critical source of funding survived the global economic crisis: the government of Latvia continues to jointly fund a Latvian Language Lectureship. We are exploring possibilities of similar joint funding from Estonian and Lithuanian government agencies.

An exciting new project in Baltic language instruction began in 2011, when Caitlin Tierney, an undergraduate student in linguistics, worked with the UW's Language Learning Center to create a web-based Latvian vocabulary test that measures how many of the 4,000 most frequent words a learner knows. We are now working on the next step:

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Report on BALSSI at the University of Pittsburgh

By Gina Peirce

University of Pittsburgh

From June 4 to July 13, 2012, the University of Pittsburgh's Summer Language Institute (SLI) plans to offer the following Baltic Studies Summer Institute (BALSSI) intensive language courses: Beginning and Intermediate Estonian, Beginning and Intermediate Latvian, and Beginning and Intermediate Lithuanian. Pitt has been awarded ACLS grants of \$7,800 each for Beginning Latvian and Lithuanian, which will allow these two courses to be held even with minimal enrollments (graduate students enrolled in these courses will receive full tuition waivers). The other course offerings will be contingent on sufficient enrollments (approximately 4-5 students each) to cover the costs of instruction through student tuition in combination with contributions from the BALSSI consortium. All course offerings are being advertised through Pitt's SLI and Center for Russian and East European Studies (REES) websites, distribution lists, mailings, flyers, ads in relevant publi-

cations, and exhibition materials at national conferences such as ASEES in order to maximize student recruitment.

In the spring of 2011, the US Department of Education announced large federal budget cuts to the Title VI National Resource Center program, cutting its grants to all NRCs by 46.5%.

As a result, in 2012 six former BALSSI consortium members will no longer be able to contribute funds to the Institute. In addition to the ACLS grants mentioned above, the following contributions to the BALSSI consortium have been confirmed for Summer 2012: \$10,000 from the Association for the Advancement of Baltic Studies (AABS), \$4,500 from the University of Washington, \$2,000 from the University of Illinois (split between two area studies centers), \$1,250 from Yale University, \$1,000 each from Indiana University and Stanford University, and \$500 from the University of Pittsburgh. Thus, the total confirmed budget for BALSSI language instruction in 2012 is \$34,600. The AABS grant of \$10,000 will provide crucial support for instructor salaries, cul-

tural activities, materials and/or advertising and may also increase flexibility to offer some BALSSI courses with lower enrollments.

Students interested in intensive Estonian, Latvian and Lithuanian language courses in Summer 2012 should contact Christine Metil, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260, tel.: 412-624-5906, email: sliadmin@pitt.edu. Further information and an application form may be found at <http://www.slavic.pitt.edu/sli/> [www.slavic.pitt.edu]. Summer FLAS Fellowships are available on a competitive basis to graduate students and to undergraduates at the intermediate level of language study, and all students are eligible to compete for SLI full or partial tuition scholarships. Applications are due by March 16, 2012 for scholarship consideration; however, prospective students are encouraged to apply as early as possible to assist the SLI with estimating course enrollment levels.

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News from Estonian Language Program at University of Indiana, Bloomington | Continued from page 7

a missionary in Estonia for almost two years and enrolled in the program to keep up her language skills and ties to the country she came to love. This year, an Indiana freshman signed up for the language class because of Estonian friends, who have recently moved to the U.S. He became fascinated by their language and is eager to learn enough to have a conversation with them.

Estonian friends are not the only way Estonia can be brought to Indiana. One of my students won an Estonian Institute scholarship for language study and spent six weeks last summer in Tartu and Tallinn, not only developing his language skills and meeting Estonians, but also making friends with other learners of Estonian from around the world. He and my other students are constantly using Facebook and Skype to chat in Estonian with friends. They keep up with Estonian news, music and online TV sometimes better than I do, especially when it comes to the latest feat of their favorite pop star

(who luckily sings in Estonian, so understanding the lyrics becomes essential). The constantly increasing availability of Estonian media online is a wonderful opportunity to bring real spoken language and real current events to learners.

Apart from the virtual Estonian world in Bloomington, the flesh-and-blood Estonian speakers of all ages and levels of language skills meet weekly for coffee-hour conversation. The IU Baltic and Finnish Studies Association is another way to get our small community organized. This year, three of the four elected BAFSA officers are Estonian students. February will once again feature Estonian Independence Day celebration on campus, the annual highlight of the Estonian Studies program, which the students help to plan and organize. In the process, they get a hands-on experience of Estonian culture spiritual and material by studying and reciting poetry, singing in the choir and preparing Estonian food. Last academic year's two highlights were the Arvo Pärt Jubilee

events organized together with IU Jacobs School of Music as well as the visit by the Estonian Ambassador to the U.S. Mr. Väino Reinart. Together with the Finnish and Hungarian students and instructors we celebrated the European Capitals of Culture from our countries. We are planning a film series to mark the 100th anniversary of the Estonian film.

A small language program is constantly facing the need to justify its existence to the administrators, even at a school whose hallmark is its long list of foreign language programs. For an instructor no other justification is needed than the student who beams with pride after finishing reading an academic article and understanding "practically all of it," or another one who needs some help with his conference presentation on Kalevipoeg, or the third one who just explained to his room-mates what Estonia is. Luckily, these and similar events occur fairly regularly in the IU Estonian classes.

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Report on BALSSI at the University of Wisconsin - Madison 2009, 2010, 2011

By Thomas A. DuBois

Faculty Director, BALSSI 2009, 2010, 2011

For three years, the University of Wisconsin-Madison was privileged to host the Baltic Studies Summer Institute (BALSSI). Spearheaded by the University's Title VI-sponsored Center for Russia, East Europe and Central Asia (CREECA), the institute involved faculty from various departments across campus. Prof. Thomas A. DuBois (Scandinavian Studies) acted as faculty director, while CREECA associate director Jennifer Tishler managed the complex funding and administrative tasks in 2009 and 2010 that made the institute possible. CREECA outreach coordinator Nancy Heingartner ably and enthusiastically performed essential duties throughout the three years as BALSSI program coordinator and took on progressively greater responsibility for administering BALSSI, including recruiting students, planning the institute's cultural events series, and communicating with both instructors and students. Although the instructional period of BALSSI lasted only eight weeks per summer, the planning and administration of the program stretched over the entire year. We are grateful to Prof. Ted Gerber (Sociology), director of CREECA, for his leadership in mounting and sustaining BALSSI.

The funding for BALSSI, as in past years, came from a combination of federal and private foundation grants. The BALSSI consortium, made up of eleven US universities with a commitment to the regular teaching of the languages of the Baltic countries in the US during the summer, supplied a base budget from which to hire instructors and plan a lecture series. Grants for the instruction of Eastern European languages during the summer, administered by the American Council of Learned Societies (ACLS) financed our offerings in elementary Estonian as well as continuing Latvian. A grant from the Lithuanian Foundation helped finance the teaching of Lithuanian language. AABS funding supplemented our overall budget and helped make possible our cultural events. BALSSI received a great deal of in-kind support from the active and energetic Madison-Vilnius Sister Cities organization, Madison-Vilnius Sister Cities, Inc. (<http://madisonvilnius.org/>). A generous



BALSSI participants at University of Wisconsin - Madison

donation from a private individual helped finance student financial aid as well as cultural events. These various pools of funding allowed us to offer instruction for a very reasonable fee at the undergraduate level and to waive tuition entirely for most graduate students conducting research in Baltic studies. We are grateful to all the organizations and individuals who helped contribute to this funding for their confidence in us and enthusiasm for the work of BALSSI.

Students

Over the course of the three years, BALSSI delivered instruction to twelve students of Estonian, eleven students of Latvian, and eighteen students of Lithuanian. Roughly half of our students were undergraduates and half came from graduate programs. A majority of students had some sort of Baltic heritage, but many students had no family connections to the region whatsoever. BALSSI also attracted a small number of highly motivated private individuals who were not currently studying as part of any formal academic program. We enrolled one assistant professor as well. We were impressed by the range of home states that our students represented: in our experience, the draw of BALSSI is truly nationwide, although our ability to offer students meaningful financial aid—particularly through the federally-funded Foreign Language and Area Studies (FLAS) fellowship program—certainly contributed to this success. We were somewhat surprised by the relatively low turnout of students from the

Upper Midwest; we had anticipated more local draw in the courses that we offered, particularly given the importance of Baltic Americans in the population of the region. Nonetheless, we did attract local students to some degree in each of the three languages, and many of these students expressed gratitude and excitement at the opportunity to learn one of the BALSSI languages at our university during the summer.

Instructors

An intensive summer-language institute is only as good as its instructors. BALSSI 2009, 2010, and 2011 were very fortunate to host a team of talented and experienced instructors in each of the BALSSI languages. Our instructors for elementary Estonian over the course of the three years were Piibi-Kai Kivik, Mall Pesti, and Daniel Ryan. In Latvian, our instructor for elementary Latvian was Dzidra Rodins, while Iveta Grinberga taught Latvian at the continuing level for BALSSI 2010 and 2011. In Lithuanian, our instructors were Daiva Litvinskaitė and Aurelija Tamošiūnaitė. We were able to offer Lithuanian at the continuing level during the summer of 2010. Instructors not only taught their courses but also helped shape the day-to-day activities of the institute (see below) and contributed greatly to the overall climate and spirit. We are tremendously grateful to the instructors for the many hours of teaching, preparation, and supplemental work that they put into making BALSSI a success.

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Programs

In order to reach a broader public during the institute, and also to enrich the intellectual experience of our students, the BALSSI staff—particularly the BALSSI program coordinator Nancy Heingartner—organized a rich and varied slate of cultural activities each year. Speakers in the cultural events series shared their research and their viewpoints, communicating the diversity and rigor of the field of Baltic studies as it exists today and highlighting in particular the rich array of scholars in the field within the Upper Midwest. The speakers included in each of the three years are listed below, along with the topics which they addressed.

In addition to these lectures, the cultural events program of each year featured a demonstration of Baltic (particularly Lithuanian) folk dance, conducted by the Madison-area Žaibas Lithuanian Dancers (<http://madison-vilnius.org/zaibas/index.html>) with Nijole Etzwiler as director.

The institutes also screened classic and contemporary films from each of the Baltic countries, including both documentaries and feature films. CREECA staff members developed and maintained a beautiful and user-friendly website for BALSSI (<http://www.creeca.wisc.edu/balssi/index.html>), which remains online at this time and through which readers may learn more about the various

speakers as well as the films that were part of BALSSI 2009, 2010, and 2011. We are grateful to all the speakers, cultural experts, and audience members who made the three cultural program series such a success.

From the outset, the purpose of BALSSI has been to create a context in which emerging scholars of Baltic Studies can meet both established authorities in the field and come to know other budding specialists. BALSSI instructors and staff took this component of the institute very seriously, organizing day-to-day and special occasions that allowed students in each of the three different languages of the institute to become acquainted and learn from each other. Combined coffee breaks, a weekly film watched communally during the Friday instructional period, and informal enhancement activities such as group singing helped students get to know one another and learn about the cultures and histories of each of the Baltic countries. Opening and closing picnics, celebrations of Midsummer, and planned fieldtrips to places like Chicago's Balzekas Museum of Lithuanian Culture, Eesti Maja/Estonian House, and Grand Duke's Restaurant allowed for rapport-building between instructors, staff and students, and helped create friendships that we hope will continue long into the future. Because the students brought to the institute a variety of different experiences

and motivations for learning a BALSSI language, these communal activities helped students gain a sense of the rich and varied community of scholars that constitute Baltic studies as a discipline today. We warmly encouraged all our students to join AABS and to continue their learning about the Baltic countries through various activities and outlets created in association with the society.

Aftermath

BALSSI acted as a catalyst locally in helping CREECA establish closer and more productive ties with local organizations and communities such as the Madison-Vilnius Sister Cities Inc. It also helped local faculty come to know each other's research and learn about colleagues and resources within the Upper Midwest region as well as the nation as a whole. A particularly generous donation to CREECA that came in connection with our hosting of BALSSI will ensure that we have the resources to help sustain programming of various sorts in Baltic Studies in the future. These are benefits that certainly would not have occurred had we not hosted BALSSI for these three years. Nancy Heingartner and Jennifer Tishler have also been very proactive in communicating with the next BALSSI host, the University of Pittsburgh, as it plans BALSSI 2012. That program will take place June 4-July 13, 2012.

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BALSSI Guest Speakers, 2009-2011

2009

Robert J. Kaiser

(Professor, UW-Madison)

"Post-Soviet Borderlands as Diaspora Spaces: The Case of Setomaa"

Alfred E. Senn

(Professor emeritus, UW-Madison)

"What is Lithuania?"

Rudra Vilius Dundzila

(Professor, Harry S. Truman College, City Colleges of Chicago)

"'A Poplar Stood by the Roadside': A Sojourn With Baltic Myths, Songs, and Spirituality"

Paulis Lazda

(Professor emeritus UW-Eau Claire)

"The Museum of the Occupation of Latvia"

2010

Katrina Schwartz

(Assistant Professor, University of Florida)

"Contesting Nature and Nation in Latvia"

Maria Ogrydziak

(Chair, Board of Directors, US-Baltic Foundation)

"Why Estonia Should Exist"

Ted Gerber

(Professor, UW-Madison)

"Caught in Between: Citizenship, Identity, and Young Ethnic Russians in Estonia"

Agate Nesaule

(Professor emerita, UW-Whitewater)

"Writing on the Threshold between Cultures"

Vilte Kazlauskaitė

(Lithuania-based felt artist)

"Lithuanian Felting: History and Practice"

Mall Pesti

(Instructor, Baltic Studies Summer Institute)

"The Singing Revolution: Discussion & Reflection"

Amanda Swain

(PhD Candidate, University of Washington)

"We Were Hippies Too: Youth Protest and Lithuanian Nationalism in Kaunas, Lithuania 1972"

2011

Robert Kaiser

(Professor, UW-Madison)

"Estonia and Cyberwar"

Aiste Zalepuga

(Lithuanian-American high school student)

"History Never Looks Like History When You

Are Living Through It"

Andris Straumanis

(Assistant Professor of Journalism, UW-River Falls)

"The Media in Latvia: A View from the Far West"

Kristine Motivane

(Visiting Lecturer, University of Washington)

"The Language Situation in Latvia: Trends and Developments"

Daiva Markelis

(Professor, Eastern Illinois University)

"White Field, Black Sheep: A Lithuanian-American Life"

Daniel Burghart

(Professor, National Defense Intelligence College)

"Wandering through the Baltics: A Wayfarer's Views over Time and Space"

Jeffers Engelhardt

(Assistant Professor, Amherst College)

"Anthems of the Singing Revolution and the Challenges of Historical Interpretation"

Nancy Heingartner

(BALSSI Program Coordinator, UW-Madison)

"My Grandparents' Kaunas: Searching for the 1920's in 2010"

Integrating the Baltic into Topics Courses

Toivo Raun

The Baltic Peoples in the Larger Context of Imperial Russian and Soviet History

At Indiana University I have been teaching a graduate class called "Empire and Ethnicity in Modern Russian History," which offers a comparative study of the concept of empire and of the major nationalities in late tsarist Russia and the USSR. It seeks to provide an antidote to a traditional Russocentric approach as well as to narrow ethnocentric views regarding the non-Russian areas. The course focuses on the period since the mid-19th century when national movements began to develop among many of the ethnic groups in the empire, including the Baltic nationalities.

The intellectual payoff in this class stems to a large extent from its rigorously comparative approach, beginning with a discussion of theories of empire and nationalism, the tsarist and Soviet variants of imperialism, and Russian and Soviet nationality policy. Most of the course is devoted to a survey of the experience of the major nationalities in the Russian/Soviet state as they faced the challenges of modernization during the past 150 years. The focus is on formative aspects of development and what factors shaped the evolution of identity among the various nationalities. Although only one week is specifically devoted to the Estonians, Latvians, and Lithuanians, because of the comparative structure of the class they often reappeared in the discussion as we sought to identify the most distinctive features of each case.

On the Baltic nationalities we typically read chapters and articles by eight different authors, a number of whom also take a comparative approach. Among these are Joseph Rothschild's brief, but elegant summary of the interwar Baltic experience (*East Central Europe Between the Two World Wars*, 1974); a chapter on the horrific post-war Stalinist years from Romuald Misiunas and Rein Taagepera's standard work on the Soviet period; and V. Stanley Vardys's excellent chapter on the role of the Baltic republics in Soviet society (Roman Szporluk, ed., *The Influence of East Europe and the Soviet West on the USSR*, 1977). I always try to include something on the most recent

Baltic past as well, encouraging students to assess the ongoing importance of historical legacies. For example, the last time the course was taught I used Martin Ehala's "The Bronze Soldier: Identity Threat and Maintenance in Estonia" (*Journal of Baltic Studies*, 2009). Although these readings can only serve to introduce the Baltic peoples to students, the wide-ranging approach of the course helps to put their experience into a larger context. For those who want to pursue Baltic history in more depth, one of the students orally introduces a bibliography of fifteen key works, based on a historiographical paper, to all members of the class.

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Gordana Crnkovic

Onnepalu and the Other Europe

In the course I teach at the University of Washington, "The Other Europe: Post-World War II East European Fiction" (SLAV 420A & C LIT 320A, Studies in European Literature), we study broadly defined "East European" literature. Working in the post-World War II period outside of the frame of the officially sanctioned aesthetics of "socialist realism", Eastern European writers have created a wealth of profound and dazzling literary works. This course serves as a basic introduction to Eastern European fiction created mostly during the communist era (until 1989), when it was most distinct from its Western European counter-part, and when it was written both in the Eastern European countries themselves and in exile. Texts include novels and stories by Polish, Czech, Yugoslav, Hungarian, and Baltic writers. Estonian Tonu Onnepalu's short novel <Border State> serves as a perfect ending of this course. The novel is short, modern, and involves the subjects that students are interested in—a young protagonist in a novel environment (Estonian translator in France), gay love story with a hidden crime plot, biophilia. Students mostly respond and appreciate the irreverent yet sophisticated and truthful, if at times jaded, tone of the narration. They also appreciate the protagonist's take on the developed West and

the things one is supposed to desire but, in fact, finds disappointing. A surprise visit of the author himself some years ago, and his conversation with the students, was definitely the high point of that particular class.

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Robert W. Smurr

Incorporating Baltic Themes into Programs at The Evergreen State College

I have taught an intensive, full-credit, and yearlong program, *Russia and Eurasia: Empires and Enduring Legacies*, at The Evergreen State College with my colleague, Dr. Patricia Krafcik, every other year for six iterations. Emphasizing the great geographic, linguistic, cultural, and ethnic diversity within the Russian and Soviet empires has allowed us to analyze not only these empires' numerous complexities, but also the historical forces that led to their rise and collapse. Beginning our program studies in an early, pre-Russian period of history (usually from the 8th century, but at times still earlier), gives us not only the ability, but also the responsibility to analyze several ethnicities that later are compelled or forced to become subjects of these larger empires. We achieve this by various means: we give regular geography quizzes during the first two terms of the three term program; we select texts that address such diversity; we do our best to select films that also represent the strongest works from each major region from the former Russian Empire and the FSU; and in winter term I teach an additional 4-credit workshop (*Peoples, Nations, and Nationalities of the Former USSR*) for those who desire to learn still more about the region's cultures and ethnicities.

Pat and I begin to emphasize geography in the first week of the program, and our students have their first of many quizzes in week three. The first quiz is always rather anachronistic, for even though our actual reading and lecture material at the start of the program is about pre-Kievan and Kievan Rus', we hold all students responsible for being able to identify all of the Former Soviet Republics, to find and name their capitals, as well as a few major geographic features (rivers, mountains, deserts) in each

republic. This approach allows students to understand the vast expansion of Russian and Soviet territory over the centuries, and it also allows them to grasp the extensive number of ethnicities and states that were subordinated to Russia in this process. Subsequent geography quizzes focus on regional differences, and the quiz that emphasizes the Baltic Region includes all of the Baltic States, key cities in all three states, a few rivers, islands in the Baltic Sea, etc. It is heartening to know that the vast majority of our students, by the end of the first term, not only easily identify all three Baltic States on a blank map, but they can name (properly) and locate their key cities and many of the countries' other geographic features.

Texts that we have used to great effect are: Milner-Gulland's *Cultural Atlas of Russia and the Former Soviet Union*; Andreas Kappeler's, *The Russian Empire: A Multi-Ethnic History*; and Agate Nesaule's, *A Woman in Amber*. We have also shown many Baltic-related films over the years, some of which have inspired students to travel to the Baltic States & Finland to sightsee, teach English, or both. Such films include Eisenstein's *Alexander Nevsky*; Marcus Kolga's *Gulag 113*; Aleksandr Rogozhkin's *The Cuckoo*; and *The Singing Revolution*, by James and Maureen Tusty. I believe that the best way to describe the power of the latter film, and a way to illustrate how inspired the applauding students in our lecture hall were, is to use the words of Matt Seitz, a film critic for *The New York Times*. Seitz wrote, "Imagine the scene in 'Casablanca' in which the French patrons sing 'La Marseillaise' in defiance of the Germans, then multiply its power by a factor of thousands, and you've only begun to imagine the force of 'The Singing Revolution.'" Seitz's words state precisely why Baltic materials, including this spectacular documentary, fit seamlessly into our broader *Russia and Eurasia: Empires and Enduring Legacies* syllabus.

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Janis Chakars

Teaching Baltic Studies When You Don't:
A Latvian Children's Book in a Children's
Literature Class

I teach a fairly wide set of classes at Gwynedd-Mercy College. By May, I will have given 14 distinct courses in four years

at the rank of assistant professor. None of them have been on a Baltic topic. I imagine this is not rare for Baltic studies scholars.

If we don't teach Baltic studies, what then is the point of our Baltic studies scholarship? Of course, we hope that our research contributes to an understanding of the Baltic states and also advances our particular disciplines and even the collective work of academia most broadly. As scholars, however, we spend the bulk of our time and make our most immediate impact in the classroom. We hope that Baltic studies can be relevant there too. The set of essays in this newsletter can therefore serve as part of an important discussion of how we can make it and are making it so.

Your interests and experiences obviously find their way into your teaching. If your interests are in the Baltic states that may happen even if your course is not about the Baltics. I have reached for Toivo Raun and even Jaan Kross when discussing the press and national identity with students. I have brought up Marija Gimbutas when discussing ideas about the origins of Indo-European languages. We have looked at Agate Nesaule, Sven Birkerts, and Pauls Toutonghi in writing classes. Janis Rainis' *Fire and Night* worked its way in at the graduate level. Just the other day, we looked at an article about Jelena Prokupchuka, the marathoner from Latvia, for a discussion of profile stories in a journalism class. So, in various ways the Baltics filter into my classes as I expect they do for many teachers who belong to AABS.

But to what purpose and benefit is it to use examples from the Baltics? In my four years, only once has a student expressed interest in pursuing Baltic studies. I have developed a reputation as the guy who always brings up these obscure little countries, which may make me quirky and thus amuse my students. They all have now heard of the Baltic states. But what is the value in using the cases of the Baltics as opposed to, say, the Balkans, in classes that not are about the Baltics or even the general region?

At the minimum, my experience might indicate that a Baltic example can be as good as any other to make a point, illustrate a trend or offer an idea. That is something, I suppose. However, Baltic studies and various sorts of evidence or artifacts from the area have other values. One recent experi-

ence brought the point home to me.

I discovered a Christmas book made for children by Latvian refugees in 1944 in Marienbad, Czechoslovakia. There were nine identical copies made by hand, bound with string, and illustrated with pencil and water colors. It is a typical story with cute rhymes about holiday traditions until the last page which shows soldiers and a great explosion and ends the story with an affirmation that all is horror at home this Christmas.

I showed the book to a colleague who teaches children's literature and she promptly invited me to her class. The students were undergraduate English majors and future school teachers. The book quickly sparked vigorous discussion. This Latvian artifact from World War II caused them to consider anew what they understood about Christmas stories and children's literature. They evaluated the work from cultural, religious, and pedagogical perspectives. They inquired about Latvia and the war. It made them start to rethink authorship and readership and the use of literature in the relationships between parents and kids.

It was an exciting class and it made me appreciate what Baltic studies can do for teaching classes that are not directly about Latvia, Lithuania or Estonia. Yes, these countries can serve to make points, provide examples and illustrate ideas as well as any other in discipline rather than geographic specific courses, but their distinctive experiences are also useful.

Our focus in class is often on dominant trends and prominent examples—that Christmas story has a Santa and a tree too—but it is the minority or atypical experiences that often make us and our students think critically. The things that problematize and complicate are the juicy stuff of our coursework. The Christmas story did that for the children's literature students because in the end it offered no valuable life lesson, no savior, no peace, and no home comfort. It was unlike any kids Christmas (or even refugee) story they had ever seen.

The Baltic countries can provide this pedagogical service across a spectrum of topics. As a subject, they can enrich a student's look at the Cold War, Soviet History, World War II, or the experience of emigration. They can cause them to see the spread of Christianity in a different way. They might reflect on the role of singing in soci-

ety. The Baltic can give students fresh vantage points to look at foreign policy and regime change. These are but a few examples. In many places and across the wide set of courses, the distinctive experiences of the Baltics—and the knowledge produced by Baltic studies—can and should be useful for the most fundamental task of scholars: teaching.

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Kevin Karnes

Emilis Melngailis in a Musicology
Graduate Proseminar

Every few years I teach a course through Emory University's Department of Music entitled "Introduction to Graduate Study." The course is designed to introduce our incoming masters-degree students to some of the primary research tools and methods they will need when studying and writing about music, and also to some of the resources available to help them make informed decisions regarding the musics they perform and the editions they use. Most importantly, the course is intended to teach our students to write, speak, and think critically about music. A crucial component of the course is a unit on primary sources, in which most of our students have their first encounters with manuscript scores, composers' letters, early periodicals, and other archival materials. Since my own research draws extensively upon archival resources in Latvia, I use the opportunity provided by this unit to introduce our students to my own work in progress and to some of the special problems and opportunities presented to researchers working in a region where the bibliographical culture is quite different from that which prevails in the United States. Recently, I shared a range of archival materials related to my ongoing study of the composer and ethnographer Emilis Melngailis and his prewar collections of Jewish folk musics. To introduce my students to some of the creative ways in which historians must work to find and gain access to the sources they need, I also shared stories about how I came across the various materials I used. I told my students about how I identified what first appeared to be a wealth of primary-source materials in the online catalogue of the

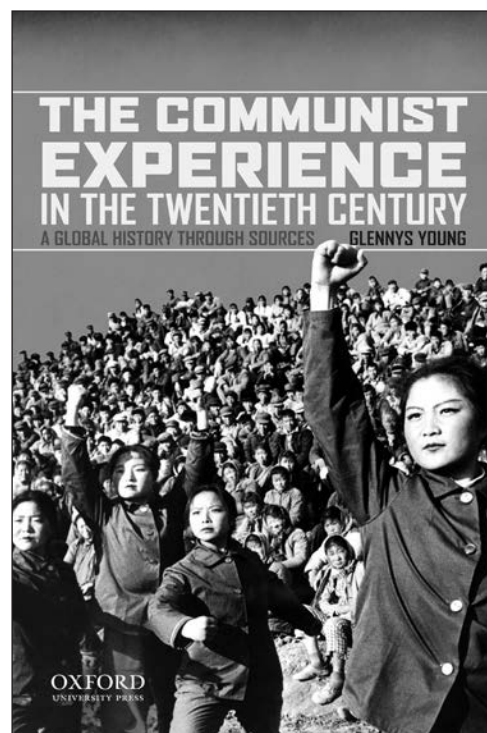
Latvian National Library, only to find that that library neither owned nor knew of the whereabouts of the materials; eventually, and after a great deal of asking around, I succeeded in locating the materials in one of the libraries of the University of Latvia, whose own on-site catalogue (still card-catalogue only) did not list them among their holdings. In sharing this story, I sought to illustrate some of the challenges I have encountered working in Latvia. But I also shared another story to illustrate some of the special opportunities, the likes of which I have only encountered in the Baltic: I described my experience at the Museum of Literature and Music in Riga, where I was permitted to browse freely through the entirety of Melngailis's surviving professional estate. Having grown accustomed to working in the much more restrictive environments typically found in American, Austrian, and German archives, I had not anticipated such a privilege. My unrestricted work in the archive transformed my study of Melngailis and his collections in ways I could not have imagined before I visited the museum.

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Glennys Young

History of Communism

In early 2007, I added a new course to my teaching repertoire at the University of Washington: the History of Communism. Taught in the evening degree program, but open to all students, the course enrolled about forty students that quarter, and about thirty when I taught it in Spring quarter, 2009. Teaching a new course, as instructors well know, brings challenges and opportunities. It was a daunting task to design a course that moved beyond ideology, institutions, and political parties to encompass people's subjective experiences of living in communist polities and participating in communist movements around the world. No less formidable was the challenge of offering a truly global course, and one that also introduced students to the transnational dimension of the history of communism in the nineteenth and twentieth centuries. As I sought to achieve these goals, I had the opportunity—indeed, the responsibility—to integrate voices and themes that are often overlooked in



Cover of Glennys Young's book, *The Communist Experience in the Twentieth Century: A Global History through Sources* (New York: Oxford University Press, 2011).

courses on comparative communism.

Baltic voices were among those I sought to amplify in the course. I did not want my students to encounter the Baltic region only in terms of post-WWII "Sovietization" and the independence movements of the late perestroika era. Consequently, in addition to readings and lectures on those important topics, I introduced them to historical events that standard histories of Communism sometimes exclude, such as Romas Kalanta's self-immolation in a tree-lined street in Kaunas in 1972. It might be that my doing so was one of the catalysts for Amanda Swain's (Ph.C., Washington) forthcoming dissertation on Kalanta's self-immolation and the politics of historical memory and youth cultures in "Soviet" Lithuania. When I next teach the course, I plan to deepen the treatment of everyday life in the Baltic region throughout the Soviet period, and in the post-Communist present.

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Christine Ingebritsen

Scandinavian Politics and Baltic Politics

I teach a course at the University of Washington, titled "Scandinavia in World Affairs." I introduce students to the Baltics

as a "little Scandinavia" that have made different choices and share distinct political histories. Students have the option of writing their final paper on a Baltic related foreign policy challenge or a Scandinavian foreign policy challenge—or providing a comparison of representatives of both. Readings typically focus on Scandinavian historic and political choices, but we then ask, "is Scandinavia a model to the Baltics?" This leads to an interesting discussion and allows the students to explore the limits of the Scandinavian model.

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Guntis Šmidchens

Introduction to Folklore Studies

I teach a large-enrollment (about 150 students) undergraduate course, "Introduction to Folklore Studies." The syllabus promises a survey of Scandinavian and Baltic folklore, covering traditional European genres – folktales, legends, proverbs, songs, etc. The ten-week course also introduces two centuries of folklore theories and methods. Baltic lyric folksongs fill an important niche in the section covering oral poetry.

International folksong research began when the German philosopher Johann Gottfried Herder coined the word, "Volkslied," and published a book of songs collected from oral tradition. The class reads an Estonian song that Herder published, "Lament about the Tyrants of the Serfs," and discusses how Herder established folksongs as a powerful political symbol. A reader in Herder's day might feel empathy while reading, "When our chickens lay the eggs / all are for the German bowl... Mother has an only son / for the German's whipping post... If I can flee from the manor, I will run away from Hell...", and be moved by Herder's arguments against the oppression of one nation by another (see also Helen Liebel-Weckowicz in *Canadian Journal of History* 21,1: 22). The political meaning of songs and singing continued into the late 20th century, as illustrated with a clip from the film, *Singing Revolution*.

Folklorists today agree that fieldwork—conversations with performers of folklore—is critical to interpreting texts. I illustrate this point with photographs

and sound recordings I made during an expedition led by Latvian ethnomusicologist Martin Boiko. Singers recalled songs they once learned during the "talka," a tradition where many households converged to do intensive farm work that nobody could do alone. A log house in the singer's farmstead seemed quite new, and she explained that her husband built it in the 1970s with his friends. There was a large hog in her barn, and rye in her fields... and after the interview, she treated us to delicious smoked pork fat sandwiches. When asked, she could remember, besides songs, an entire world of traditional survival in a natural landscape. She and the neighbors who sang with her had televisions in their living rooms and tractors in their garages, but, if cut off from electricity and gasoline, the community would still know how to make their own food and shelter out of earth and trees. They would also have their own, richly entertaining tradition of songs. This is the lost world surrounding the archaic oral poetry that fills European folklore archives and publications. Students need to know it when they learn "how to read an oral poem" (the title of a book by folklorist John Miles Foley).

A Lithuanian hay-cutting song helps introduce Karl Bücher's suggestion that folk poetry emerged from the context of rhythmic work: In ancient times, people made sounds while they worked together; the sounds eventually came to signify the work, and poetry was born. This Lithuanian song's rhythm matches the rhythm of cutting grass with scythes. I demonstrate the methods of "experimental folkloristics," (a method pioneered by Igor Tõnurist in Estonia): We listen to the published field recording, and then I imitate the loud "outdoors" voice, moving across the room while swinging my arms (someday I'll bring an actual scythe to class!). Bucher might be right. But I turn from singing's ancient, unknowable origins to the study of living performance as a key to understanding singing. How do workers in the field experience this song? Do they get bored when they repeat lines and refrains, as inexperienced readers do when they read oral poetry in a book? We note the Lithuanian text's meter:

Two rhyming, eight-syllable lines followed by a long refrain, and I try it out in English (sometimes I sing, sometimes I merely recite the words), combining the 7th and 8th syllable into one long syllable to heavily emphasize rhyme: "What a beautiful, sunny DAY / let's go out and cut some..." And somebody in the class usually says "hay." I sing the lengthy refrain, "valioj pievu, peviteli, valioj baltu dobieleli, valioj, valioj!" and continue, "I don't want to work out HERE / let's go home and drink some..." Somebody blurts out "beer," and laughter breaks out. I sing the refrain again, and a few voices shyly join mine on the last "valioj, valioj!" If the spirit catches me, I improvise another stanza. Then I note how many minutes have passed since I started singing the first couplet. Hay cutting takes many hours and days of work, and it gets boring after an hour or two. But time passes quickly while singing/listening/anticipating rhymes. In the Lithuanian village, a good lead worker was often also a lead singer who pulled the group along, entertaining people while maintaining a steady pace; when singers anticipated the rhyming words, they stayed awake and alert (the class really does wake up when I say the word, "beer"!).

I try to teach Baltic folksongs as a bridge to the wider world of oral poetry. When we later read Medieval Danish ballads or Finnish epic songs, students know that reading is most effective when they "hear" the printed words. Ignoring rhythm and rhyme, skimming the text to learn content, or skipping over repeated lines and refrains are sure methods of turning oral poetry into a boring, incomprehensible blotch of ink on the pages of a book. Most of my theories and methods of interpreting oral poetry come from John Miles Foley, but for me, and, I hope, my students, the theories and methods come alive and make sense in Baltic folksongs.

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David Smith

Baltic topics at the University of Glasgow

Twice during the past century (1917/18 and 1989/91), political lead-

ers across Central and Eastern Europe have been called upon to construct new state institutions and new forms of collective national identity following the unexpectedly rapid collapse of the pre-existing political, social and economic order. In both instances, this process has had to contend with a legacy of institutionalized multi-ethnicity (and institutionalized ethnic inequality) and has thus required the management of diverse political and national demands from amongst the populations concerned.

The undergraduate Honours and postgraduate Masters options that I teach at the University of Glasgow examine the challenges of state and nation-building across the region during these two eras. At both levels of study, attention is first given to the development of national consciousness and nationalism within the late-nineteenth and early-twentieth century Romanov and Habsburg domains and to the subsequent demise of these two states under the dual pressures of World War and Revolution. The course then analyzes responses to the reconfigured 'national question' that arose following the collapse of empire and the redrawing of territorial boundaries, with particular reference to the belt of Central European 'successor states' established in the region stretching from the Baltic and to the Black Sea. After a background discussion of nationalities policy within the USSR during 1917-91 and the policies followed by the Soviet 'satellites' in Central Europe during 1945-89, the course then proceeds to compare the experiences of the inter-war period with the more recent round of state and nation-building that has occurred following the demise of the multinational USSR, Yugoslavia and Czechoslovakia.

The Baltic States constitute key case studies within this comparison. All too often neglected in broad historical survey courses of the region, they in fact provide us with fascinating and highly relevant insights into the issues at hand, for a number of reasons. With regard to both of the eras under consideration, Central and Eastern Europe is frequently associated first and foremost with illiberal policies of state and nation-

building. According to Rogers Brubaker's now well-known, if not well-worn analysis, the states of the region have both then and now been 'nationalising' in character, committed to narrow ethnic particularism and the exclusion of minority groups. Whilst the presence of ethnic tensions and violent conflicts within the region is indisputable, it is not the whole story. Studying the unique systems of cultural autonomy adopted by Estonia and Latvia (and to a lesser extent Lithuania) during the 1920s, for instance, helps to give a more nuanced historical perspective on a region which at that time made its own distinctive contribution to democratic debates on statehood, nationhood and European integration. In the 1930s, of course, Estonia and Latvia followed Lithuania down the path of authoritarian nationalism, before the all three countries were forcibly incorporated into the USSR during 1939-40. In this respect, their fate diverged from that of Finland (established simultaneously and described in some cases as the 'fourth Baltic state' at the start of the 1920s), which not only remained a multinational democracy but also emerged from World War Two with its independence still intact. The early section of my courses on inter-war state and nation-building also deals with the Finnish case, which provides some instructive points of comparison not just with the Baltic States, but with CEE as a whole.

The Baltic territories and the peoples inhabiting them were not unique in experiencing the dual ravages of Nazism and Stalinism during and after World War Two. Estonia, Latvia and Lithuania were, however, the only independent countries of inter-war Central Europe not to reappear on the map at all after 1945. Yet, the failed attempt to absorb what were to a large extent already fully-formed states and 'imagined political communities' ultimately carried profound implications for the overall integrity of the Soviet Union. Studying the Baltic States' half-century within the USSR is thus especially valuable in terms of exposing the wider underlying contradictions of Soviet nationalities policy. The demographic changes wrought by Sovietisa-

tion, coupled with application of the legal continuity principle also mean that the re-established Baltic countries (and Estonia and Latvia in particular) have become key case studies of post-communist state and nation-building. Seen by many as prime exemplars of Brubaker's 'nationalising state' model, they fall on the one hand within the ambit of post-Soviet studies and of studies of the Russian 'diaspora' in particular. Here interesting questions and points of comparison arise, not least in relation to Estonia and Latvia's ability to maintain relative ethno-political stability during the past two decades. On the other hand, the Baltic States' early inclusion in the group of CEE states eligible for EU membership (and their subsequent accession to the Union) has made them key test cases of 'Europeanisation', bringing scope for comparison with state and nation-building in states like Slovakia but also with issues around 'integration' of ethnic minorities in longer-standing EU member states such as France and the UK. In short, the three countries' unique trajectory during the past century and their location at the EU's eastern border makes them the point at which many of the key issues of the 'New Europe' converge. In all of this, one is constantly brought back to interesting discussions around the concept of 'Baltic States' and the extent to which this externally imposed geopolitical label can adequately capture the complexities of what are ultimately three very different states and societies. A similar point can, of course, also be made in relation to Central and Eastern Europe as a whole.

Happily, for those more interested in the particularities of each country, Glasgow can also offer language tuition in Estonian, Latvian and Lithuanian as well as courses on Estonian and Latvian Society and Culture.

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Vejas Gabriel Liulevicius

Baltic Studies in the Smoky Mountains

At first glance, why should the Smoky Mountains of East Tennessee be

a site for teaching Baltic history, the experiences of a region thousands of miles away? In fact, it is an ideal spot. For the second year running, we have used Baltic history topics in teaching as a prism to understand the dynamics of the twentieth century in Europe in a course here at the University of Tennessee, in Knoxville. This new course, entitled "Europe in the Age of Total War, 1900-2000", was first taught in 2010 by myself and our graduate assistant, Jordan Kuck (graduate student representative on the AABS board). We again taught this class in 2011, when a course really can hit its stride, in a second iteration. The course has Baltic topics woven throughout. In lecture, we discussed the 1939 Molotov-Ribbentrop pact as a crucial "hinge of the century", as this unlikely relationship unleashed the furies of World War II. A succeeding lecture related the deportations of 1941 from the Baltics as an example of ideological politics in action, affecting masses of civilians. Thus, this course also looks at the experience of the Baltic region to illustrate how high politics affected the lives of ordinary people, occasioning vast suffering. In the most recent version of the class, we assigned the new historical novel by Lithuanian-American writer Ruta Sepetys, *Between Shades of Grey*. The story it relates of the fate of a young girl from Lithuania deported with her family to Siberia allowed students to focus on an individual destiny in the context of the large scale events of the century. After our discussion of the novel, the most frequently heard comment from undergraduates was, "I did not learn any of this in high school history!". Afterwards, Jordan gave a lecture on memories of World War II in Latvia today, drawing on his time spent in Riga as a Fulbright fellowship scholar, doing dissertation research. I also lectured on the Baltic forest war after World War II, to illustrate themes of the Cold War. This has been a splendid and helpful opportunity to use Baltic history as a focus of broader twentieth-century phenomena. The result is that undergraduate students who knew nothing about the Baltic region now recognize it as a strategic region in modern European history.

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Bradley D. Woodworth

*Incorporating the Baltic Region in
Upper-Division History Survey Courses*

This past year at the University of New Haven, I have purposively included significant elements of the history of the peoples and lands of the southern Baltic littoral – Lithuania, Latvia, and Estonia – in two broad upper-division History survey courses, both of my own design. In Yale University's 2011 summer session I taught a course I titled "Russia and the West" (Yale course catalog number HIST S244), and this fall 2011 semester, currently nearing its end, I am teaching a course titled simply "History of Eastern Europe" (HS 382) at the University of New Haven, where I am a full-time faculty member.

In "Russia and the West" I explored encounters between Russia and the West from the eighteenth century to the present. I designed the course to double as an introduction to the history of Russia and USSR and their empires, and as an exercise in transcending national history to see how historical development takes place in transnational contexts. One course unit I called "Russia as West to its own East"; in it we looked at tsarist nationalities policy and gave special attention to Russia's historical experience in the Caucasus. The following unit was "Russia as East to its own West," and here the focus was on the Baltic region in the Russian Empire. I had students read sections of Andrej Plakans's new Baltic history survey, *A Concise History of the Baltic States* (Cambridge University Press, 2011). The role of the Baltic as a source of Western thought and experience for the empires – tsarist Russian and Soviet – of which it was a part for nearly all of the past three hundred years is highly significant to the history of the broader region whose history the peoples of the Baltic share.

At the University of New Haven, my department advocated that my course "History of Eastern Europe," being offered at my university for the first time, examine the period from 1939 to the present. As I put the course together, it became clear that I needed to provide a substantial introduction, and as a result the course became something more akin to "Eastern Europe in the Twentieth Century." The experience of the Baltic region in the

twentieth century made for an excellent fit within this course. I did face a challenge in that the main textbook I selected for the course, R. J. Crampton's *Eastern Europe in the Twentieth Century – and After*, 2nd edition (Routledge, 1997) examines the Baltic states only in the interwar and post-Soviet periods: it is as if after the region is incorporated into the Soviet Union in 1940, its history is no longer part of that of Eastern Europe, but, presumably, only Soviet history. I compensated by giving students readings from Andres Kasekamp's new book, *A History of the Baltic States* (Palgrave Macmillan, 2010).

Certainly the most desirable format for teaching the history of the Baltic region is a course designated solely for that purpose. (I have had the good fortune to teach such a course twice at the University of Washington within the BALSSI program.) Teaching a course examining the history of the peoples and lands of what is now Estonia, Latvia, and Lithuania poses its own challenges in that the narrative strands of Lithuania's history differ significantly from that of Estonia and most of Latvia prior to the late eighteenth century.

At a time when course enrollment figures are frequently of paramount importance to department chairs and deans, the prospect of teaching a course solely on the history of the Baltic states can seem like an unaffordable luxury, except at a few institutions that have broader programs in Baltic studies. I believe that the history of the Baltic region can be included in courses with broader geographic or thematic approaches. With maritime history currently en vogue, a course on the history of the Baltic Sea is appealing. An ambitious instructor (with ambitious students) might try to develop a comparative course on the history of the Mediterranean Sea, the Black Sea, and the Baltic Sea, examining how proximity to these seas has influenced the lives of the peoples living on and near their shores. The concept of "North East Europe" is gaining increasing traction among scholars, and a course on the history of Scandinavia and North East Europe – essentially, the history of the lands and people surrounding the eastern portion of the Baltic Sea – also is a promising possibility.

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From Baltic Studies Libraries

Mārīte Apenīte, Librarian from Latvia, at Yale University

By Bradley D. Woodworth

Coordinator of Baltic Studies, Yale University

The most recent library professional to complete a Baltic Library Internship at Yale University is Mārīte Apenīte, from the National Library of Latvia (Latvijas Nacionālā Bibliotēka). In the fall 2011 semester Ms. Apenīte worked in Yale's Slavic and East European Collection. "Everyone has been very friendly, and the surroundings here are beautiful."

A self-described "workaholic," at Yale she has become, she said, a "universal librarian." At the National Library of Latvia she works as a subject cataloger, organizing new library holdings according to subject matter. However, in libraries in the United States the tasks of the cataloger are broader. This fall at Yale she has added to her professional repertoire the methods for creating entire new bibliographic records, including descriptions of new acquisitions and all other pertinent information necessary for library databases.

During her time at Yale, Ms. Apenīte completed working visits to New York City, Boston, and Washington D.C., where she met with librarians at Columbia University, Harvard University, and the Li-

brary of Congress. Her destinations in trips beyond New Haven included museums, concerts, and historical sites. At Ellis Island she learned about the experiences of Latvians immigrating to the United States in the nineteenth century. "This experience has been a rich one," she reported, "and very fulfilling both professionally and personally."

Tatjana Lorković, Curator of the Slavic, East European and Central Asian Collection at Yale, describes Ms. Apenīte as "hard working, intelligent and fun." She said that in particular Ms. Apenīte contributed greatly to the work at Yale in creating cataloging records for a digital version of the first Slavic and East European collection in North America, created at Yale by Joel Sumner Smith in the nineteenth century.

Yale University Library has provided internships to library professionals from the three Baltic countries since 1999. These librarians have made significant contributions to the Yale Library collections and have been valuable sources of information and networking after their return to their home countries. To this date, six librarians from Latvia (including Ms. Apenīte), five from Estonia, and two from Lithuania have completed internships at Yale Uni-



Mārīte Apenīte

versity Library.

More about the Yale Library Internship program can be found in a newly published article by Tatjana Lorković, "Internships at the Slavic and East European Collection of the Yale University Library," which appears in *Slavic & East European Information Resources* (2011) 12: 120-135. Funding for the Yale Baltic Library Internships has come from the Dr. Kristaps Keggi Fund.

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Stanford Libraries to Expand Collecting in Estonian and Baltic Studies

By Karen Rondestvedt

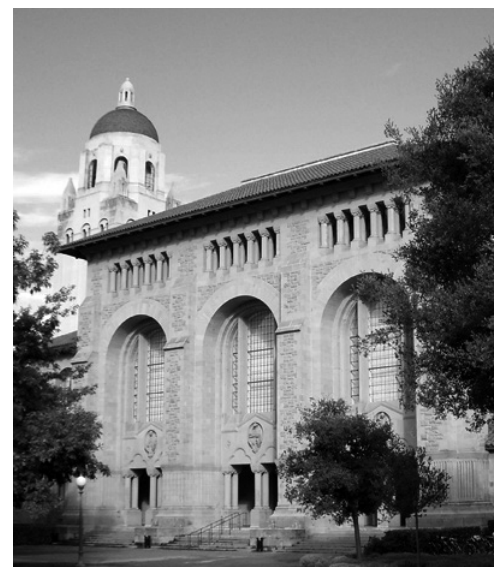
Curator for Slavic & East European Collections, Stanford University Libraries

The Stanford University Libraries are set to expand our collecting program from and about Estonia and the Baltic region, thanks to a new endowment from Walter P. and Dr. Olga Ritso Kistler. The program will also include collaborating on exhibits with the Museum of Occupations in Tallinn, founded by her in 2003. More information about the Libraries' program, Stanford's new relationship with the Museum, and Dr. Kistler herself can be found in: Cynthia Haven, "Stanford takes Estonia's 'Museum of Occupations' under its wing," *Stanford University News Service*, September 20,

2011, and Andrew C. Herkovic, "Baltic Horizon at Stanford," *ReMix: The Stanford University Libraries Newsletter* 44 (September 23, 2011). Both articles are available online.

The Olga Ritso Kistler Collection and Exhibit Program on Estonia and Related Regions will increase support that the Libraries are already providing to faculty, students, and other researchers on the region. These include Prof. Norman Naimark and Prof. Amir Weiner and some of their students, as well as associates of the Center for Russian, East European & Eurasian Studies; the Hoover Institution; and the Program on Sweden, Scandinavia, and the Baltic Region, of The Europe Center.

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Stanford University

Baltic Choral Music, Baltic Film, and AABS Archive at University of Washington

By Michael Biggins

Slavic, Baltic and East European Studies
Librarian at University of Washington

The UW Library in Seattle continues to develop its unique Baltic choral music collection in support of UW School of Music, where Baltic choral performance and research have gained privileged status in the past ten years under the guidance of Professors Geoffrey Boers and Gisella Wyers. UW's Baltic choral collection now consists of nearly 1,000 original music scores, recordings, and monographs pertaining to Baltic choral music published in all three Baltic countries and in emigration. Many, if not all of the items in the collection are available to scholars in North America through interlibrary borrowing. Although not all materials in the collection are fully cataloged yet, a finding aid to the complete collection is available at <http://guides.lib.washington.edu/baltic>, under the Choral Music tab. We are continually seeking to expand the Baltic choral collection and welcome suggestions for additions.

UW is also continuing to expand its Baltic film collection, which as of late January 2012 number some 160 items,

including feature films, documentaries, and collections of animated films, all of them originating in the Baltics and most of them on DVD. Uniquely among major research libraries, UW lends its DVDs to libraries through interlibrary loan. To browse our Baltic film holdings, go to the UW Library's online catalog at <http://catalog.lib.washington.edu>, change the drop-down index from "Keyword" to "Genre/Form," and enter (for example) the search term: Foreign language films Estonian.

Processing of the AABS's institutional archive, which was permanently relocated to the UW Libraries' Department of Special Collections in 2010, has just been completed and a detailed inventory created. For documentation of the archive at its new home see <http://catalog.lib.washington.edu/record=b6773164>.

UW's full-spectrum Baltic collections continue to grow in all other formats, including newly published books and journals, as well. For more news about the University of Washington Libraries Baltic collections, see the extensive article published in the winter issue of the American Latvian Association newsletter.

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Baltic Languages at UW

Continued from page 7

Setting vocabulary learning objectives for students who have completed one and two years of Latvian language classes. The software for this new testing program can easily be adapted to other languages. In 2012, the UW is planning to create a similar test for Lithuanian, and an Estonian test is also planned.

Thanks to a generous bequest from Bernice Kellogg to the UW Baltic Studies Endowment, we are funding critical translations from Lithuanian to English. Kellogg Fellows Violeta Kelertas and Marytė Račys are wrapping up work on a collection of Žemaitė's short stories and autobiography. Žemaitė (Julija Beniuševičiūtė-Žymantienė, 1845-1921), like Aspazija in Latvia, was recognized already during her lifetime as a founder of her nation's modern literature; unlike any other woman author of her times, Žemaitė came from a peasant background. We believe this book will add critical primary material to the study of world literature, and to the study of women authors and feminist literature in particular.

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Baltic Studies at the Crossroads

Continued from page 1

vantage of the unique opportunity to learn firsthand about Chicago's Lithuanian community, and if time permits, to visit local Latvian and Estonian facilities or events as well.

The upcoming conference is also an apt occasion to think about the future of Baltic studies. We are coming to a crossroads in terms of generational transition. Our ethnic members of the first generation of World War II refugees, who brought a profound sense of mission about preserving and spreading knowledge of the Baltic lands, can still make important contributions to the organization, but the human life span being what it is, we cannot count on their presence for many more de-

cedes. Even the second generation of Baltic-heritage scholars and activists from the refugee community is approaching retirement age. So the fate of AABS and Baltic Studies in general will soon depend on the commitment of third-generation descendants (often from mixed-ethnicity households) and those of non-Baltic origin. The time is right to consider how to make Baltic Studies relevant and interesting to folks who may not have been raised to see this subject matter as inherently fascinating. The essays in this newsletter are a great starting point for such discussion.

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Stanford Libraries

Continued from page 17

In conjunction with the new endowed program, the Libraries seek to hire an Assistant Curator for Estonian and Baltic Studies. We are looking for a person with a deep understanding of Estonian culture, along with a thorough comprehension of all aspects of current research in this area, and close familiarity with Estonian academic, historical, political, and cultural institutions. A great plus would be similar knowledge of the same aspects for Latvia and Lithuania. For the full job description, see Stanford University's jobs site: http://jobs.stanford.edu/find_a_job.html. Put the job number 45559 into the search block. Applications must also be submitted through that site.

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Lithuanian Papers Journal in Australia

By Al Taskunas

University of Tasmania, Australia

Lithuanian Papers is the only refereed English-language Lithuanian journal in Australia and the entire Southern Hemisphere. This 72-page periodical has been published annually since 1987 by the Lithuanian Studies Society at the University of Tasmania (Australia). The Society is a small non-profit students' association devoted to making people aware of Lithuania and its heritage. The Society actively collaborates with the established Departments of the University and promotes graduate research on academic topics linked with Lithuania.

About 10,000 Lithuanian immigrants came to Australia after World War II, but they are rarely mentioned in the history books or in local mass media. Yet these newcomers have given so much to the arts and sciences, as well as to the economy of Australia. At certain critical times (e.g., during the 1974-75 "Whitlam recognition"), the Australian population was shown to know very little, or nothing at all, about Lithuanians and about the other Baltic people in their midst. The need to fill this knowledge gap South of the Equator finally gave birth to the *Lithuanian Papers*.

Produced and distributed by unpaid volunteers, *Lithuanian Papers* has been a self-funded journal ever since. It currently has 2,400 subscribers in all States of Australia and in 30 countries overseas. By now, *Lithuanian Papers* has published 300 original articles on most aspects of Lithuania and its people. 70 of these items were on Lithuanians in Australia. The articles have been written, and translated in some instances, by over 230 experts in their own fields. Some were Lithuanians and some were other nationals. In all cases, however, these contributors - without a single exception - have donated their services.

But why is this journal called *Lithuanian Papers*? Because it was originally meant to be a collection of research papers on Lithuania and its people. The tradition goes back to March 1987, when the Lithuanian Studies Society introduced fortnightly lunch-time lectures at the University of Tasmania, on a wide range of topics connected with Lithuania. Many original papers emerged from this lecture programme, and everyone

agreed that it would have been a great pity to lose the newly gained knowledge. Although short of money and resources, the Society decided to publish the best papers, chosen from each year's presentations. And so, the *Lithuanian Papers* were born.

New readers are invited to subscribe to the *Lithuanian Papers*, at the low cost of \$7

per annum in Australia or \$8 p.a. in the rest of the world. These rates include air mail postage and packing. To start a subscription, simply e-mail your postal address to A.Taskunas@utas.edu.au or write by air mail to: *Lithuanian Papers*, PO Box 777, Sandy Bay, Tas. 7006, Australia.

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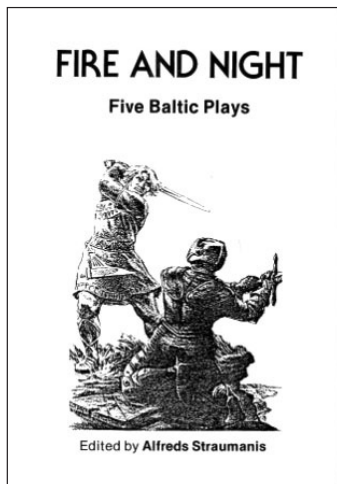


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Obituary | Alfreds Straumanis, 1921-2011

By Guntis Šmidchens
and Andris Straumanis



Alfreds Straumanis giving a lecture

The moon has thrown across the river
A bridge of golden beams
For mist and souls of dreams
From shrouded woods to waft hither.

Rainis
"Prologue," *Fire and Night*
translated by Alfreds Straumanis

In 1986, Professor Alfreds Straumanis finished his translation of the fundamental work of Latvian drama, *Fire and Night* (*Uguns un nakts*) by Jānis Rainis. The translation was part of a monumental team project in which Straumanis brought together a roster of translators and authors of introductory essays that reads like a "Who's Who" of AABS members: Abartis, Barbina-Stahnke, Blekaitis, Bradūnas, Čerškūtē-Spidell, Gāters, Gražytē-Maziliauskas, Juodvalkis, Kōvamees, Kōvamees-Kitching, Kuk, Kurman, Lepasaar, Männik, Oinas, Peniķis, Pikat, Raudsepa, Sabalis, Šedriks, Šilbajoris, Silenieks, Škēma-Snyder, Steffen, Straumanis, Valgemāe, Valters, Vīkis-Freibergs, Žygas.

The four volumes they produced created a bridge into the Baltic cultures, allowing English readers to read classic works by Alliksaar, Boruta, Brigadere, Kitzberg, Kōvamees, Kulvet, Landsbergis, Luts, Marcinkevičius, Priede, Rainis, Rummo, Saja, Škēma, Sruoga, Vetemaa, and Ziverts. These works were selected from a collection of about 100 translated plays that Straumanis compiled in the Baltic Drama Archives at Southern Illinois

University Carbondale. In 1981, he edited the 705-page *Baltic Drama: A Handbook and Bibliography*, which continues to be a basic reference work into the 21st century.

Straumanis was born July 22, 1921, in Moscow to parents who were war refugees. Ten months later, the family returned to independent Latvia. As a young man and in the midst of World War II, Straumanis in 1943 began his studies in acting and directing at the Jelgava Theatre School, but then was conscripted into the Latvian Legion. After the war, he joined the French Foreign Legion and was posted to North Africa and French Indochina.

Straumanis immigrated to New York in 1955, where he worked in construction while pursuing a higher education; he married Biruta Kaņepe in 1956. While pursuing his doctoral degree at the Carnegie Institute (today Carnegie-Mellon University), he acted, directed, and taught theater at the Pittsburgh Playhouse. In 1966 he completed his dissertation, *A Practical Approach to Epic Acting*. His teaching career took him to SUNY New Paltz, where he staged his translation of Ziverts's "The Ore," the first Latvian play in English ever to be produced in the United States. For three years, he served as head of Speech and Theater at Voorhees College in Denmark, South Carolina, then in 1972 found his academic home at Southern Illinois University. Along the way, he also served as a visiting professor in Australia, Poland

and Latvia.

At SIU, thanks to a grant from the Ethnic Heritage Studies program under Title IX of the Elementary and Secondary Education Act, he was able to fulfill his dream of collecting, translating, researching and publishing masterpieces of Baltic drama in English translation.

After retiring in 1991, Straumanis and his wife moved to rural River Falls, Wisconsin. Straumanis continued writing, particularly his memoirs, but also in 1997 published *Skatuves ABC: Terminoloģijas glosārijs*, a glossary of theater terminology translated from Latvian into six languages.

Straumanis also wrote drama, though he did not consider himself a "playwright." His 1971 play, "It's Different Now, Mr. Abele," sought to mediate between the old and new generations at a time of great social upheaval in the United States. André Šedriks, one of Straumanis's many students, concluded an essay about that work with words appropriate also to the passing of this great scholar of Baltic Studies in the past century: "The play, ending on an optimistic note for those who are able to change, suggests that the future might be similar to the past, and that only the present – the period of adjustment and metamorphosis – is different."

Straumanis died May 20, 2011.

AABS 2009-2010 Grants and Fellowships

By Andres Kasekamp

Vice-President for Professional Development

One of my main tasks as Vice President for Professional Development is to encourage colleagues in Estonia, Latvia and Lithuania to enlist. This has never been particularly successful. At the moment, the continued slashing of budgets in this age of austerity has made recruiting new members in the Baltic States exceedingly difficult. However, to my mind, the problem has never been the money. After all, 25 USD for a Baltic member is not exorbitant! The problem is attitude and context. Most colleagues in the Baltic are simply not used to paying professional dues out of their own pockets. Furthermore, the idea of paying for a journal that they can read in their library is foreign. The fact that back issues are now available online should help in this respect. I have also noticed in the last few weeks that many who want to participate in the conference in Chicago have signed up. This seems to be a good incentive.

My second task is running the scholarship program. A troika of previous, present and future AABS presidents (Guntis, Vejas, and Ain) together with the VP Professional Development formed the committee deciding on the AABS scholarships



Zane Culkstena (left) signing her grant paperwork

and awards at the beginning of the year. Vejas was excused from deciding the dissertation grant since one of his students was a candidate.

The dissertation grant was the most difficult to decide because we had the most candidates (six). In the end, we decided to split it between the two best candidates: Jordan Kuck from Knoxville working on the Ulmanis regime and Delaney Skerrett from Australia completing his dissertation on attitudes towards language use in Estonia.

There was only one applicant for the Emerging Scholar Grant, Amy Bryzgel, an art historian from the Aberdeen. The committee decided to award 1000 USD.

The Grundmanis award had two candidates, and it was awarded to Zane Culkstena from Riga who is pursuing a MA in arts administration at Columbia University.

Unfortunately, there were no applicants this year for the Saltups award.

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Journal of Baltic Studies | Editor's report

By Terry D. Clark

Creighton University

The Thomson Reuters Impact Factor (IF score) for the Journal of Baltic Studies (JBS) in 2010 is .353, which places the Journal 32nd among 60 areas studies journals. The 2010 JBS IF score is lower than those reported in 2008 (.419) and 2009 (.596), but it is higher than those reported in 2005 (.077), 2006 (.200), and 2007 (.143). The 2010 decrease was not unexpected. The IF score is calculated on the basis of citations in the previous two-year period. One issue in the 2007 volume contained two articles that accounted for much of the IF scores in 2008 and 2009. Despite the removal of this issue

from the calculation, the 2010 IF score was higher than that for any year from 2005 to 2007. Thus, the overall trend continues to be a positive one.

In partnership with Routledge, the JBS made two policy changes over summer. First, authors will no longer be provided with off prints. Under the new policy, authors will receive one print copy of the issue in which their article appears, perpetual online access to their article, and an electronic offprint (PDF) of their article. The latter will be sent to the author via a link rather than directly, and (s)he will then be able to send this link to up to 50 friends/colleagues to enable them to view the article for free, in lieu of distributing paper offprints.

Second, the JBS is moving to the iFirst publication system. This will permit us to publish articles on line with iFirst well ahead of the hard copy issue in which they will appear. This should make our authors quite happy as they will be able to cite their articles as published as soon as they appear on line.

The iFirst system requires that the JBS transition from "batch mode production" to "flow mode production." In the new production mode, once a manuscript is accepted, it is immediately sent through the editing process, following which it is sent to Routledge (individually not in a group intended to comprise an issue) for proofs. Shortly after the proofs are pro-

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Number of submissions June 2010 to September 2011

Author's country of origin*	Number of Submissions
Australia	2
Denmark	1
Estonia	20
Finland	4
Germany	7
Hungary	3
Iceland	2
Italy	1
Japan	2
Latvia	2
Lithuania	5
Norway	1
Poland	3
Romania	1
Russia	1
Serbia	2
Sweden	7
United Kingdom	2
United States	13
Summary	79

*Country of origin refers to author's institutional affiliation.

JBS Article acceptance and rejection rate

June 2010 to September 2011

Articles submitted to date[†]

Number of Submissions	79
Articles accepted	3
Articles rejected	27
Revise and resubmit	36
Articles undergoing review	13

[†] These data do not reflect the final publication decision for articles subsequently revised and resubmitted.

Journal of Baltic Studies Editor's Report

Continued from page 23

duced and reviewed by the author, the article is published on line where it can be accessed by anyone worldwide with access to Routledge journals. The on line articles will be packaged and published as an issue in print at a later date. Thus, authors will see their articles published well in advance of their appearing in print version.

Beginning in early September, I and my staff began working on moving the existing back log through the editing process. We have thus far sent 3 of the 13 articles comprising the back log to Routledge for publication on iFirst. There is also one special issue in the queue.

The submission rate is increasing. I take this as an indicator that the Journal's visibility is increasing among scholars. The number of submissions was 30 in 2006, 40 in 2007, 33 in 2008, 30 in 2009, and 38 (approx.) in 2010. The number of

submissions thus far in 2011 is 53.

The publication statistics for the JBS follow. They reflect submissions since the Journal transitioned to the on line submission system (ScholarOne) in June 2010. The low monthly rate for summer 2010 owes to the fact that many authors continued to submit manuscripts directly to me by e-mail in this transition period to ScholarOne. The submission rate by country indicates a continued strong number of submissions from Estonia and an increase from Lithuania. Latvia is lagging at present. I am working with colleagues in Latvia and Lithuania to increase the submission rate. I am happy to see the upturn in submissions from Germany and Sweden. My participation at the Baltic Studies conference in Stockholm earlier this year partially accounts for this.

TerryClark@creighton.edu

Monthly submission rate June 2010 to September 2011

Month	Number of Submissions
June 2010	1
July 2010	1
August 2010	3
September 2010	4
October 2010	3
November 2010	2
December 2010	9
January 2011	10
February 2011	2
March 2011	11
April 2011	1
May 2011	5
June 2011	5
July 2011	6
August 2011	9
September 2011	7



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CIRCULATION: 1200

AABS Australasian Section Report

By Delaney Skerrett

AABS Australasian Section

Things have been mostly quiet for AABS on the southern front, especially as this is an off-year for our biennial conference. Plans are underway, however, for the 2012 conference, which is set to be held in September in either Melbourne or Brisbane. Traditionally, the conference has been held in Melbourne but as I am based at The University of Queensland, we will also explore the option of holding the event here in the Sunshine State.

In terms of teaching and research in Baltic Studies, the University of Tasmania has had Lithuanian for Beginners on offer since 2003 (last taught 2010), a two-

semester course taught by Dr Algirdas Makarevičius and Hon Research Prof Algimantas Taškūnas. A Lithuanian Advanced Language course, also two semesters, was first offered this year (taught by Hon Res Prof Algimantas Taškūnas, in conjunction with the University of Vilnius). So far, both courses have been run not for credit. In addition, the University of Tasmania has a long record of original Lithuanian research, at Honours and postgraduate levels (see their journal, *Lithuanian Papers*, Vol.24/2010, for details). This research is encouraged by two Lithuanian Scholarships which are offered by the University of Tasmania annually. I continue my teaching at the University of Tartu now that I am back

in Australia by offering online courses, both in the Center for Baltic Studies and the Department of English Language and Literature. I have one student in Tartu from Australia. He is on exchange from La Trobe University in Melbourne. I am also in the final stage of my PhD dissertation on Estonian language policy at The University of Queensland. Biruta Flood is doing a PhD entitled "Riga as a Work of Art and the Implications of Medievalisation: 1857 - 1910" at Monash University in Melbourne.

We look forward to holding our next conference in September 2012 and the participation of many Baltic scholars from Australasia and, indeed, further afield!

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AABS Representative at the American Council of Learned Societies

By Olavi Arens

Armstrong Atlantic State University

The AABS is one of 71 constituent member associations of the ACLS. The fall meeting of the Conference of Administrative Officers was held on Nov. 4-7, 2010 in Vancouver, Canada. The AABS was represented by O. Arens.

Among the issues on the agenda was the holding of association conferences in Canada. Passport and customs requirements, as they related to book exhibits and equipment usage at meetings, was covered. A session was held that explored the possibility of societies joining to use the legal services of the same legal firm. This issue was to be revisited at the next meeting. Other topics addressed included the holding of international meetings and problems associated with transitioning of new leadership. A final subject that was considered was the possibility in the future of the disappearance of printed association journals. In the question and answer session, in response to a question, evidence was cited to suggest

that online balloting did not lead to any significant increase in voting following a switch from mailed ballots.

The spring meeting took place on May 5-7, 2011 in Washington, D.C. Bradley Woodworth and Olavi Arens attended. Among the sessions held was one that discussed issues brought on by retrenchment and reorganization in higher education and what this meant for faculty in the humanities. Singled out in particular was the pressure of numbers on the teaching of foreign languages. The need for staying engaged, building alliances, and creative solutions was stressed.

As is the usual practice, a report on the financial status of the ACLS and its fellowship programs was presented. The ACLS awarded nearly \$15 million to 350 scholars worldwide in 2011-12. A full session on "Global Perspectives on U.S. Higher Education" included presentations on international campuses established by U.S. universities and the increasingly cosmopolitan character of faculty and students. The annual scholarly lecture was given by Henry

Glassie, professor emeritus of folklore at Indiana University.

On practical matters, consideration of the advantage of using the legal services of a common law firm continued. The ACLS has negotiated with the law firm of Whiteford, Taylor, and Preston a "preferred client rate" for its member associations at a rate of \$290 an hour. Finally, an ongoing discussion on hotel management/labor disputes issues as they affect association conferences also continued.

In the East European Studies Program that the ACLS administers, the announcement was made of 2 conference grants; 8 dissertation fellowships, 2 post-doctoral grants, 13 language-study grants, and 8 travel grants. Brandon M. Lussier, a graduate student at San Diego State University was a recipient of a Language Grant for: Estonian, Advanced-Mastery.

The fall (2011) meeting of the Conference of Administrative Officers was held in Minneapolis on Nov. 10-13, 2011. Among the subjects discussed

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2010-2011 Director-at-Large Report

By Guntis Šmidchens

University of Washington

The nominating committee (members: Ain Haas, Vejas Liulevicius, and Guntis Šmidchens, chair) confirmed the slate for board member nominations for 2012-2014, and elections will be held in spring 2012. Most of the content for the Newsletter / Annual Report has been compiled; a featured theme will be teaching Baltic Studies. The processing of the AABS Archive is going well (An update on that project is published separately in this newsletter).

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Representative at the Council of Learned Societies

Continued from page 26

at panels during the meeting was the effect on conference hotels (and hotel contracts) of labor/management disputes, the use of technology in communicating among members of societies, and predicting future trends and developments for small, medium and large societies. A panel discussion was held on the internationalization of the membership of member societies. To cite some statistics: the Society for Ethnomusicology has an international (non-U.S.) membership of 28%; the Sixteenth Century Society, 30%; the German Studies Association, 21%; and the Middle East Studies Association, 45%. As a result, a number of societies hold conferences outside the United States and have international members on their boards. The concluding note was that all societies need to cater to the needs of their international members.

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AABS Grants and Fellowships

AABS invites applicants for the following grants and fellowships. The application deadline for 2013 grants and fellowships is December 15, 2012.

Detailed application information is available on the AABS website:

<http://depts.washington.edu/aabs/>

All applications and supporting materials should be submitted electronically to Dr Andres Kasekamp, Vice-President of Professional Development, at andres.kasekamp@ut.ee

Jānis Grundmanis Postgraduate Fellowship

Annual fellowship of \$15,000 for graduate study in the United States

The Jānis Grundmanis Postgraduate Fellowship was established in memory of Dr. Jānis Grundmanis. Recipients of the fellowship must be citizens of the Republic of Latvia, speak Latvian, and have their permanent residence in Latvia. Preference will be given to applicants studying in the field of humanities or social sciences.

Mudīte I. Zilīte Saltups Postgraduate and Post-Doctoral Fellowships

Short-Term Study or Research Grant for up to eight weeks of study in the United States with a maximum stipend of \$5,000.

The grants are funded from a bequest in memory of Dr. Mudīte I. Zilīte Saltups. Dr. Saltups' will provides that recipients of a fellowship must be citizens of the Republic of Latvia, speak Latvian, have their permanent residence in Latvia, and come to the United States to study.

Dissertation Grants for Graduate Students

Up to \$2,000

Grants supports doctoral dissertation research and write-up in any field of Baltic Studies. Funds may be used for travel to research site, equipment, duplication or other needs as specified. Proposals will be evaluated according to the scholarly potential of the applicant, and the quality and scholarly importance of the proposed work, especially to the development of Baltic Studies. Applicants must currently be enrolled in a PhD program and have completed all requirements for a PhD except the dissertation. Applicants must be current AABS members.

Research Grants for Emerging Scholars

Up to \$4,000

Research grants in any field of Baltic Studies. Proposals will be evaluated according to the scholarly potential of the applicant and the quality and scholarly importance of the proposed work, especially to the development of Baltic Studies. Funds may be used for travel, duplication, materials, equipment, or other needs as specified. Applicants must have received PhD no earlier than January 1, 2008. Applicants must be current AABS members, but the competition is not limited to US citizens. Current AABS board members are ineligible.

AABS Archives at the University of Washington

By Guntis Šmidchens

University of Washington

After the passing of AABS founder and long-time Executive Office Administrator Jānis Gaigulis (1920-2005) and AABS Financial Manager Ūlo Sinberg (1931-2005), many boxes of files were moved from their homes into storage for several years. Ilze Akerberga prepared an inventory, and in 2008 the AABS board began discussing a permanent home for the collection. We compared notes with the Society for the Advancement of Scandinavian Study, which at that time had just moved its archive to the North Park University Archive in Chicago. In 2009, the AABS Board decided to give the collection to the archive at the University of Washington Libraries in Seattle. The board allotted a grant of \$5,000 to the UW Libraries, to begin preliminary processing. Shipping was completed in 2010, and preliminary processing was finished in autumn 2011.

The UW Archives pointed out large gaps in AABS's archive: There is, for example, only a handful of photographs, one of which is reprinted below. The archive contains correspondence of only one person – Jānis Gaigulis. There are no personal diaries, personal notes written at board meetings or conferences, photo albums, or unpublished memoirs that would add a human face to many files of terse documents related to administrative matters. To all AABS members, past and present: Please dig around in your own home archives, and contact the AABS immediately if you have items that might interest our archivists!

The status report that UW Archivist John Bolcer and staff archivist Paula Little prepared for the AABS Board in September 2011 contains basic information about the current state of the AABS archive, Collection Number 5572-001:

Description & Physical condition of Collection on arrival

Material received were 18.29 cubic feet of records (18 record cartons & one shoebox). The materials are mainly paper documents (18 boxes), audio cassette tapes (11 cassettes), microfilm (19 rolls) and photograph prints (approx. 2 dozen photos). The condition upon first review

revealed the majority of materials were foldered with some materials arranged chronologically and some arranged by subject. There is a donor-supplied folder list. Approximately 20% of the documents were in unlabeled folders. A good portion of the documents had crushed edges with some tearing and crumbling due to age and handling. Upon review of the files, there is a notable quantity (approx. 5 %) of documents which are on fading thermal fax paper, and several news clippings which have discolored the paper around them. Almost all paperclips were rusted and a significant portion of the staples are rusted as well. Some papers crushed, wrinkled, but no signs of water or pest damage to the collection were apparent.

Preliminary actions:

The collection has been reviewed and rearranged by existing folders into what was presumably original order per the folder list supplied. The first review of the full collection did not match the boxlist/inventory as provided by donor. Materials have been re-foldered with buffered legal size files to accommodate larger A4 style paper. Basic flattening of documents has been performed. Acidic paper (news clippings, colored paper, some fax paper, etc.) has been interleaved with buffered paper to prevent further discoloration of material around them. Paper clips, rubber bands, plastic enclosures, 3-ring binders removed. During the first review of materials, items have been flagged that need photocopying for preservation (mostly fading thermal fax paper). Also flagged were some more obvious materials for restricted use such as cancelled checks and account numbers. Additionally, the inventory folder list provided by the donor was compared to the collection and additional description was added to this list, dates confirmed or corrected and a listing of missing or additional files was created (see Excel sheets). Lastly, a list of prominent persons was begun for use in the finding aid. (see associated list) Materials remain in their original filed order until arrangement begins.

Preliminary Arrangement:

As of 29 September 2011, approximately

three-quarters of the collection has been placed in the following six Series groupings. The Administrative series has been foldered by sub-series, the Conference Series will remain in chronological order by year, and the remaining 4 series, Fundraising, Grants/Scholarships/Prizes, Scholarly Exchange, and Publications, currently remain unsorted into their subseries.

The current series arrangement contains the following six series:

- 1) Administrative Functions
- 2) Conferences (AABS Organized & Sponsored)
- 3) Fund raising
- 4) Grants/Scholarships/Prizes
- 5) Scholarly Exchange
- 6) Publications

The UW Archives suggested next steps for further processing, with estimates of hours needed to complete each step. It would take 40-50 hours, for example, to comb through the collection and create a finding aid for persons whose names are mentioned in the files. Further physical preservation is another concern, and it is my own conviction that these tasks should take precedence: While most of the collection has few preservation issues, there are a significant number of documents on thermal fax paper which are fading rapidly and need photocopying to retain information. This is a fairly time consuming process as the paper is delicate. This process would take approximately 8-12 hours. Another preservation issue would be the quantity of rusty staples. While there is a significant amount of the collection with staples which are rusted and bled onto the paper, at this time it is not recommended they be removed due to the fact they are not endangering the retention of information and their removal causes the potential for document sheets to be separated more easily. Removing the staples, however, could be done in the future by any volunteer with minimal supervision. (approximately 25-30 hours of work). We should also review the audio tapes and digitize material of sufficient quality for transfer (Unknown time to transfer).

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Archives at the University of Washington

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A treasury of AABS history

In November of 2011, I had the pleasure of helping the archivists sort two boxes of unfiled documents that were written in Estonian, Latvian, Lithuanian, and German. This was my first hands-on encounter with the archive, and I left the room dreaming of research projects which are not only possible, but necessary for writing a history of the AABS. To date, only a few fragments of that history have been written, most notably a JBS article published by Jānis Gaigulis on the Association's ten-year anniversary and the obituaries of the two friends who compiled the AABS archive while keeping the Association running for many decades (see JBS 9,3 (1978): 259-270; 36,4 (2005): 383-386; and 37,3 (2006): 360-362).

So many stories have not yet been documented. For example, I'm sure there's more to tell about a cryptic note that AABS founder Edgar Anderson (1920-1989) wrote to Jānis Gaigulis on November 10, 1977:

Dear Jānis!

I just received a wrinkled, empty envelope sent by AABS on 7 November. On the same day, another letter from Nollendorfs arrived in similar condition, also empty. The rest of my mail is in excellent condition.

Was that a double coincidence, or does somebody want to know what we're writing?

With sincere regards

Your

Edgars A

Another letter written in New York on 16 December, 1973, documents that advancing Baltic Studies at North American universities has always been high on AABS's agenda. It is interesting also to note that this letter reflects a social connection between AABS and ethnic fraternities and sororities. Gaigulis himself was a member of *Fraternitas Lataviensis*, for example, and he actively used his ethnic ties to recruit dues-paying members, registration-fee-paying participants at conferences, and, of course, donors to the Baltic



Studies Fund. Here, however, he hoped to mobilize ethnic support for possible Baltic Studies programs at the Universities of Toronto, (Western?) Michigan, and Columbia University:

Honorable Mrs. Z. Ziplans!

Good news at Christmas, a holiday gift, so to say: The Latvian Fraternity Council elected Andrejs Baidiņš (Fraternitas Academica, PhD Chemistry) as chairman of its research commission. He has been a member of this commission since its founding, he helped organize the first Baltic Studies Conference, he was present (naturally) at the founding of the AABS, and he is a dedicated worker with interest and desire to see results.

I've already warned him that there will be no shortage of work, if only he has the will to work... As the first project I urged him to consider supporting the development of Latvian language and other courses at the University of Toronto, advertising them among the members of fraternities and sororities. In the near future, i.e. over the holidays, I will dig around in my archives and pull up the appropriate information and send him copies, to give him the basic information regarding possibilities in Toronto as well as elsewhere. And so I can warn you that he'll "bother you incessantly," but that will only be for the good of the cause.

Enclosed is a copy of the prospectus from Michigan. If the Latvians aren't able to create regular courses in Toronto, then they can't dream of doing it anywhere else. There might be a possibility of Baltic Studies courses in New

York, but that would be only after 1976, if the Baltic Studies conference were to take place at Columbia University, a possibility that we're presently studying. The Director of the Soviet Nationalities Studies Center, Dr. Allworth (Columbia) is interested, but we must also weigh the possibilities and benefits in other places, for example, Philadelphia.

*With sincere regards and
Wishing you a beautiful Christmas,*

As hoped in the above letter, the 1976 Conference on Baltic Studies did indeed take place at Columbia University, and an unfiled photograph dated May 20, 1976, was probably taken there. Gaigulis is standing third from right. But who are the others? Who took the picture? Where? Did they have any interesting conversations before, during or after the picture was taken? What happened to the plans for a Baltic Studies program at Columbia University?

If you can help identify people in this picture, please sit down and write a letter to me at the AABS Office, University of Washington, Box 353420, Seattle WA 98195-3420, USA. You are just as welcome, of course, to send an e-mail (guntiss@uw.edu). But I must confess that I have recently developed a new love for letters made of paper and ink. You can be assured that, regardless of whether it is digital or hard copy, your letter will also be deposited in the AABS Archive, leaving a document for future AABS historians to discover, study and treasure.

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Scandinavian Studies...The Next 100 Years

Continued from page 5

Aurora Borealis Prizes for the best papers presented by graduate students at the conference. The Society of Historians of Scandinavia, an organization affiliated with SASS, gives an award for the best graduate student paper in history. The society supports dissertation research through its Birgit Baldwin Fellowship and Einar Haugen Scholarship.

This desire for inclusiveness has made this conference the premier annual international meeting in Scandinavian Studies. In recent years, the number of participants from outside of the United States has grown significantly, despite the increased difficulties over the last decade encountered by foreign scholars who wish to enter this country.

SASS has sought to expand its community by seeking cooperation with other scholarly organizations. In 2005, SASS joined the American Council of Learned Societies. The most significant benefit from membership in ACLS so far has been that it has facilitated the establishment of close ties with the Association for the Advancement of Baltic Studies. Last year SASS had its first joint conference with AABS in Seattle. Despite the great inconveniences caused by the volcanic eruptions in Iceland, the leadership of both societies deemed the conference enough of a success to try it again. I am pleased to announce that the SASS annual meeting in 2014 will be held in New Haven, CT at Yale University with the Association for the Advancement of Baltic Studies.

Since its founding, this society has maintained a visible and vibrant publishing agenda. The society's journal, creatively named *Scandinavian Studies*, has been an intellectual center for academic work in Scandinavian studies since 1928. Over the years, *Scandinavian Studies* has developed into a uniquely interdisciplinary journal that presents the highest level of research in Scandinavian linguistics, history, area studies, folklore, film, literature, and many other fields. It is the primary English-language journal for North American scholars working on topics concerning Scandinavia. Increasingly, it serves as an international outlet for work by scholars based outside of the United States. The existence of the journal has provided clear evidence

of an academic field with the highest intellectual standards. Because it is rigorously refereed, the journal has served a crucial function in tenure and promotion cases....

When this society was founded positions and departments in Scandinavian studies were being established at universities across the country. For example, last year we celebrated the centennial of the University of Washington's Scandinavian department. Over the next two decades, this society will commemorate the centennials of many other partner departments and institutions. One of these partners, the American-Scandinavian Foundation, is also celebrating its centennial this year. ASF has supported this society and its scholars for a century. Those of you who are here on behalf of ASF please stand up and received the applause of a grateful membership.

Scandinavian Studies in the United States has also for a century benefitted from the support of various public agencies in the Nordic Countries. Much of this support has been channeled through various embassies, consulates, and institutes maintained by the Nordic countries in the USA. As in previous conferences, we are honored by the presence of diplomatic personnel representing the Nordic Countries. I would ask the diplomatic personnel and representatives of public agencies to please stand and accept the applause of a grateful society. We thank you for your support.

We can and should apply our society's strengths of community and scholarly excellence to meet challenges to our field not faced by our colleagues a century ago. In 1911, the recognition of the humanities as a fundamental pillar or the fundamental pillar of any comprehensive learned environment was much stronger than it is today. The vocationalization and pre-professionalization of American undergraduate education over the last few decades have increasingly discouraged students from pursuing degree programs in the humanities, Scandinavian Studies included. In 1967 17% of all B.A. degrees awarded in the United States were in the humanities, today that percentage is eight. The humanities and social sciences are also coming under attack because of their perceived inability to be economically viable. These perceptions run counter to

many recent studies that suggest that most humanities and social science departments through their generation of student credit hours and attraction of outside funding are indeed self-sustaining if not outright profitable to their institutions of higher education.

These challenges to the humanities and the social sciences are not just limited to this country. They are global. We should be aware of two other long-term global developments. One is the growing dominance of English as the world's language and as the lingua franca of academia. Back when most of us were students, one had to study a foreign language in excess of any graduation requirements in order to study abroad. Now universities in Scandinavia and throughout the world are offering whole degree programs in English. Some American universities meanwhile have closed down foreign language programs while still offering their students a study abroad experience by having them take classes in English at a foreign university. These American institutions then check the box for their students' international exposure. These arrangements save American universities money and generate revenue for foreign institutions. On another front, our colleagues in the humanities and social sciences in Scandinavia are under increasing pressure to publish in English. Some now question if their publications are judged more on the basis of language used rather than scholarly content.

The spread of English has created the benefit of a more mobile and globalized academy. Will it also lead to the decline of small languages such as those spoken in Scandinavia? Will future generations of this society be involved in trying to save Finnish, Swedish, Danish, Norwegian, Icelandic, Faeroese, and Greenlandic as some of our colleagues today who are already currently working to preserve the use of the various Sami languages? In the face of all of these pressures, how can we make the study of foreign languages or any language than English relevant again?

The other global development is the relative decline in importance of the United States and Europe in the world. When this society was founded in 1911, Europeans governed the vast majority of the world's population—either through direct colo-

Scandinavian Studies...The Next 100 Years

Continued from page 30

nial rule or local governments dominated by people of European ancestry. Now are now witnessing the growth of a multipolar world in which the North Atlantic region is but one source of wealth, power, and knowledge, and innovation. For us this should be a great opportunity to globalize our field, but so far the process of globalization in American universities often has been a zero-sum game at the cost of many fields, including Scandinavian studies. In academia, the opportunities of globalization are being exploited often with a shifting of rather than an expansion of resources. We see this development in the decisions of several universities to reduce the teaching of European languages in favor of introducing the teaching of Asian and African languages. In Scandinavian Studies, we have seen the elimination of several positions over the last decade. Many colleagues of ours have in recent years have retired only to see their former positions either eliminated or given to a field outside of Scandinavian studies. Some of our colleagues might be delaying their retirements not only to recoup losses in savings due to the recession, but also in the hope that they can hand off their positions to someone in their field. We need to fight both this zero-sum game and the larger belief that the globalization of American higher education can be done on the cheap. The recent federal budget deal that cut Title VI funding represents an across-the-board reduction in all international dimensions of higher education.

We need to understand that our partners in Scandinavia are similarly redefining themselves in contexts beyond the traditional North Atlantic community often by shifting rather than increasing resources. The countries of the Nordic region have reduced their diplomatic footprints in the United States while expanding their presence elsewhere. Educational institutions in the Nordic region are looking for new cooperative opportunities throughout the world, but, like institutions in this country, they see the biggest areas of growth and profitability in emerging powers, such as India and China.

In this time of shrinking budgets and changing priorities, we must remind ourselves and others that for over a millen-

nium Scandinavia has been a region of innovation. In human endeavors ranging from developing technology to writing literature to fighting for social justice, major innovations have emanated from Scandinavia with global impacts. Scholars who study these innovations create greater knowledge of and for the current global community. As scholars and teachers of the humanities and social sciences, we specialize in teaching and interpreting the meaning of things, meanings that cannot be measured solely through qualitative means or established formulae. We give depth and transparency to a world that otherwise appears shallow and opaque. The languages, movies, books, and histories that we teach our students are but a means to giving them a greater awareness of larger world around them.

Meanwhile, our society, the vanguard organization for Scandinavian Studies in the United States, is facing internal challenges that, if left unmet, will make it difficult for us to make the case for our field in the future. Our biggest task is to find a new sustainable basis for financing our journal, *Scandinavian Studies*.

Over the last two years the leadership of SASS has developed a plan that will broaden the income base for the journal and increase the predictability of the journal's income. Until now, the total costs of running the journal have been covered by a combination of the hosting institution's annual support, annual membership dues, and occasional conference surpluses. We now want to add to these sources a substantial endowment payout. Endowment income will widen the income base for the journal to meet rising costs and decreases in income from other sources, as well as provide the journal with a more predictable and self-sufficient revenue stream. We plan to build this endowment within five years. In order to reach this goal, it will be necessary to assemble a combination of gifts from major donors, matching grants from national agencies, and special donations from the SASS membership itself.

Over the last year, the leadership of SASS has taken some significant steps in this direction by receiving grants from both the Barbro Osher Pro Suecia Founda-

tion and the Swedish Academy for funding the costs of the journal in this year 2011. I would like to take this opportunity to again thank both organizations for their generosity. These grants allow for the investment of most the rest of the society's income for this year into the endowment. In order to keep this momentum going, we need above all the help of the SASS membership. Our current fundraising drive from our members has already played a role in making the case for the grants that we have received. Your continued support will help us make the case for future grants. For more information on how you can give, please refer to the materials in your registration packets. Please contribute what you can. SASS is our shared academic society, and its future depends on us. It is up to us if we want to continue to uphold the journal as the brand of our society and the gold standard of our field.

At this point of looking forward for our field and society, we can derive strength for the future by connecting with our past. One of my concerns about SASS's future is its lack of an institutional memory. Usually in academic settings institutional memory exists in paralyzing abundance. Most of us have been meetings and have made a proposal only to have it shot down with the comment "we tried that 25 years ago and it didn't work." In smaller dosages, however, institutional memory can prevent the reinvention of the wheel. Looking to the past can be a source of strength in that we can learn how past generations confronted their own difficulties. Last year in Seattle we struggled with the ash of an Icelandic volcano that ultimately prevented many from attending the conference. As difficult as that experience was, we should remember that twice during this society's history crossing the Atlantic has been made impossible for scholars by years of world war. Annual conferences have been canceled. We are not the first generation of scholars that has had to face economically difficult times. This is not the first time we have had to find new sources of funding for our journal. We are not the first generation of SASS members that has been hesitant to embrace change. We can master the challenges to our field and society just as previous generations have done.



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The Association for the Advancement of Baltic Studies (AABS) is an international educational and scholarly non-profit organization. The purpose of the Association is the promotion of research and education in Baltic Studies. Its activities include sponsoring meetings and conferences for the exchange of scholarly views, the evaluation of research in Baltic Studies and supporting the publication of research and other information about Baltic Studies. Membership is open to anyone wishing to support these endeavors. All AABS memberships include complimentary subscriptions to the quarterly Journal of Baltic Studies and the Baltic Studies Newsletter. Membership dues are not tax deductible as charitable contributions but may be deductible, depending on individual circumstances, as miscellaneous professional expenses. All donations to AABS and the Baltic Studies Fund are deductible in the United States as provided by law.

For correspondence, please detach the entire sheet including your address and send it to the return address printed above.

☐ Please note my address correction above. ☐ Please send me information about the Baltic Studies Fund.

☐ Please send me additional information about AABS, including a membership application

Membership forms may also be downloaded at the AABS website, <http://depts.washington.edu/aabs/>

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