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BALSSI students and instructors in the Lithuanian heritage room, one of about 30 Nationality Rooms in University of Pittsburgh's Cathedral of Learning. Lithuanian student and Pitt alumna Lindsey Woolcock led the tour. | Photo courtesy of Len Barcoucky

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LAIMĖS JUOSTA: A double rainbow at the Pittsburgh Joninas celebration BALSSI students attended. | Photo by Indra Ekmanis

Remembering AABS's first president, Gundar King

By Jānis Penikis

Prof. Emeritus, Indiana University at South Bend

Professor and dean of business administration, scholar, essayist, and tireless promoter of higher education, Gundar King has left a deep impression on academic life on two continents. Elected first president of AABS in 1968, Gundar continued to serve the cause of Baltic scholarship literally until the end of his life. His book *Nation-Building in the Baltic States* (with David E. McNabb) was published in fall 2014, and a few weeks before his passing in spring 2015, he was in contact with potential reviewers of the volume for the *Journal of Baltic Studies* (a review is published in Vol. 42, issue 6).

Over a lifetime of nearly nine decades, thousands of colleagues, students, friends, and readers of Gundar King's works have benefitted from his wisdom and fellowship in the United States and Latvia. To the author of this tribute, who was privileged to share, at various times and places, in his multifaceted career and undertakings, Gundar's life is to be celebrated for his commitment to intellectual excellence, his service to both his native and adopted countries, and the companionship of a spirited and generous personality.

Gundar King's life followed the twists and turns characteristic of the generation born in the interwar Baltic states and thrown into the turmoil of WWII, to find themselves eventually establishing a new life in North America. Born in Riga to the family of a prominent politician, poet, and teacher, Atis Ķeniņš, and his second wife, poet and journalist Austra Dāle, Gundar grew up in a heady setting of political and intellectual activism, private tutoring, and elementary education at the elite French Lycée.

In June 1940, the arrival of the Soviet occupation regime drew a line over a carefree childhood. Gundar's father was arrested and sent to the Soviet Union, following his futile effort to submit a list of national candidates to oppose the Soviet-sponsored "Working peoples bloc," in the sham parliamentary election of July 1940. His mother managed to support the family as a translator during

the year of Soviet occupation and for the following four years as the Nazi occupation replaced the Soviets in June 1941. As his mother's secretary, Gundar honed his language skills, while also managing to hold a part-time clerical job with the city of Riga and graduating from a premier secondary school, the First State Gymnasium.

At the urging of his extended family, Gundar joined the exodus of refugees to Germany in 1944, landing eventually in Frankfurt and discovering the survival value of his language skills in a chaotic post-war Germany. He worked as interpreter and in various other positions for the International Refugee Organization and the US Army, and he moonlighted – as he rather proudly notes in his aptly titled autobiography *Metamorphoses* – as black-market supplier of good German wines to American troops, "at reasonable prices."

In May 1950, Gundar emigrated to the United States. After a few months, he was drafted into the US Army to serve in a combat unit during the Korean War and, later, in army supply service. This eventually led to his life-long interest in business supply and logistics. His serious engagement with higher education began with undergraduate studies at the University of Oregon and, upon graduation in 1956, with admission on a scholarship to the Stanford University Graduate School of Business.

The next several years, in the atmosphere of the intellectually challenging and innovative Stanford faculty, turned Gundar decisively to education and scholarship as his life pursuit. His 1963 Ph.D. dissertation was published in 1965 by the Pacific Lutheran University Press under the title *Economic Policies in Occupied Latvia: A Manpower Management Study*. It was one of the earliest pieces of scholarly literature on Latvia after World War II to break into the American academic publishing market.

Gundar's entire academic career, apart from some visiting appointments, was spent at the Pacific Lutheran University in Tacoma, Wash. He joined PLU in the early 1960s while it was undergoing an ambitious transition from a liberal



Dean Gundar Ķeniņš King, 1982

| Photo courtesy of PLU School of Business

arts college to a small, select university with a separate School of Business and other professional schools. In 1965, he became the dean and guiding spirit in directing the Business School to professional growth, eventually including a master's degree program and nationally recognized achievements.

As most Baltic scholars in the West know, the unrelenting force behind the establishment and development of AABS was a deceptively mild-mannered business executive, Jānis Gaigulis. His message, first proposed in 1967 to the Latvian fraternity federation, was that an emerging generation of young Baltic scholars in North America had a distinct contribution to make, beyond the customary political lobbying work of the Baltic organizations of that time. Gaigulis convinced his friend Gundar King and several eminent Estonian and Lithuanian scholars that a conference of Baltic scholars should be organized in the symbolically important year 1968—the half-century mark of the declarations of independence of the three Baltic States. Gundar King became chair of the organizing committee, with Gaigulis as general secretary carrying out its many

Continued on page 7

Philanthropist Galējs-Dravnieks's bequest supports Baltic scholars



Dr. Aina Galēja with 2011-12 award recipients, Anete Fridrihsone, Līva Gudule & Mārtiņš Hiršs.

By Māra Lazda
President

AABS is grateful to Dr. Aina Galējs-Dravnieks and her estate for her bequest of \$30,585.29. Galējs-Dravnieks, philanthropist and active supporter of Baltic studies, died on December 3, 2013 in Minneapolis, Minnesota. She was 88.

Galējs-Dravnieks was born in Riga on April 14, 1925. Both of her parents were in the medical field, and she chose to follow in their footsteps. World War II, however, interrupted her medical studies. Her father was a victim of the 1941 Soviet deportations; at the end of the war, Galējs-Dravnieks fled with her mother and brother to Germany. In Hamburg, Galējs-Dravnieks was able to continue her studies thanks to the founding of the Baltic University by Baltic academic refugees, supported by British Occupation Zone administration. Galējs-Dravnieks then received her medical degree from Hamburg University and came to the United States in 1951. After completing her residency, she worked as a pathologist in Minnesota and North and South Dakota.

Galējs-Dravnieks was an active member of the Latvian-American community and generous supporter of students and medical professionals in Latvia. Even before Latvia became independent in 1991, she thought the best way she could contribute to her homeland would be to support the education of future leaders.

Though she felt she was "too old" to help by moving to Latvia, she said "I could help those motivated people who could build Latvia, acquire broader education and get to ... resources."¹ She found scholarship work "addictive."² Her funding of the University of Wisconsin-Eau Claire Dr. Aina Galejs Scholarship for a full year of study at UWEC has helped more than 50 Baltic students gain experience in the US, many of whom went on to pursue advanced degrees and careers, and who brought their experiences back to the Baltic States. Since 1999, Galējs-Dravnieks offered scholarships to Latvian doctors who wanted to gain experience in the US. Her passion and sincerity touched each individual she helped, as she became a close mentor and friend to them.

Galējs-Dravnieks received international recognition for her dedication. In 2001, she received the Order of the Three Stars, one of the highest honors for service to Latvia. In 2006, UWEC named her honorary alumna. In 2009, she won the "Pride of Latvia" (Latvijas lepnums) award. In 2010, the University of Latvia named her honorary member (goda biedrs).

AABS is honored to have been included among Dr. Galējs-Dravnieks's beneficiaries to further her legacy of advancing Baltic Studies.

1. Interview excerpt with Ilze Garoza, <http://www.galeja-foundation.org/par-ainu-galeju/>

2. Diana Ričika, "Māte ar mecenātes sirdi," *iaptieka.lv* February 2004. <http://iaptieka.lv/?lapa=doctus2&id=295>

aabs Member News

Olavi Arens (Armstrong University) is currently serving as the President of Southern Slavic Studies, the largest regional affiliate of the Association for Slavic, East European and Eurasian Studies (ASEEES). Its next conference will be held at the Univ. of Alabama on March 17-19, 2016.

Daunis Auers (University of Latvia) published *Comparative Politics and Government of the Baltic States Estonia, Latvia and Lithuania in the 21st Century* (Palgrave MacMillan) in April 2015.

Darius Furmonavicius (Bradford University, Nottingham) published *Lithuania Rejoins Europe* in 2015 (Kindle E-book).

Jordan Kuck, former AABS Student Representative, accepted a tenure-track position as a new assistant professor of history at West Virginia Wesleyan College after finishing his Ph.D. in history at the University of Tennessee.

AABS members: We invite you to share your news (publications, job updates, current research, etc.) in the AABS Newsletters and Annual Reports. AABS hopes to increase its role as a hub for members to share information through this function and we encourage all submissions. Please send your short news update (50-100 words) to indraekm@uw.edu.

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BALSSI students reflect on language learning, summer

For the fourth year in a row, the University of Pittsburgh has hosted a successful iteration of the Baltic Studies Summer Institute (BALSSI). Courses in intermediate Lithuanian, Latvian, and beginning Estonian were held for six weeks, with three students in each course. Students attended for the (at times overlapping) reasons of heritage and academic interest. Those in the Latvian language course—myself included—had the benefit of two instructors, Iveta Grinberga and Indra Ekmanis, making for one of the better student to teacher ratios one could imagine.

In addition to learning vocabulary and grammar, throughout the summer session, the Baltic language courses combined forces for various cultural activities. Perhaps our most memorable gathering was when we celebrated midsummer at Lithuanian Country Club outside Pittsburgh, hosted by the Lithuanian Citizens Society of Western PA. Midsummer songs were later performed in each language to the full body of Pitt's Summer Language Institute (SLI). All in all, we had a highly productive and enjoyable summer of Baltic language learning.

— Harry Merritt | Intermediate Latvian

What did I get out of my experiences as a student in 2014 and 2015 at BALSSI? A working vocabulary of about 1,000 words, ability to use verb tenses and a basic understanding of number, case and gender in grammatical forms.

That technical knowledge, however, was the less important part of what I learned from my teacher, Dalia Cidzikaite. I was encouraged to be fearless in experimenting with my new language skills. I gained confidence in writing, speaking, reading and singing in the language of my grandparents. I worked as hard in class as I ever have in 40 years of doing daily journalism. I found that hard work paying off with concrete improvement after each day and week of a truly intensive program.

At age 65 I was not only the oldest student at BALSSI, but likely older than anyone else on the entire faculty and staff at SLI. Age proved to be no barrier to interaction with my fellow students as we regularly ate together, sang together and joked about our struggles and complaints. By



Back row from right: Len Barcoucky, Lindsey Woolcock, Chris Schabow, Dalia Cidzikaite (Lithuanian Instructor), Tālis Simmons. Front row: Douglas Stanny, Harry Merritt, Margarita Safronova, Liina-Ly Roos (Estonian instructor), Indra Ekmanis (Latvian instructor), Scott Borgeson, Kevin Croker. | Photo courtesy of Len Barcoucky.

the end of six weeks I was exhausted, but exhilarated. I now will study on my own and have a book project in mind.

The program required financial and personal sacrifice. Although BALSSI provides scholarship aid, I had to take a leave from work and from doing almost every household chore and activity. Would I do it again? Would I recommend it to other serious students of any age? In a heartbeat.

— Len Barcoucky (Barkauskas)
Intermediate Lithuanian

It was my second year studying at BALSSI, and I particularly enjoyed speaking only the Lithuanian language in the class this year. My instructor put together an intense, but fun, six-week program.

Between homework assignments, many nights of hard studying, lectures, movies and song, I obtained a great feel of the "Baltic Spirit." Not only did I learn the language and culture, but I also learned some cool recipes when the Estonian, Latvian, and Lithuanian classes got together preparing food for our Friday picnic.

I feel extremely privileged to have been able to participate in the BALSSI program. Some students would say they were happy to have made it through the six weeks, but I wish that it would have

lasted twice as long. If I had the opportunity to continue learning my targeted language with BALSSI, I know that my experience would be nothing but positive.

— Douglas Stanny (Stanišauskis)
Intermediate Lithuanian

BALSSI provides an excellent opportunity to learn a language and interact with fellow scholars who are interested in the region. As a doctoral student who studies the post-Soviet states, I was looking for an intense language course to prepare me for research in Latvia. Enrollment at BALSSI was the ideal opportunity to improve my knowledge of Latvia.

The six-week session was rigorous but effective. By the end of the program, I was eager to converse in Latvian. However, the benefits of the program extend beyond the classroom. During the six weeks, students from different disciplines and backgrounds had a chance to interact and learn about culture, history, and values of Estonian, Latvian, and Lithuanian nations. Learning songs and traditions of different countries contributed to a better understanding of the Baltic states. In addition, the lectures by visiting scholars provided cross-disciplinary perspectives about prominent issues in the region.

'Glocal' Balts inspire preparations for 2016 Conference at Penn

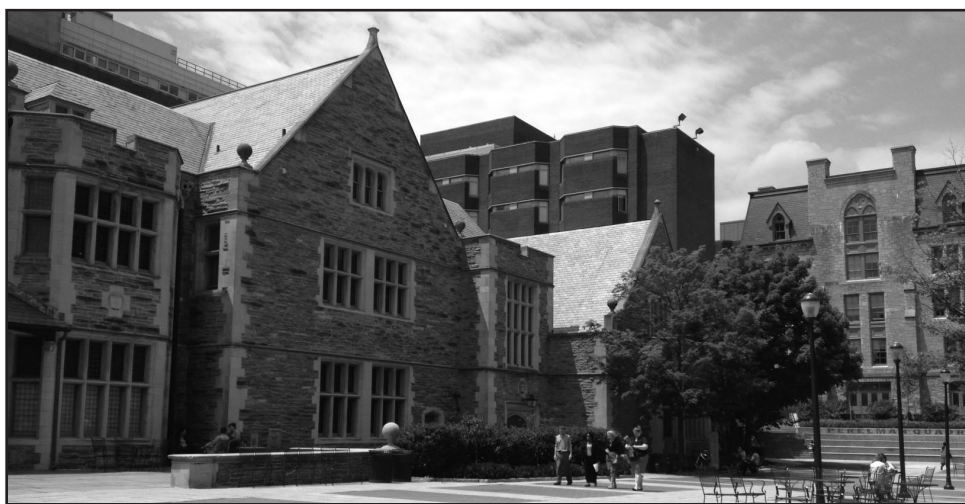
By Jānis Chakars

Vice President of Conferences

Founded in 1892, by 1904 the Philadelphia Society of Free Letts was strong enough to buy its first building. Members chose a site on N. 3rd St. close to the docks on the Delaware River. (Today, the Society is on N. 7th St.) It was no accident, as many visitors to the house were sailors. In 1908, Philadelphia's Lithuanian Music Hall was constructed on E. Allegheny Ave., also not far from the waterfront, the endpoint of cross-Atlantic traffic. The Music Hall remains the focal point of Lithuanian culture in the US's fifth largest city.

These two institutions evoke aspects of the 2016 AABS conference theme, "Global, Glocal, and Local: Distinction and Interconnection in the Baltic States." They reflect in their own ways the manner in which the experience of Baltic peoples has been shaped by world trends in conjunction with distinctive national hallmarks. The conference will take place May 26-May 28, 2016 (Memorial Day Weekend in the US) at the University of Pennsylvania.

Coming to America in the 19th and early 20th centuries, Baltic emigres were part of larger wave of European migration, but there were also distinct communities within even just the Latvian exodus to Philadelphia. The idea for the Society of Free Letts came from others who had come earlier and founded the city's Kurland Jewish Association. Following the 1905 Revolution, new Latvians came, who then came to be called the Old Latvians by those who arrived later in the wake of World War II and Soviet occupation. Latvian Baptists



Perelman Quad, the site of the two main buildings for the 2016 conference. | Photo by Rebecca Poyourow (U. Penn)

formed a community outside the city in Bucks County with a congregation established in 1906. Today, Latvian Lutherans keep a church in nearby Montgomery County. For more than a hundred years these communities have calibrated and recalibrated their social and political positions, activities, and identity in light of their place in global, local, and hybrid contexts.

Such adaptation is, of course, the case for Latvians, Lithuanians, and Estonians, even in their home countries (as it is for all peoples everywhere). At the AABS conference in Philadelphia we will explore the multifaceted contexts of Baltic experience at the University of Pennsylvania. Alongside reports of the freshest and best research on Estonia, Latvia, and Lithuania, we will also have a rich cultural program, including a revival of the AABS tradition of a dance with live music. Jule Rozite, who has worked as a programmer for the Tribeca and the Stockholm Film Festivals,

is organizing a screening of short films from the Baltic states and we are planning museum displays in addition to our luncheon and book exhibits. We also hope for the participation of the University of Pennsylvania's most prominent Baltic alumnus, President of Estonia Toomas Hendrik Ilves, who has indicated his interest in speaking at the conference.

Home base will be beautiful Perelman Quad on the prestigious university's lush urban campus in one of America's most historic cities. The Call for Papers is included in this newsletter ([pg. 11](#)) and online at the AABS website. Submissions are due Sept. 15. A website will be launched this fall for registration and information about accommodations, the program, and the many attractions in Philadelphia. Questions and suggestions can be sent to aabs2016@gmail.com. We look forward to seeing you in the City of Brotherly Love.

(chakars.j@mercyu.edu)

The students had a chance to speak directly to the visiting scholars, adding to the well-rounded curriculum. BALSSI courses helped me revive and further develop my comprehension of the Latvian language.

— Margarita Safronova | Intermediate Latvian

Learning Estonian through BALSSI has been a great experience. I knew it would be an interesting language to study from a linguistics perspective—because of its interesting grammar, consonant gradation, and more—but it was also a tremendous amount of fun. Our instructor was a great teacher and always knew how to keep

things interesting for us, and we got an interesting look at Estonian culture through the documentaries, films, and music lessons we had in class.

— Scott Borgeson | Beginning Estonian

I am not of Baltic descent, but I discovered an interest in Estonian history and a passion for its culture while in grad school. When I discovered the BALSSI program, I decided to take a chance with the language. I looked forward with eager anticipation to the start of the classes. The first week passed by in a blur as I emerged into the mysterious world of

the Estonian language. Every moment was focused on absorbing a deluge of information and attempting to remember what we learned in the weeks before. As I struggled to master Estonian vocabulary and grammar, Liina-Ly proved to be the most patient and compassionate instructor. After classes ended, I was reading an article on Estonia's Song Festival tradition. Midway through, I noticed I wasn't stumbling over the Estonian words peppered throughout, and I smiled. This summer is only the beginning of what will be a long and fulfilling journey.

— Chris Schabow | Beginning Estonian

Language revitalization in Estonia

By Kara D. Brown
Secretary

Linguists predict that 90 percent of the world's 7,000 languages will become extinct during the next century. One institution has been tasked with attempting to preserve the world's diverse linguistic heritage: the public school. My longitudinal ethnographic research with an endangered language community attempts to shed light on the key educational policies, challenges, and practices that enable and inhibit long-term cultural and linguistic sustainability. I began learning the endangered language of Võro from native speakers in 1999—at the time there was no dictionary or grammar of the language (which there now are). The cumulative three years I have spent documenting this rural Estonian community's efforts have revealed a range of unexpected experiments, struggles, and innovations.

The global forces that so threaten the world's small languages simultaneously have fostered a global community of activists whose practices spread around the

world. Inspired by an idea introduced by the Maori of New Zealand, the Võro of Estonia have developed a new focus to their formal education programs; in addition to their 20-plus years of experience with traditional primary-level schooling instruction, language activists have introduced pre-primary level, kindergarten-based "language nests."

This innovative educational addition must be understood in its historical context. Data analysis from my 2013-14 work demonstrated that the particularities of the institution of kindergarten itself and the specific preparation of kindergarten teachers were essential for making this level the new emphasis for language revitalization efforts in southeastern Estonia. Summer research in 2015 allowed me to investigate how the historical and contemporary establishment and spread of kindergartens in Estonia has helped to create a conducive space for experimenting with language instruction and transplanting globally circulating policy innovations for local ends.

Governments typically use schools to

perpetuate dominant languages, effectively making schools a tool of assimilation that suppresses, excludes, and homogenizes. However, some governments, particularly in Europe, have increasingly mandated that schools promote, develop, and revive endangered languages. Even when schools serve as institutions to advance lesser-used languages (LULs), the process is often contentious, the project difficult and complex, and the obstacles formidable. My research seeks to understand the efforts of teachers who embrace public education as sites of possibility for advancing language revitalization and preservation. These teachers, resolutely local and challenged by the forces of globalization, are

simultaneously empowered by the global networks of similarly committed educators. In order to understand teacher practice and understanding within a 20-year old language-revitalization movement, I have considered the ways time and space shape their understandings of professionalism and local identities. My research has revealed that despite the best efforts of committed teachers and some important successes, the institutional context is critically important to teachers' agency in language revitalization. While teacher efforts at the primary-school level could not overcome enough of the institutional obstacles to turn the tide, the pre-primary level has opened as a level with tremendous opportunity for language revitalization.

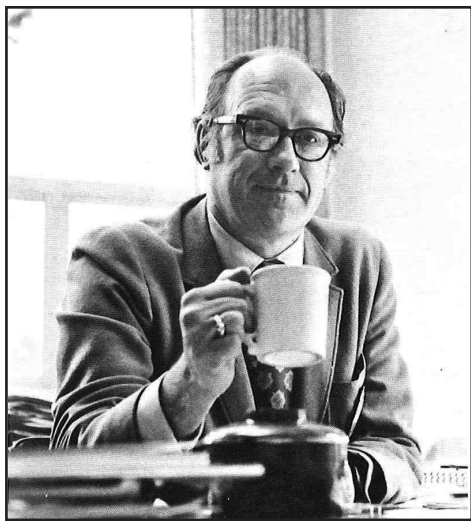
Like other revitalization projects around the world, language activists concerned with the future of the Võro language, which has approximately 87,000 speakers in a country of 1.3 million, initially turned to primary schools to promote education in and about the language. My initial ethnographic research on regional-language teachers in 2001-2002 was set exclusively where the language was taught—in the country's basic schools (grades 1-9). Already at that time, teachers reported the challenge of finding time to teach the regional language—a subject akin to a familiar foreign language—at the primary level, given the tremendous demands for more English and computing classes and their reluctance to challenge the priorities and culture of their schools. Teachers also voiced concern that their schools—located in the rural Estonian countryside bordered by Latvia and Russia—were doomed to close given population decline. Despite teachers' commitments to serving as language policymakers in schools, they understood the institutional and situational restrictions to work deeply against their educational commitments.

My diachronic, qualitative research on the language teachers brought me back to region 12 years later for my sabbatical in 2013-2014 to find a dramatically changed educational landscape. The primary school-based Võro language network, as the teachers predicted and feared more than 10 years earlier, had diminished in



Child identifying the day of the week (Friday) during "Morning circle" at a language nest in Põlva, Estonia. | Photo by Kara Brown

King leaves legacy as first AABS president (cont. from pg. 2)



Dean Gundar Keniņš King, 1975.

| Photo courtesy of PLU School of Business

practical tasks, including the recruitment of an exceptionally able volunteer staff. Several, including Herbert Valdsaar, Elona Vaišnys, Ulo Sindberg, and Juris Padegs, continued their volunteer service to AABS for many years. The labor-of-love aspect of this work should be especially noted, since all these people were very successful in their own careers, but none was an active academic scholar.

The First Conference of Baltic Studies was held at the University of Maryland Nov. 30 – Dec. 1, 1968. Co-chaired by a trio of Baltic scholars, Professors Pēteris Lejiņš, Ernst J. Opik, and V. Stanley Vardys, the conference drew some 70 participants, who gave papers and participated in panel discussions in some 20 sessions. At the conclusion of the conference, a general assembly of the participants endorsed a proposal, outlined by Prof. Edgars Andersons, to establish an Association for the Advancement of Baltic Studies. At the initiative of the conference's organizing committee, Gundar King was approved as President pro tem of the association for 1969-1970.

Predictably, the work of organizing a free-standing scientific society consumed much of Gundar's time for the next two years—and that of Gaigulis and his associates for many years thereafter. AABS was incorporated in New York State in April, 1970, but the purposes of the new association were not automatically understood or endorsed by the established organizations of the three quite separate Baltic exile communities. This was a crucial condition for its

future, since no other source of funding, beyond the modest membership fees, was in sight. The persuasion skills of Gaigulis, King, and a few other activists produced articles in Baltic publications and personal contacts, which resulted in a rapid expansion of membership. The Second Conference of Baltic Studies, at San Jose State University, in November 1970, drew some 160 participants, and a relieved Gundar King could hand over the presidency of the association to V. Stanley Vardys.

Gundar remained active in AABS throughout his life in various advisory roles, conferences, and publications. Besides the deanship of the Business School for 25 years, his ample day job at PLU included research, writing, consultation with private and governmental entities, and service on various national and international academic evaluation and accreditation institutions. His retirement from PLU in 1991, however, coincided with the collapse of the Soviet Union and the renewed independence of Estonia, Latvia, and Lithuania – and thus was a signal to return to full-time Baltic service.

Language, teachers, kindergartens in Estonia (cont. from pg. 6)

size. A handful of schools now constitute the heart of a smaller, enthusiastic basic-school program, but the number of teachers, schools, and students involved in the language-revitalization had dropped precipitously. Once in the EU, rural Estonians left the countryside by the thousands; teachers retired; schools closed. While the primary school system hosting the Võro-language classes contracted, the pre-primary level blossomed and embraced non-dominant language instruction through a "language nest" approach. A major shift had occurred in the notion of how to use schools to promote a lesser-used language.

Language nests—an approach to early-childhood language education—are premised on the idea that an exclusively native-language learning environment helps to sustain an LUL by passing it along to the next generation. In the course of 30 years, language nests have developed

into a global education phenomenon. The nest idea originated in the 1980s in New Zealand (as Kohanga Reo) in an effort to revitalize the Maori language, then "traveled," among other places, to Hawaii (as Aha Punana Leo), Karelia (in Russia), and Taiwan (as yuyanchao), as part of globally inspired, locally-organized efforts to renew indigenous languages. In each site, the same core purpose of the nest approach—to revitalize the LUL—can be found, but the details of the nest policy emerge as distinct iterations of an educational strategy influenced by national possibilities and local priorities. Opened in 2009, the Võro-language nest in Estonia began to develop in a distinct pre-primary policy space—one where the government and teachers found more curricular and community flexibility, and possibility for language revitalization.

The nest-approach has been adopted by over half of the region's kindergartens.

In spring 2014, I was able to observe and conduct interviews with the teachers at 95 percent of the Võro nests. Based on these interview data, I learned that from the teachers' perspectives, the pre-primary institutions offered unique possibilities for language revitalization given the kindergarten's curricular flexibility, socio-cultural purpose, and broad accessibility. Likewise, my interviewees found their professional training dating to both during the Soviet and post-1991 eras to generate a foundation for regional-language teaching. The teachers' identification of both the embedded institutional possibilities and pre-primary teacher training as key factors in policy success has pointed me to this summer's final stage of research for my book project—to understand the historical roots and development of pre-primary public education and kindergarten-teacher education as sites and methods amenable to language revitalization.

'No Home To Go To' exhibit hits Philadelphia

By Jānis Chakars

Vice President for Conferences

While the displacement of Baltic peoples from their homelands in World War II was a tragedy, we are lucky that Kazys Daugėla was among them. A talented Lithuanian photographer, his images—be it an elderly woman dabbing her eye with a cloth beside a wood stove or family pushing and pulling a cart with all of their worldly possessions—arrest the viewer's attention with all of the beauty and emotional power a camera can provide.

These rarely seen pictures are part of an exhibit titled "No Home To Go To: The Story of Baltic Displaced Persons 1944-1952." They are on display this summer in the grand main building of the Free Library of Philadelphia in the city's museum district.

The exhibit is a result of the "Baltic 'DP' Displaced Persons Project" of the Balzekas Museum of Lithuanian Culture in Chicago, where a larger version opened last August. AABS member Irena Chambers is the curator. The traveling show has fewer artifacts, but tells the same story: pre-migration (the circum-

stances that led to exile), migration (life in the Displaced Persons camps), and adaptation (resettlement abroad).

The DP experience has been chronicled in books by Mark Wyman and Ben Shepard, addressed by Peter Gatrell and others in the *Journal of Baltic Studies*, and recalled in memoirs, but Chambers's creation is the first major museum exhibit on the subject in the US. Its presence in Philadelphia is significant as a display aimed toward a general American audience.

"No Home To Go To" also exemplifies a burgeoning interest in and study of the Baltic diaspora, especially those people that left as a consequence of Soviet occupation some 70 years ago. AABS member Maija Hinkle and others have initiated the Latvieši Pasaulē (Latvians in the World) museum and research center and an exhibit on the *trimda* (exile) experience, with objects similar to those collected by Balzekas displayed in Riga's KGB building last summer. Last fall, a conference on the subject was held at Tallinn University with an event at the Museum of Occupations that included the launch of a new



Visitors explore the 'No Home To Go To' exhibit. | Photo by Albert For

translation by AABS member Ilvi Cannon of the book *Mis teha - siin ta on* (Refugee), originally published in 1947 in Germany.

In Philadelphia, arrangements for the presentation at the Free Library were made by Krista Bard, Honorary Consul for the Lithuanian Embassy. At the opening ceremony, she was joined by a local committee including Vytautas Maciunas, president of the Lithuanian-American Community, Laila Gansert and Adams Berzins, president and vice-president of the Philadelphia Society of Free Letts, Linda Rink, executive director of the Estonian American National Council, and Alvar Soosar, president of the Philadelphia Estonian Society, as well as Irena Chambers. Gansert shared a Latvian *daina*:

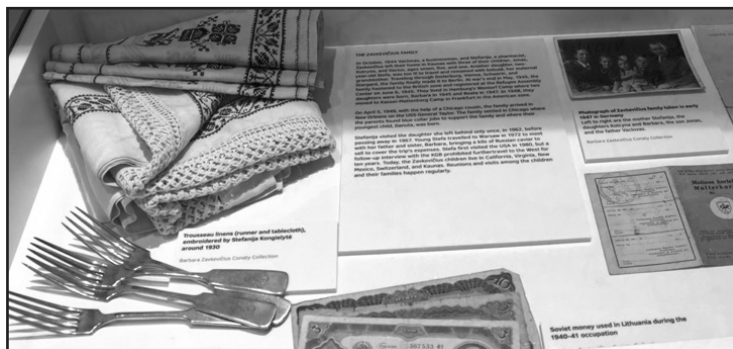
*Ko dziedāšu, ko runāšu
Svešu zemi staigādama?
Dziedāš' pati savu dziesmu,
Runāš' savu valodiņu.*

*What will I sing, what will I speak
Walking in this foreign land?
I will sing my own song,
I will speak my own dear language*

The people in Daugėla's and other photographs wear similar concern and resolve on their faces. The exhibit is therefore moving, but its curator Irena Chambers stresses that museums must be more than emotionally powerful. They must be grounded in sound scholarship. "The exhibition is important because it combines, as only some exhibitions do, actual stories with real artifacts, framed by the history researched and recorded by scholars of the period," she said.

In addition to Philadelphia, the traveling version of the exhibit has been to two locations in downtown Chicago and the Lithuanian Embassy in Washington, DC. A Lithuanian version was presented in Kaunas and Vilnius. The next stops for the English language iteration are in California and Florida.

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The collection was hosted at the Free Library of Philadelphia. | Photo by Albert For

AABS at ACLS in the City of Brotherly Love

By Jānis Chakars
Vice President of Conferences

Philadelphia is becoming a magnet for our work at the Association for the Advancement of Baltic Studies. It will be the site of our next conference (see pg. 5) and board meeting, as well as the AABS-sponsored panel and other Baltic papers at the Association for Slavic, East European and Eurasian Studies conference in November. This past May, it hosted the American Council of Learned Societies meeting, for which we have long kept a delegation and membership.

The ACLS meeting provides an excellent forum for learning about the work of other scholarly societies and the challenges we all face. This year, AABS was represented by Irena Blekys, our administrative executive director, and me, the vice president for conferences.

The discussions and presentations were wide ranging, but a couple of themes stood out prominently. We kept hearing about “public engagement” and “preservation and access.” Both were occasioned by the now familiar discussions about how to save the humanities and make administrators, government, and the public at large appreciate hu-

manistic research. In panels like “Aligning Humanistic Scholarship with Public Engagement, Collaboration, and the Digital Realm” and a luncheon speech by National Endowment for the Humanities Chair William “Bro” Adams, we heard that the key is to take the fruits of scholarship to the people. How to do that was another question.

This is a question for Baltic studies too. We, as much as anyone else, need to make ourselves relevant and show the significance of our work—and not just to each other. Research in Baltic studies is valuable to more than the members of AABS and when we show it, we will find new members, new interest in the Baltic states, and new opportunities for ourselves. We can show the wider value of Baltic studies and the importance of understanding the Baltic countries, peoples, politics, and cultures. This is in our own interest, not only for cultivating future generations of scholars, who need some access point for learning about the region and the field, but as a public service.

Part of an effort at public engagement may be through novel presentations of academic research and interpretation. These might extend from access to sources and artifacts



SCHOLARLY SELFIE: Jānis Chakars & Irena Blekys represent AABS at ACLS meeting.
| Photo by Jānis Chakars

with scholarly commentary on the Web, to physical exhibitions to scholarly collaboration on popular projects. One such project mentioned at the meeting of linguistics, lexicographers, and lay collectors of local language patterns in Los Angeles sounded particularly interesting, but at another point the conversation dwindled to cliché gripes about students and Wikipedia.

That sparked an idea. Wikipedia might actually be a benefit rather than a problem. Students should not write papers from encyclopedias, but every day, often multiple times a day, people find small points of access and introduction to many subjects through this site—there are many Baltic topics still not covered there. It would be a fairly easy

act of public engagement for the experts of AABS to begin contributing entries. Indeed, we could start with an article on AABS. Maybe we could have a Wikipedia writing session at our conference too.

After watching a stellar set of ACLS fellows present—especially Sylvia Houghteling, the 2014 Mellon/ACLS Dissertation Completion Fellow who works on Indian textiles—Irena turned to me and said “Why don’t we have our grantees present at our conference?” Good idea. The ACLS meeting is always a well spring for ideas and issues to explore. We would do well to think about the concerns raised and the examples presented, and how they matter to AABS and Baltic studies.

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OSU hosts 2015 Scandinavian Studies Conference in Columbus

By Olavi Arens
Academic Executive Director

The Society for the Advancement of Scandinavian Study held its 105th annual conference on May 7-9, 2015 in Columbus, Ohio. The sessions took place on the cam-

pus of The Ohio State University. Following the joint 2014 Conference with AABS at Yale University, this conference resumed a more traditional conference pattern. However, as was the case at Yale, SASS organized most of its panels around a num-

ber (eight) of “streams.” As an example, one was titled, “Scandinavian immigrants and the ethnic other,” and covered both the immigration of people from Scandinavia to the US, their interaction with other groups in the US, as well as the more

recent immigration of people from various parts of the world to the Scandinavian countries. A few papers were also presented on Baltic topics. Next spring’s conference has been scheduled for New Orleans.

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Grants & Fellowships

Application deadlines: Dec. 19, 2015

Aina Birnitis Dissertation-Completion Fellowship in the Humanities for Latvia

Amount: \$20,000 + \$1,000/university fees

Supports a year of research and writing to help advanced graduate students in the humanities in the last year of Ph.D. dissertation writing.

Mudite I. Zilite Saltups Postgraduate & Post-Doctoral Fellowships

Amount: Up to \$5,000

Funds short-term study or research grants in the humanities and social sciences in the US with a maximum stipend of \$5,000. Applicants must be citizens & permanent residents of Latvia.

Jānis Grundmanis Postgraduate Fellowship for Study in the US

Amount: \$15,000

Supports one year of graduate study in the US. Applicants must be citizens and permanent residents of Latvia. Preference will be given to applicants studying in the field of humanities or social sciences.

See aabs-balticstudies.org for details

Dissertation Grants for Grad Students

Amount: Up to \$2,000

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 are evaluated according to the scholarly potential of the applicant and proposed work, especially to the development of Baltic Studies.

Emerging Scholar Research Grants

Amount: Up to \$4,000

AABS invites applications 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.

The AABS Conference: Success Comes from Your Support!

AABS is able to make an impact well beyond its size because of the generosity of its members and supporters. With no overhead costs and an all-volunteer board of directors, virtually all AABS funds are put toward advancing Baltic studies whether it is through grants, scholarships, awards, publications or meetings. Toward that end, we also keep membership and conference fees as low as possible to encourage wide participation in Baltic studies research from a global network of scholars. The key place where all our efforts as Baltic studies scholars comes together is the bi-annual conference which will next be held May 26-28, 2016 at the University of Pennsylvania.

As with past conferences, we will keep costs to attendees low, but programming rich. However, that means expenses outstrip registration fees. Please consider making a donation (payable to the Association for the Advancement of Baltic Studies) to the 2016 AABS conference using the form below.

Supporters will be acknowledged with gratitude in the conference program. We also seek sponsors for individual events, museum exhibits, conference sessions, graduate student travel, and cultural programming. For more information on these sponsorship opportunities, please email Janis Chakars, AABS Vice President for Conferences, at aabs2016@gmail.com. Paldies, ačiū, aitäh, thank you. With your help, Baltic studies thrives.

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Call for Papers
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BI-ANNUAL CONFERENCE
<http://www.aabs-balticstudies.org/>

*Global, Glocal, and Local:
Distinction and Interconnection in the Baltic States*

University of Pennsylvania, Philadelphia, USA, May 26-28, 2016

This conference will explore the independence, dependence, and interconnections of Baltic states, peoples, and communities across time and space in multidisciplinary and interdisciplinary perspective. It will uncover the distinctive, hybrid, and globalized features of culture, politics, economics, history, language, and other aspects of life in the Baltic countries.

The Association for the Advancement of Baltic Studies is the world's premier scholarly society for research on Estonia, Latvia and Lithuania. Its global membership includes scholars and supporters from North America, Estonia, Latvia, Lithuania, Sweden, Finland, Germany, Australia, Great Britain, Russia, Israel, Japan, and elsewhere.

PROPOSAL PROCESS:

The conference welcomes papers, panels, and roundtable presentations in fields related to the Baltic region, its countries, and populations within those countries, including minorities. Contributions are encouraged from disciplines including, but not limited to, the following: anthropology, architecture, business, communication and media, cultural studies, demography, economics, education, environment, ethnic relations, film studies, fine arts, gender studies, geography, history, international relations, law, linguistics, literature, memory, political science, psychology, public health, religion, sociology, and advancing Baltic studies. Interdisciplinary and comparative work is welcome. We are also particularly interested in papers focused on Baltic Jewish studies.

GRADUATE STUDENTS, BOTH MASTER AND PH.D., ARE ENCOURAGED TO SUBMIT PROPOSALS.

Paper and panel proposals must include an abstract of no more than 250 words and a one- to two-page curriculum vitae. These materials should be sent simultaneously to the appropriate divisional chair's email address below AND aabs2016@gmail.com. Interdisciplinary papers should be sent to one divisional chair, according to the author's judgment, AND aabs2016@gmail.com. **The deadline for submissions is September 15, 2015.**

CONFERENCE LOCATION:

The conference will be held at one of the leading universities in the United States in one of its finest and most historic cities. The brainchild of Benjamin Franklin, the prestigious University of Pennsylvania claims status as the oldest university in the United States, but its pedigree includes Baltic studies as well. Among its many accomplished faculty is included Alfred Senn, who served as chair of the Department of Balto-Slavic Studies from 1947-1965 and is renowned for his work on Lithuania. The UPenn library contains a strong Baltic collection, especially regarding Lithuania and including items belonging to one of Lithuania's founding fathers, Jurgis Šaulys. Notable alumni include recent AABS president Vejas Liulevicius, European MP from Latvia Krišjānis Kariņš, and the current president of Estonia, Toomas Hendrik Ilves. Philadelphia is a vibrant center of culture and history. Attractions include the Philadelphia Museum of Art, Barnes Foundation, and Rodin Museum and range from Independence Hall to the Thaddeus Kosciuszko National Memorial and the new National Museum of American Jewish History. A city of firsts, Philadelphia was the site of America's first paper mill, first almanac, first public school, first bible printing (in German), first public parks, first botanic garden, first public library, first volunteer fire company, first type foundry, first hospital, first scholarly society, and first and only art school for women, among other founding achievements, in addition to being the place where both the United States Declaration of Independence and Constitution were written. Philadelphia is also home to numerous ethnic communities, including from the Baltic states. It is home to the Lithuanian Music Hall Association (<http://lithuanianmha.org/>) and the world's oldest continuously operating Latvian social club, the Philadelphia Society of Free Letts (<http://www.latviansociety.com/>).

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All presenters must be AABS members by the time of May 26-28, 2016 conference. Those accepted for the conference who are not already members, can join at:
<http://www.aabs-balticstudies.org/aabs-membership-form>

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POSTMASTER: Address Correction Requested

The 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 the Baltic Studies Fund are deductible in the United States as provided by law.

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

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