

The Swedish Council for Research in the
Humanities and Social Sciences

The Swedish Royal Academy of Letters,
History and Antiquities

***REVIEWS OF RESEARCH
IN ESTONIA
WITHIN HUMANITIES
AND SOCIAL SCIENCES***

Stockholm 1993

FOREWORD

Upon request from the Estonian Science Fund Council, the Swedish Council for Research in the Humanities and Social Sciences and the Royal Swedish Academy of Letters, History and Antiquities have accepted to assist in an evaluation of Estonian humanities and social science research. The enterprise is part of an evaluation of Estonian research, where several Swedish research councils and scientific academies have taken part.

The Royal Swedish Academy of Sciences has coordinated the Swedish undertaking. A special grant from the Swedish Government has made this evaluation possible.

For the evaluation we have engaged a number of experts representing the broad range of academic social fields within the humanities and sciences. The experts have received material - reports and publications - from the different Estonian institutions. The experts have also visited institutions and have had discussions with Estonian researchers.

In some instances it has been impossible for the Swedish experts to read all material because of language problems. Those experts therefore have had to base their judgements primarily on the site visits and the discussions with the Estonian researchers.

The site visits have been organized in co-operation with the Estonian Science Fund Council. The visits have been of great value for the evaluation and have also provided useful contacts for further research co-operation.

We are also very grateful to the Swedish experts who with enthusiasm have devoted considerable time to this endeavour.

Finally, the Council and the Academy wish to express a sincere hope concern that this report will be of help for the future development of research in the humanities and social sciences in Estonia and for furthering co-operation between Estonian and Swedish researchers.

Stockholm in April, 1993

For the Council

Bo Särilvik
Professor
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For the Academy

Staffan Helmfrid
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REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

HISTORY OF LITERATURE I

Louise Vinge, Lund

INTRODUCTION

Anyone faced with the task of making a brief appraisal of research relating to literature in a language which one does not know and which is largely written in that language, is naturally at a very considerable disadvantage and cannot make any claim to delve very deeply into the matters being examined. Neither is it possible to assess the quality of the learned publications produced, quality that is demonstrated in the relevance and topicality of the studies undertaken, the interaction of the problem with the formation of modern theory, the care taken in the documentation, in the style of the presentation and in other similar properties. Nor can one assess the quality and methods used in the teaching, either at first-degree or at a higher level, that is to say at postgraduate level leading to a doctorate. This fundamental reservation must be made in regard to our evaluation of literary research in Estonia.

On the other hand, on the basis of the material in English which the Estonians furnished us with, we can obtain some understanding of the organization of the research, and of the general orientation of the studies in the history of literature, the understanding being considerably enlarged by our visit to Estonia in June 1992. Similarly, thanks to the typed material etc. sent to us and the people we were able to interview, we can appreciate to some degree the difficulties Estonian literary research is now experiencing, above all on a practical and material plane.

The material mainly consisted of outlines describing most of the different departments at the Estonian Academy of Sciences and at Tartu University where literary research is carried out. The various teaching institutions, their staff and their field of interest and publications, subject conferences and symposia are described well, but we also note certain gaps in the material.

Although it is hard for us to get an idea of the traditions of the history of literature as a discipline in Estonia, when compared with other disciplines in the humanities, the subject seems to be well established and to have wide ramifications and to be well staffed. Since the 1930's it has had advanced researchers who have worked in good contact with international currents of opinion (Aants Zvoras, later Jurij Lotman).

THE PRESENT SITUATION

The Institute for Language and Literature at the Academy of Sciences in Tallinn has a department of literature, which has at present twelve full-time staff and five part-time assistants. Eleven of the twelve are working on the history of exile literature; the broad outlines of this project, which is supported by the Estonian Culture Fund, were sketched out in 1987. The Institute also has research-workers who are concerned with fields which are otherwise only of marginal importance such as drama and literature for children.

Furthermore, under the Academy of Sciences there is also what is known as the Literary Museum in Tartu, which is a combination of an archives library (also comprising the press), a bibliographic institution, a collection of literary manuscripts and a folklore collection; the Museum does not merely arrange, care for and supplement the collections but also has its own staff of researcher, some 15-20 in number, and issues its own series of publications. The Literary Museum is of great national importance and its history is dramatic, but its material state gives cause for much concern.

Tartu University has chairs of Estonian literature and folkloristics, Russian literature, world literature, literature theory, of German, English and classical philology as well as of journalism.

It is not easy to form a picture of the degree of co-operation and integration between, on the one hand, the various subjects at the University and, on the other, between the literary researchers at the University, at the Academy and at the Literary Museum. It would seem that the research for Estonian exile literature and its examination is carried out in collaboration between the Academy and the University. The major Estonian history of literature which was planned in the 1960's and which has now been published in a large number of volumes also seems to have been compiled after such collaboration. A necessary revision of this history of literature on non-Marxist lines is being discussed at present.

On the other hand the arduous work of compiling a history of world literature for upper secondary schools (a Tempus project) and another for use at universities is being undertaken entirely under the aegis of the university department of world literature, an institution which is small but staffed by competent people.

Projects such as these are naturally of great national importance in the present transition period and one can well understand that so much effort is being put into them. Some duplication nevertheless seems to exist, and the solution chosen for the compilation of the history of world literature - papers commissioned from specialists throughout the world - seems neither practical nor cheap. Surely it would have been better to get hold of a good modern outline of a suitable size in another language and have it translated.

CONDITIONS FOR RESEARCH AND RECOMMENDATIONS

It is evident that the possibilities for the researchers at the Academy to carry out their research work have been, and still are, quite different from those for people employed by the University. The latter have very heavy teaching obligations and no chance of temporary replacements to enable them to take leave of absence for research. The researchers at the Academy, on the other hand, have been firmly controlled, without much individual liberty, which has led people to resign. There is no doubt that a more even distribution of teaching duties and research possibilities would be better for the subject. Even today many of those employed by the Academy also work at the University or at other educational institutions, which is certainly a development in the right direction. The balance between centrally controlled projects and individually adapted assignments for research may presumably be different in some other national situation. Moreover, it is doubtful whether the Literary Museum as a research institution is sufficiently large to constitute a creative environment for researchers. Presumably a more far-reaching integration of the research and teaching carried out in the university system would be the most fruitful. The discussion of the need for future generations of competent personnel at the Museum which is set out in one of the papers makes us suspect that the present highly specialized system of the Museum has not been really successful.

A review of the educational programme in the faculty is now in progress. A rigid course programme is now being replaced by a more free system with four to five terms (160 weeks of study) for a first-degree (master's) and another four for a doctorate.

A problem now taken very seriously in all subjects is the need for future generations of highly qualified researchers at the University. Those who previously took a doctor's degree did so in Russian in Leningrad or Moscow under troublesome conditions. Now it is a matter of getting Estonian doctors who publish their works in Estonian under satisfactory scrutiny, or preferably in some Western European language to enable their status to be evaluated internationally. It is hard to judge what is the growth of new talent in the way of research students at present. Probably it is very slight because of the current poor conditions for those pursuing a university career. However, a couple of young postgraduates we met seemed to have sufficiently high aspirations; we felt the same about their recently written works (at rather different levels) which were shown to us at the department for Estonian literature. In the subject of Russian literature, there are today ten doctoral candidates, two of whom plan to complete their work by the autumn of 1992. In world literature, there is still no such candidate, and traces of the Soviet system are apparent in that the master's degree is still held to be set at too difficult a level.

The contribution made by Professor Jurij Lotman and some other very prominent researchers in semiotics and literary theory have brought international acclaim to Tartu University and have put a very pronounced stamp on its faculty of philosophy despite the fact that the Soviet system has worked against them intensively. Professor Lotman's pupils are now to be found in several quarters in Estonian literary research. New talent is apparent in semiotics, which has very good international connections. Annual conferences have been the tradition and recent participants have come from Germany, America and Denmark. In general, conferences seem to be frequent in literary subjects.

A recurrent, very pressing problem is the lack of access to literary publications from the Western world, which means that it is hard for people in these departments to brief themselves about topical international debates. What is needed is a continuous inflow of periodicals, monographs and publication series and for the people to improve their knowledge of languages. In that regard it would be desirable if the languages were not only German, English and French but also the Scandinavian languages.

Thanks to a programme with frequent guest lecturers and exchanges with, among other countries, Finland and Norway, the Estonians concerned are by no means unacquainted with present-day currents of opinion in the history of literature; however, it has been apparent that people in some quarters have not been acquainted with important fields developed during the last few decades. Research into women's literature, which in the West has meant so much for the development of an awareness of the position of women in the community does not come into their field of vision. Receptivity research, which is important for the development of a modern view on the interaction between Estonian literature and the rest of the world, does not seem to have been able to replace an older, comparative point of view. The latter, in its turn, was eliminated from the philological training or was at any rate very much out of favour and controlled under the Soviet system (this was different from what applied to the literary connections between Estonia and Russia); therefore the need for advanced training in theory and methods, and studies of concrete cases is very appreciable. Studies of literary influences and the reception of foreign literature calls for a long tradition and experience: a new generation needs to emerge in order to begin to build up that approach, one that is important if Estonia's literature is to be seen as a component part in European literature.

While the turning away from the Russian language's predominant position is very understandable and the continued cultivation of contacts with the West important, I would nevertheless like to impress on the Estonian literary researchers that they should not sever their connections with the East. Estonia and the other Baltic states can have an important function as a channel from the East to the West and vice versa. The knowledge of Russian gained by a generation of Estonian researchers should not be thrown away, and would not be, if it was for instance used for purposes such as passing on to the West more of the best in Russian scholarship in the humanities, both what has already been produced and what may be developed in the future.

We were impressed by the many conscientious and active researchers and teachers whom we met at the University; we also saw that the material conditions for both groups are deplorable. Access to premises, to teaching aids such as computers and photocopiers, to text-books and other publications is poor, and the opportunities for travel are minimal - even travel between Tartu and Tallinn. Perhaps, however, it is more important to send lecturers to Estonia for rather long periods than to help scholarship-holders to come to the West. It is now much harder to get research published in Estonia than during the Soviet period chiefly on account of the difficulty of procuring paper at a reasonable price; this might well be a sector where temporary relief might come from Sweden.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

HISTORY OF LITERATURE II

Ingemar Algulin, Stockholm

INTRODUCTION

I made a visit to Estonia on 10-13 June 1992 to evaluate the research at the institutions concerned with the history of literature. I visited both the Estonian Academy of Sciences in Tallinn and Tartu University. In Tallinn at a meeting of the Institute for Language and Literature, I interviewed certain of its representatives. In Tartu it was arranged that I should meet representatives of three departments: the department for Estonian literature, the department for world literature, and the department for Russian literature. In addition, I paid a visit to the Friedrich Reinhold Kreutzwold Literary Museum, which comes under the Academy of Sciences; it has a large staff of researchers, who are responsible for the national collections of literature and press history at the Museum.

The following report is based on my impressions from my visit to the above-mentioned institutions in Tallinn and in Tartu, and also on the comprehensive descriptions of the institutions that had been previously sent to me.

ACADEMY OF SCIENCES

In the literature section at the Institute for Language and Literature at the Estonian Academy of Sciences in Tallinn, there has been concentration on two main lines of research: the study of Estonian literature and literary criticism, as well as of literary theory. The Institute has a considerable staff of lecturers and postgraduates studying for doctorates. The outline report on last year's work also shows that the department has a wide range of intensive and varied activities with an ample production of publications and papers. The project attracting most attention has been a new Estonian history of literature in five volumes, in which a large number of scholars have been engaged as contributors. It is now in the process of being revised, and the Marxist approach in its former basic structure is to be replaced by one based on international comparison and aesthetics. Furthermore, two symposia on Estonian national literature have also been held, in 1989 and 1990; they resulted in the publication of two volumes of papers on related subjects.

Another project of central importance, one that is decidedly the most comprehensive, concerns Estonian exile literature. It was started in 1990 and is expected to be concluded this year. The primary aim of this project has been to search for material, in order to obtain a wide and general view of modern Estonian exile literature during

the Soviet period. After conferences on Estonian exile literature - which were held in 1988, 1989 and 1990 - two volumes of papers have been published (1989).

Other project fields described in the material that was sent to me cover, as I mentioned above, Estonian literary criticism, studies of the Estonian novel, various fields of study relating to topics concerned with literary theory, as well as text commentaries on the works of Estonian writers. The subjects of theses in the last few years and of research now being undertaken show a breadth of study and a certain tendency towards a "modernization" of the literary angle of approach (e.g. the relationship between the art of the Estonian novel and the art of the film, politics and sexuality in the literary structure, the transformation of a novel into drama, etc). The majority of subjects are however clearly traditional in line in their literary character or have a formalist-theoretical orientation.

The staff I interviewed told me that the researchers could be divided into three categories: older traditionalists, the formalistic Lotman school and younger researchers who are seeking new paths. Modern formalistic text study at the Institute goes far back, to the late thirties; it has been advanced by Jurij Lotman at Tartu and his followers. Lotman has also kept the door open for French structuralism, which gave the movement a new orientation in the 1960s and 1970s. The staff of the Institute also have a number of contacts nowadays with foreign institutions and have participated in international conferences; in particular they emphasized links with Helsinki University.

Certain modern fields in the history of literature are still not to be found in the Institute's approach, nor at Tartu University; for instance there is no receptivity research nor research concerning women's literature. Although drama research was represented, no film research was undertaken. One of the lecturers had begun to initiate studies of literature for children and young people - an important pioneer enterprise - since the position of literature for children in Estonia seemed to be threatened because of high production costs for that genre; she was the only lecturer at the Academy dealing with that field.

TARTU UNIVERSITY

At Tartu University, the department of Estonian literature naturally also directly concentrates on the study of the history of Estonian literature. The department co-operates with the Institute for Language and Literature at the Academy of Sciences in the publishing of the Estonian history of literary, the department contributing one of the sections. Furthermore, during the difficult conditions that prevailed in the Soviet era, the department laid the foundations for an anthology of Estonian poetry, the first part having been printed, and another three parts are planned. The department is also helping in the search for Estonian exile literature. Besides twentieth-century Estonian poetry, Estonian drama is for instance another field of research being developed. Productivity at the department is very large, and a number of conferences have been arranged. Representatives have attended international conferences, though not very frequently.

While the connection between first-degree work and that for a higher degree is very strong, the emphasis at the same time is on the training of teachers of Estonian

literature. Some forty students are admitted each year. The system of studies allows much freedom of choice, as well as opportunities for interdisciplinary work, such as through studies in folklore and philosophy and Russian literature. The last of the three years of study is devoted entirely to Estonian literature, and the last term to a dissertation for the diploma.

Samples of such dissertations produced at the interview showed a pronounced difference in methodological orientation. In one case an internal system of reference was apparent, in another a remarkably wide survey of modern method fields in fashion was given with references to publications recently issued in English, etc. This threw a significant light on the way in which young Estonian researchers are working; it turned out that their good orientation in method had been obtained from contacts with Helsinki University, which has been able to supply the writer of the paper with absolutely up-to-date literature.

The department of Russian literature at Tartu University has been headed by Juri Lotman for a long time; he has a large staff of some fifteen researchers-lecturers, many of whom have a Russian background. Much emphasis is put on the studies of semiotics which Lotman has initiated and developed into studies of considerable international importance. A voluminous series of works on semiotic problems has been published. Another field of research is the history of Russian literature - especially "the silver era" at the turn of the century around 1900, but also Pushkin, Dostoevsky etc - furthermore Russian journalism where the department co-operates with the Institute of Journalism, as well as literary Russian-Estonian interrelations and, in general, Russian-Estonian cultural relations, a sphere given high priority where the department is of course the natural forum. Productivity in the various research projects is exceedingly high and contacts have been established with institutions throughout the world. Every year the department arranges conferences which attract scholars from the USA, Germany, the Scandinavian countries, etc. There are a lot of opportunities for Estonian scholars to visit foreign universities. As regards quality, the department, through its Lotman-semiotic approach, can be said rank at the highest international level.

The link between first-degree level (about some 40-60 students) and postgraduate studies is to be strengthened. A new system, with six years' study for a doctor's degree and an intermediate degree, is to guarantee a new generation of researchers.

The department of world literature at Tartu University, after its reorganization in 1980, has an extremely wide spectrum of subjects and very high aspirations. The orientation is comparative, the focus being the relationship between Estonian literature and other literature; however, postgraduate education seemed somewhat in the doldrums because of the heavy burden of teaching at first-degree level. The staff of lecturers and postgraduates in the department, Lotman included, are specializing in widely different fields, such as French-Russian literary relations, Spanish baroque literature, English nineteenth century naturalism and classical Stoic literature. Asian literature was another possible field of study. Here, too, there is very considerable productivity, and two series of literary publications are issued, one in German and Romance philology and one in metrics and poetics. As far as resources allow, postgraduates can to a limited extent attend international symposia.

The first-degree programme has been built up carefully, world literature being studied for four terms. Classical literature is studied entirely during the first of these terms, the medieval period up to the romantic period during the second term, the nineteenth century during the third and the twentieth century during the last of the four terms. This programme should enable the student to become, to an extraordinary degree, very widely read. There are also lectures in theory. It could be inferred, however, that the teaching had to be so very comprehensive because of the lack of books. A manual of the history of world literature is being planned for the assistance of the students.

On the whole it was noticeable in this department with its global objectives for the subjects studied that there was a marked dissatisfaction with teaching conditions. The staff not only complained about the lack of books but were concerned about their lack of access to international literary journals. Despite their modest salaries, lecturers had to maintain large private libraries if they were to be able to carry on their teaching and keep up to date with the development of the subject. Copying is expensive. Proximity to the Russian cultural sphere was still very evident, and the way towards a more intensive Western orientation was considered a long one. There was a widespread co-operation with the Russian institution. Teaching was in Estonian, but in Russian when Russian literature was taught.

SOME CONCLUSIONS

All literary departments had this in common: the difficulty of getting hold of books, etc, especially modern publications. The library to a high degree lacked funds to purchase modern foreign publications. A sample, taken at the university library for the humanities at Tartu, of the publications coming under the heading of "Aesthetics" showed that the foreign, non-Russian publications largely came from the 1940s and the 1950s. In general the financial resources available were extremely small. The department's premises were overcrowded and its technical aids, such as computers, were on a very modest scale. The possibility for the department to develop its ambitious objectives will naturally increase when a better allocation of funds becomes possible.

In this evaluation, my overriding impression has been the contrast between, on the one hand, the very high level of aspiration and the ability to achieve results and, on the other, the lack of resources, above all in regard to the supply of books, etc. The breadth of Estonian literary research is considerable despite it having been cut off from Western literary research and its methodology. As regards methods, the legacy from the important and influential Russian formalism seems however to have been exceedingly inspiring. The knowledge of Russian has given a stimulating orientation in research into Russian language and literature which for language reasons has not been available to many Western institutions. However, if the horizon is to be widened, an important goal must be to cultivate a knowledge of Western languages, to evolve cultural contacts with the West and to incorporate more thoroughly in study and research the new ways of working in the discipline of the history of literature which have emerged during the last few decades.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

ART HISTORY

Anders Åman, Uppsala

INTRODUCTION

The material was collected during a visit to Tartu and Tallinn on 11-13 June, 1992, when among others the following persons were interviewed: Voldemar Vaga, Kaur Alttoa and Jaak Kangilaski.

What is the state of the subject of art history/fine arts in Estonia? What are its conditions in 1992 and what changes are likely in the future? If we are to find an answer to such questions, the best thing for us to do is to go back to the past.

THE HISTORICAL DEVELOPMENT

At the end of the nineteenth century when the present Baltic republics were still part of the Tsarist Empire, a German architect and art historian, Wilhelm Neumann, was working in Riga. Educated at St. Petersburg and Leipzig, he was head of the Riga City Museum. He wrote about medieval painting and sculpture in Livonia and about Baltic painters and sculptors in the nineteenth century. Naturally he took established geographical concepts, such as Livonia, as his point of departure, and also political realities. One of his works was published by "Gesellschaft für Geschichte und Altertumskunde der Ostseeprovinzen Russlands".

After the proclamation of the three independent Baltic states in 1918, new vistas were opened up. Now it was a matter of writing separate art histories for each of the three countries, and also of mirroring the new national frontiers in history.

At the outset, at any rate in Estonia, there were no local scholars who could tackle the matter. Regular university teaching did not get under way until 1921; from that year until 1924 Helge Kjellin (1885-1984) held the chair as professor of art history at Tartu University (some years later also at Riga). Kjellin had many pupils, one of them being Voldemar Vaga (born in 1899), who is still alive. In particular, Kjellin studied Estonia's medieval architecture and tried to establish its connection with the island of Gotland and Sweden as, for instance, in his study of the church at Karris on the island of Ösel (1928). Vaga considers that Kjellin exaggerated this influence from the West but he nevertheless made an important contribution: everything in the Baltic republics does not have to be interpreted as German influence.

The subject of art history experienced a revival at Tartu University in the 1930s when Sten Karling (1906-87) held the professorship. In the eight years he remained there (1933-41), he managed in the time - both as teacher and writer - to accomplish much more than Kjellin. Just as the latter, he underlined the Swedish perspective, but did so in a more restrained manner. He wrote about the city of Narva (1936), about Estonia's medieval sculpture and about wood carvings from the renaissance and baroque periods (both works published in 1943). Karling was succeeded as professor at Tartu by Armin Tuulse (1907-77), who however fled to Sweden in 1944 but who continued his work concerning Estonian art history, chiefly dealing with the history of the medieval churches and castles.

Until then there were intensive links with the rest of the world. Art history was an independent subject and quite soon a small but proficient group of national art historians had been formed: as well as Vaga and Tuulse, the group included Villem Raam (1910) and Helmi Uprus (1911-).

However after the war, Tartu University was re-organized along Soviet lines, one of the results being that art history was degraded to become a subsidiary subject to history, as it was in the majority of Soviet universities. Furthermore, Tartu became for military reasons only to a limited extent accessible to foreigners and consequently very isolated.

In 1946 Voldemar Vaga was senior research fellow in art history, in reality being the person holding the professorial chair, even though many years were to pass before he was formally appointed. He was considered politically unreliable by the heads of the university and, as his own decided opinion, this was a contributory factor in the weakening of the position of the subject. But the fate of Villem Raam was incomparably the severest; he was detained in a labour camp between 1941 and 1956.

Only three students with art history as a subsidiary subject were allowed to graduate each year and apart from Vaga himself, who was not permitted until 1960 to present his doctoral thesis in Leningrad, there has only been one Estonian since the end of the war who has defended a thesis on a subject concerned with art or architectural history. Even though the requirements in East European fashion are remarkably stringent, this tells us much about the position of the subject of art history in Estonia; in the 1991-92 academic year only three students are presenting papers for a master's degree in art history. There has been a lack of fresh talent and, apart from Voldemar Vaga's contributions, the traditions from Sten Karling's era fifty years ago are those that still hold sway.

THE SITUATION TODAY

Now that political conditions have changed radically, there are naturally plans for a new and better system; however at present changes for the worse are equally apparent. Estonia's proximity to Leningrad/St. Petersburg, with their rich museums, has been an advantage up to now, but it is no longer the case. Living expenses and accommodation there cost too much. Nor do Estonians have access any more to the expert specialized literature that was available from Soviet and GDR publishers.

Publishing has declined and the books available are no longer to be had at a reasonable price. The restrictions have been swept away but in practice access to foreign specialized literature has not improved. Without some assistance from colleagues and institutions in the West, the acquisition of new books today would have ceased entirely.

In Tartu it is now planned that the status of art history is to be enhanced even though the subject must for the time being still be combined with history. At the College of Fine Arts in Tallinn, a special art history programme is starting in the Autumn. The five students who are to be admitted per year are first to study for two years in Tallinn and then for another two at Tartu, where their work for the master's degree diploma is to be submitted. Here art history is in fact to be the main subject but great emphasis is also to be put on history and on languages (English, German and Latin).

Jaak Kanglaski, the principal of the College of Fine Arts, is himself an art historian; he has primarily concerned himself with the European and Estonian art of the last century. Both he and Kaur Altoa, a medieval scholar who is responsible practically alone for the teaching in Tartu, has pointed out that the lack of qualified teachers in broad and important fields of art and architectural history is today the greatest problem.

RECOMMENDATIONS

In the difficult situation in which Estonia finds itself today, both politically and economically, the liberal arts can scarcely count on new resources of any magnitude despite the fact that also those subjects are the object of newly aroused national expectations: art history, too, has to be rewritten. Notwithstanding, much improvement can also be achieved within present frameworks. The planned teaching programme, jointly for Tallinn and Tartu, is a good example. However, if this programme is to be of a sufficiently high standard and to have a sufficiently wide content, guest lecturers from abroad will be needed for some years. A few such lecturers each term, teaching intensively for a week or ten days, would be a major supplement to the ordinary teaching. In view of Swedish art history's time-honoured traditions in Estonia, a solution that immediately suggests itself is that these guest lecturers might come from Sweden. It is also hoped that this can be arranged with the support of the Swedish Institute or the Royal Academy of Letters, History and Antiquities.

It is reasonable that art history/fine arts should be a subject with less resources than subjects like history, literature or the native language of the country concerned. This is the case in all faculties of liberal arts. However in Estonia, the difference for historical reasons, which have been set out above, is quite unreasonably large. Art history in Estonia cannot even be classed as a medium-sized subject but, to a Swedish way of thinking, only as rather a minor one. It would therefore be rational if the larger subjects were to solve their problems by reorganization and if any new resources were to be allocated to art history, a subject that has been treated unfavourably for decades, and to any other liberal arts subjects that have been similarly neglected.

Finally, one concluding reflection. It is self-evident that the current national frontiers must be mirrored in both teaching and research. It is of course in the first instance each country's own art and architecture that is to be dealt with. Nevertheless, it would presumably lead to major gains if, parallel with that approach, the wider Baltic perspective were to be taken up - an approach that was the obvious one for Wilhelm Neumann and his contemporaries. Not only similarities and a common past tell in favour of such a course: the past of course (as Estonians, Latvians and Lithuanians are fond of pointing out) was not at all as common as the rest of the world likes to believe. Also the specific and distinctive factors would emerge more clearly in a wider approach.

It must, it is true, be admitted that many difficulties exist - language difficulties among others - that are completely different from those found in the Nordic community. However, if there is ever to be a chance for a wider approach, it is now when everything is burgeoning and when high hopes are entertained for a small group of students who will be the university lecturers and art-history researchers of the morrow in Estonia.

REVIEW OF RESEARCH IN ESTONIA

WITHIN HUMANITIES AND SOCIAL SCIENCES

MASS COMMUNICATION RESEARCH

Kjell Nowak, Stockholm

INTRODUCTION

The following is based primarily on written and interview material collected during a brief visit to Tartu and Tallinn, on June 11-13, 1992. Academic mass communication research in Estonia is located mainly at the Department of Journalism at the University of Tartu, which is thus my main source of information. It should be mentioned, however, that the Estonian Radio and TV has its own Sociological Information Center, which has been conducting audience surveys during at least twenty years. Contacts with this Center were not included in the programme set up by the organizers of the visit, and it was not possible to arrange an ad hoc meeting (we were in Tallinn on a Saturday).

The persons interviewed at the Department of Journalism were Peter Vihalemm, Docent and Head of the Department; two teachers of practical Journalism, Meelis Somelar and Priit Pullerits; and one researcher in the history of journalism, Sulev Uus. The meeting with Dr. Vihalemm could only be very brief (he was leaving Tartu shortly after our arrival), but fortunately he had prepared a detailed and very useful written description of the Department and its activities which serves as the major basis for the present report.

History of the Department

The beginning of professional journalism education in Estonia goes back to 1954, when students of Estonian philology at Tartu University were offered to take a special course on journalism. It was not until 1976, however, that the first group of students were enrolled as journalism students, and in 1979 the Department of Journalism as such was established. Today 15 students are enrolled yearly. The curriculum has been changed gradually since 1988, and beginning in the Fall of 1992 the programme will now cover four years (see below).

Sociological research on mass communication has been conducted at Tartu University since the middle of the 1960's. The work was at that time carried out at the Department of Sociology under the leadership of Ulo Vooglaid. It consisted of audience survey studies of media use and preferences as well as of public opinion. Certain results which were uncomfortable to the political center (like for instance, the high preferences for Finnish television in northern Estonia) were consistently made

public by the Department in spite of protests from the authorities and in 1975 the Department was closed by force. For a few years similar media research was continued at the Department of Estonian Language but from 1979 the work was taken over by the new Department of Journalism which has since then been continually doing surveys on media use.

Historical research on the Estonian Press was started already in the 1950's by professor Juhan Peegel. He became the head of the Department of Journalism at its start in 1979, and during the 1980's historical research on the press became an established part of the Department's activity. In 1991 a special section of the Department was established for the study of the history of Estonian journalism.¹⁾ The plan for the future is to organize the Department under two professors, one in Press History, the other in Journalism and Mass Communication.

PREMISES, MATERIAL AND PERSONNEL

The Department is located in the Main Building of the university. Apart from office rooms (which are in some cases very small) there is a seminar room containing mostly empty bookshelves and a locked cabinet in which about 350 American and English books on mass communication and journalism are stored. These are mainly from the 1960's and 1970's. and have been given to the Department by the University of Tampere and by an American journalism professor. Another gift of about 500 books is expected from the US. The literature has not yet been utilized for students' reading assignments, but it may be an important resource to the teachers. There seems to be a complete lack of international journals on mass communication at the Department and, as far as I could see during a brief visit to the main library, at the university as a whole.

Technical equipment is of course very limited. The Department received as a gift from an international fund a few years ago a Macintosh Plus computer, and recently it was possible to buy a personal computer (Taiwanese). These are continually in use, mainly for teaching purposes (word processing, layout; 30 students sometimes work on one computer).

The staff of the Department at present consists of nine persons (their teaching and research interests are given after the names:

Krista Aru - history of Estonian journalism, of Russian and Soviet Press;

Hallikki Harro - journalism ethics, legal aspects of the press in democratic societies, history of communication technology;

Tiit Hennoste - news reporting and writing, language, stylistic analysis;

¹⁾ It is part of the Department of Journalism and is located in the same premises, but it is sometimes referred to as a research group, sometimes as a "laboratory" and sometimes as the "Department of Press History". Its formal status did not become clear to me.

Epp Lauk - the head of the section of history of Estonian journalism;

Priit Pullerits - American journalism, news reporting and writing; Meelis Somelar - computer science, layout;

Aune Unt - TV and A/V media, contemporary European press and broadcasting;

Peeter Vihalemm - Head of the Department, theory of mass communication, social psychology, public opinion, persuasion theory.

Peeter Vihalemm has a Ph.D. from Moscow University, in 1974: the translated title of the dissertation was "The Role of Attitudes in the Reception of Press Information". Except for the computer specialist, who has a background in applied mathematics and sociology, all other members of the staff have graduated from the Department.

It may be mentioned in this context that during the period 1987-89 the Department was headed by Dr. Marju Lauristin, a well established mass communication researcher (Ph.D. at Moscow University in 1976 with the dissertation on "The Methodology of Content Analysis of Mass Communication"). She has been strongly politically involved in the liberation process (earlier a member of USSR Supreme Soviet and of the Estonian Supreme Soviet), and she has now left the Department and is a deputy speaker of the Supreme Council of the Republic of Estonia. During her leadership it became possible for the Department to organize the curriculum with little interference from Moscow (although regulations have always been interpreted quite flexibly at the Department - e.g., the subject 'history of Soviet journalism' was in fact the history of Estonian journalism). The block of so-called "red studies" was gradually reduced, and in June 1989 journalism students for the last time had to take an exam on marxism-leninism.

THE TEACHING PROGRAMME

The journalism programme covers four years, the first three each including four weeks of practical work at a newspaper, radio or TV station etc. The studies consist of four main areas which are spread out over the four years:

1. General subjects (foreign languages, Estonian language, history, basics of politology, sociology, law, economy, literary analysis). These courses cover altogether 36 weeks;
2. Practical journalism (primary level 23 weeks, medium level 17 weeks, upper level 20 weeks);
3. Mass communication (incl communication technology, mass culture, advertising/PR, 25 weeks);
4. History of journalism (Estonian and foreign journalism, 25 weeks).

So far there is no master's or doctoral programme in journalism. Only few students have an interest in research, but those who do and who are good can usually be

recruited as teachers/assistants (at least part-time). In some cases students have taken master's courses at other Departments.

The relative disinterest in academic research work among journalism students may be due to the heavy practical component of the studies (the situation is similar in other countries). It was suggested, however, that the reason is also the low social and material status of academic working in Estonia (one teacher mentioned that he earned about half as much as his father who was a skilled labourer). It was also the opinion of the teachers that students generally were not sufficiently ambitious and serious and this was also interpreted as a result of the low status of academic work.

SOCIOLOGICAL MASS COMMUNICATION RESEARCH

As was mentioned above the Department has carried out regular audience studies since 1979. A better label would be readership studies, since the surveys have not at all been concerned with the broadcast media, but only newspapers, magazines, journals and books. This research is very much in line with the corresponding tradition in Western Europe and the US, the major focus being questions about the size and composition of the readership within and among various media and media groups, about the relative role of the various media as sources of information, about the attitudes to and evaluations of various media and categories of content, and about the various patterns of readership that can be discerned (readership clusters). The surveys have also included questions about "ways of life", i.e., patterns of interests and habits.

Not having been able to read any reports of the audience surveys I do not know to what extent this mainly descriptive work is coupled with theoretical issues. Considering the serious lack of access to the international literature in the field, however, it seems unlikely that the work is influenced by contemporary theory. On the other hand, the methodological awareness seems to be high as regards both sampling procedures and statistical data analysis.

Since 1990 the empirical research at the Department is carried out in cooperation with the Estonian Market and Opinion Research Center (EMOR), a private organization located in Tallinn but with a branch in Tartu. According to their own information material EMOR consists of 35 full-time and 10 part-time employees and 250 interviewers spread over the country. University-based researchers are engaged on a part-time basis, and Peeter Vihalemm and Meelis Somelar of the Department of Journalism both spend half of their time at EMOR. EMOR regularly carries out representative surveys in a form of combined personal interviews and questionnaires. The procedure is that field workers locate the persons in the sample, they visit them personally to hand over a questionnaire and give necessary instructions, and they then return a few days later to pick up the questionnaire (and sometimes to ask additional questions). To a considerable extent EMOR's work has been financed through government funding, primarily for opinion and audience surveys but also for a content analysis of the press in order to investigate possible bias in the reporting of political institutions and political leaders. EMOR also carries out marketing research for Estonian and foreign companies (including the Radio Free Europe) and cooperates with the international Gallup organization.

The existence of EMOR and its close relation to academic researchers at Tartu University is of course a very important factor for the possibilities to develop further the sociologically oriented mass communication research. At present EMOR is involved in a cross-cultural study, BALTICOM, which Peeter Vihalemm and Marju Lauristin have initiated together with two Swedish scholars, professors Karl Erik Rosengren, Lund University, and Lennart Weibull, Gothenburg University. Funded through the Royal Swedish Academy of Sciences the study is a comparative analysis of basic values (the well-known Rokeach approach), of life styles and of media use in Sweden and Estonia. The project includes data collections in both 1991 and 1992, and it will thus allow both cross-national and temporal comparisons.

The BALTICOM project represents an important continuation and extension of the data material that has been built up at the Department of Journalism during more than a decade. There is a fruitful connection between the Department's previous work and the research traditions of the two Swedish mass communication Departments. What is lacking, in my view, is a closer connection with the research on Estonian television. As was mentioned above, Estonian Radio and TV has its own centre for audience research which has produced a large data material on the use of electronic media over a long period of time. Combining these results with the material on the printed media collected by the Department of Journalism would be an important step in constructing a background for the analysis of recent and on-going processes of change in the field of mass communication, public information, popular culture and related spheres. The seemingly strong separation of research orientations between the Sociological Information Center at the Estonian Radio and TV and the Department of Journalism at Tartu University indicates that there may be an important potential in the establishment of closer contacts between the two institutions.

HISTORY OF JOURNALISM RESEARCH

As was mentioned above a Department or unit of Press History was established in 1991, as part of the Department of Journalism. It has formulated two general research aims: to study the structure, role and development of Estonian mass media, particularly with respect to the relationship between societal conditions and the media system; and to analyze historically the development of the journalistic occupation and the professionalization of journalism. This work was started by professor Juhan Peegel, who was head of the Department of Journalism 1979-1986, and he and the present staff has published over twenty historical articles on various newspapers, journals, and journalists. They have also written about 70 articles on Estonian media and journalism for the updating of the Estonian Encyclopedia. Over the last five years more than 30 diploma papers have been written on topics of press history.

A project underway is to compile a Biographical Lexicon of Estonian Journalism. It is planned to contain 2000-2500 articles with biographies of well-known journalists and correspondents from the 18th century and onwards. There are also plans to publish "The History of Estonian Journalism in Texts" and "The History of Estonian Journalism in Pictures", two volumes which would reflect the development of journalistic styles and genres. Awaiting the means to fulfil these ambitious efforts, the staff has published three comprehensive booklets on the history of Estonian journalism.

From the point of view of national and cultural identity the historical research on journalism and the mass media is of great importance. However, the inflation has eaten up most of the Department's financial resources for research and publication, and considering the general economic situation the possibilities to realize the Department's plans seem rather bleak.

EXPRESSED PROBLEMS

Beside the inevitable issue of lacking economic resources a number of other problems and suggestions were mentioned during the interviews. The Department head was particularly worried about the lack of theoretical competence in the field of mass communication. With Marju Lauristin having left the Department he is the only person in the Department with a doctoral degree, and he meant there was a need for a broader theoretical orientation. On a more basic and general level he was concerned about the lack of "sociological imagination" and of analytical competence which he meant is a result of the long period of Soviet control and communist ideology. The need here is for more extensive and regular contacts with the international research community, not only through books and journals but also through personal contacts at conferences, symposia and the like.

The need for Estonian scholars to visit foreign universities was also emphasized by the young teachers I met. Certain possibilities were already at hand - one of the teachers had spent a year at Columbia University on an American scholarship, and another person is going to Lund University in the Fall. There was less interest in having foreign scholars coming to the university as guest teachers. since they lack the necessary knowledge of local conditions.

There is also a lack of textbooks and most of the students' reading consists of lecture notes. The teachers try to prepare their own text material, but considering the limited knowledge of foreign languages among the students the total lack of modern textbooks in Estonian is necessarily an important barrier to theoretical advancement.

CONCLUDING COMMENTS

The media structure in Estonia is undergoing rapid change: private local radio stations are being established and have already taken a good deal of the audience, a large number of new weekly magazines attract particularly the young but also the general population, satellite television has about 20 percent regular viewers, newspaper reading (which has always been high) tends to go down. The situation offers a wide range of theoretically and practically important questions about public communication and social and cultural change, and mass communication research in a broad sense may give essential contributions to the understanding of this complex process. As is clear from what is said above, the Department of Journalism is a relatively small organization, and its resources for more theoretically oriented research are limited. However, it is also clear that there is at the Department an established tradition of audience and opinion research which is highly relevant for a descriptive analysis of the ongoing changes in media structure and use. The

BALTICOM project, involving the study of values and value change, can be seen as a development and extension of this research, and it also represents a potentially fruitful connection to an internationally established tradition. Granted that the staff and the students are given reasonable access to the international literature and possibilities to establish a broader network of scholarly contacts, the Department's sociologically oriented research will have a good potential.

The development of the historical research on Estonian journalism and the press is primarily dependent on the financial situation of the Department. As was indicated above this work is well underway and an ambitious research programme has been formulated. The programme will require considerable resources, however, both for compilation of a large material and for covering publication costs. Even if such resources can not be made available in the near future, however, the historical research at the Department will go on, albeit at a slower pace.

REVIEW OF RESEARCH IN ESTONIA

WITHIN HUMANITIES AND SOCIAL SCIENCES

LANGUAGE SCIENCES

Östen Dahl, Stockholm, Lars-Gunnar Larsson, Uppsala, Erling Wande, Stockholm

INTRODUCTION

Our group, which consisted of Östen Dahl, Department of Linguistics, Stockholm University, Lars-Gunnar Larsson, Department of Fenno-Ugric Languages, Uppsala University, and Erling Wande, Department of Finnish, Stockholm University, was charged with the task of evaluating Estonian research within linguistics and philology.

At Tartu University we had the opportunity to meet representatives of most of the relevant Departments. Fairly extensive discussions were held especially with researchers at the Departments of Fenno-Ugric languages, Estonian, Russian, Foreign languages and literature and the Laboratory of the Estonian language. We also visited the University Library at Tartu. Tallinn we met several members of the staff of Keele ja Kirjanduse Instituut (KKI - Institute of Language and Literature) and representatives of the Estonian Academy of Sciences.

THE RELATIONS BETWEEN THE UNIVERSITY AND THE ACADEMY

With regard to the distribution of work within research and higher education Estonia follows the general pattern in the former East Bloc countries. At the same time, there are some peculiar features to the Estonian situation. Due to the size of the country, the number of institutions is minimal. Our group has basically been dealing with one university faculty (in Tartu) and one Academy institute (in Tallinn). One thing that has influenced the situation in a very negative way is the fact that the only university was situated in closed city, to which non-Soviet citizens had extremely limited access. The country's capital lacked and still lacks a proper university.

The prevailing opinion in the West is that research and higher education should be integrated as much as possible. From this point of view, the concentration of research to the Academy institutes in the East appears highly irrational. At the same time, it is far from clear how the Estonian system could be reformed, especially given the present difficult financial situation. It is questionable whether the country can afford two full universities. On the other hand, a merger of the resources in Tallinn and Tartu will be an extremely complicated operation.

There are also some arguments that KKI should be kept as a separate institution, albeit necessarily with a reduced staff. In many countries, including Sweden, the creation of dictionaries and grammars of the national language(s) is taken care of by a national academy, and is often carried out by institutes which are separate from the universities. The same goes for the documentation of dialects, place names and the like. In particular, it should be pointed out that some of the work on place names carried out in KKI, e.g. the development of onomastic data bases and applied onomastics is in other countries a task for national map producers (e.g., in Sweden, the National Land Survey). In other words, this work can be regarded as a long-term indispensable task for Estonia, which has to be performed at some national institute. In addition, the undertakings we are talking about tend to be long-time projects of a kind which do not fit very well into the three or five year grant thinking prevalent in the typical research funding organization.

We therefore do not think that a radical restructuring of KKI is feasible. In this connection, it should also be pointed out that while documenting the national language is a particularly important task in a country like Estonia, the cost of doing so is very largely independent of the size of the country, which means that Estonians will have to pay a relatively high price per capita to have their language described.

THE STATUS OF INDIVIDUAL DISCIPLINES

General linguistics

General linguistic research has so far been done within the different language subjects, particularly Fenno-Ugric studies. In spite of not having independent status in the university structure, Estonian general linguistics has a good reputation abroad. Estonian linguists were probably the most well oriented linguists within the Soviet Union in their knowledge of newer trends in the West. We note with satisfaction that there are now advanced plans to establish a chair in general linguistics in Tartu.

Computational linguistics

On computational linguistics partly similar things can be said. In spite of lack of resources and of independent status the field has so far succeeded astonishingly well. There is a "laboratory" for computational linguistics in Tartu; it has among other things undertaken to build up a computerized corpus of Estonian, which will no doubt be very useful for future research on this language. At KKI, software has been developed for sociolinguistic analysis of variation.

Fenno-Ugric studies

Whereas most disciplines within the field of linguistics have suffered a great deal of being located in a closed city, Fenno-Ugric studies have, on the contrary, been in a most favourable situation, having had access to all the Uralic languages of the former Soviet Union. Tartu University was in fact one of the main centres within Soviet

Uralistics, a fact that is connected to a large extent with the work of the late Professor Paul Ariste. Today these traditions are being continued, even if there seems to be some uncertainty as to the possibilities for Estonian linguists to keep up their field-work among the Uralic peoples in Russia and even in Latvia. Provided that the expertise of Estonian linguists concerning the Fenno-Ugric and Samoyed peoples and languages of Russia is sustained, Uralistic studies in Estonia can grow even more interesting, when they get into closer contact with the methods applied in the West. Today some of the work seems to tread a beaten path and some projects tend to have too wide a scope. Even if the forecast for Estonian Uralistics is quite favourable, the split-up of the resources between KKI in Tallinn and Tartu University seems most unfortunate, especially when keeping in mind that the number of scholars in the field of Uralistics is quite moderate, a circumstance valid in most countries in the world.

When it comes to Estonian linguistics, however, Estonia is, needless to say, the natural centre of the world. The quality of the research seems to be well up to international standards, which is partly a result of the favourable situation of the native language in the educational system in any country. There is nevertheless some discontent among the researchers with the splitup of existing resources, such as collections of dialect materials, between KKI and Tartu University.

Other languages

Today, Estonians usually know Russian well but often have insufficient knowledge of other languages. (We experienced this ourselves during our visit - it was sometimes hard to find a common language to communicate in.) This is a situation which has to be remedied, which means that adequate resources have to be allocated to the Departments which teach West European languages. We think it would be a mistake, however, not to preserve the existing competence in Slavic languages. Knowledge of Slavic languages, in particular Russian, is a scarce commodity in the West, and this fact could be exploited by the non-Russian ex-Soviet republics, which have a long tradition in teaching this language. Knowledge of Russian is also important in order to guarantee the continuation of the study of Uralic peoples in the former Soviet Union.

Research on bilingualism and sociolinguistics

Bilingualism and sociolinguistics are areas which seem to be emerging as a growing interest. So far, only a few studies have appeared. The major issue has been the relation between Russian and Estonian and the impact that the former Soviet political terminology has exerted on the semantics of Standard Estonian. From the analysis it has been concluded that bilingualism per se is socially and psychologically dangerous, a standpoint which is understandable from the point of view of the current political situation but which appears strange in the light of the results obtained in research on bilingualism internationally.

Sociolinguistics is also just in its beginning: a sociolinguistic approach has been used in studies on Tallinn slang. Another field of study which is worth support and where a dialectological approach might be combined with a sociolinguistic one are the

studies in progress on the linguistic situation of small Baltic-Finnic groups like the Ingrian Finns.

QUESTIONS OF PUBLICATION

Lack of paper made publication of many valuable manuscripts impossible in the past. At KKI even some major dictionary projects have been seriously delayed due to the paper situation. This will hopefully now be remedied, although it will take some time.

It will no doubt be necessary for Estonian scholars to exploit more systematically international channels of publication. This in general means publishing in English - one exception being Uralic Studies, where German and Russian will most probably remain the dominating languages.

LIBRARY RESOURCES

The libraries have very serious lacunae since there were hardly any acquisitions from the West in many areas for a long time. Naturally, these may be quite hard to repair afterwards. There is also a risk that the libraries will not be able to buy expensive literature from abroad in the present economic situation. High priority should nevertheless be given to improving the stocks of the libraries, since they make up one of the most fundamental sources of information for researchers, teachers and students. We also think that it would be a mistake to discontinue completely the acquisitions from the former socialist countries, which might be tempting to do for financial reasons but which would mean creating new lacunae.

TECHNOLOGY

There is of course a great need of technological equipment of various kinds, and this is an area where Sweden and other Western countries could give help. At the same time some caution is in place here: technology is not always optimally used - we saw examples of equipment collecting dust, and it is essential that available funds be used where they can really be gainfully exploited. Among the things that we would like to give priority to are the following: desktop publishing equipment would make life much easier particularly for the lexicologists in KKI; the computational linguistics group in Tartu is of course also in need of better computers. Better phone and fax connections are also necessary if Estonian science wants to establish and keep up persistent contacts and cooperation with the outside world, but that naturally entails investments on a national level.

STAFF QUESTIONS

It appeared clear that personnel reductions were unavoidable at least at KKI, for budgetary reasons. It was also obvious, however, that the age structure of the KKI staff was not optimal: as much as a third were said to be above the normal retirement age. It is therefore to be hoped that the cuts can be implemented mainly through a stricter application of the age limit.

At the university, the most striking deviation from what we were used to was the extreme teaching load of the teachers, which was said to be as much as 850 hours a year. It is no little wonder that any research gets done under these conditions. It appears to us that the students' schedules contain an irrationally large number of classes a week and that students at the university level should be able to do more independent work. We were told that an obstacle against reducing the number of classes was the lack of adequate textbooks.

CONCLUSIONS

In spite of the external conditions, which have been and are still unfavourable in most respects, Estonian research in language sciences is on quite a high level also from the international point of view. Above, we have also stressed the necessity of continuing research within areas of national interest and within which Estonia has unique competence. Last but not least, we would like to emphasize that it is essential to keep up the competence which relates to the former Soviet Union, with regard both to the Slavic and to the Uralic languages.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

PHONETICS

Diana Krull, Stockholm

INTRODUCTION

Phonetics in Estonia is in a critical state today. If the conditions do not change, there is a risk that this field of research - which until now has been on a relatively high level - may disappear.

THE CAUSES OF THE CRISIS

The Soviet science authorities separated Keele ja Kirjanduse Instituut (KKI - Institute of Language and Literature) from Tartu University and made it a part of the Academy of Science in Tallinn. All research in phonetics was concentrated to the Academy. Until the present, phoneticians from KKI have, at irregular intervals, been holding 40-hour lecture series on general and Estonian phonetics at Tartu University. Because of the geographical distance to the phonetics laboratory in Tallinn, the students' contact with phonetics was limited to a purely theoretical level.

Even today, it has not been possible to find a satisfactory solution to the relations between the institutes of the Academy and the university. There is as yet no chair in phonetics at the university. There are, in fact, no phoneticians at all employed by the university.

The present economic crisis has caused difficulties also for the institutes of the Academy. In order to procure equipment and technicians with less cost, the phonetics and music-acoustics groups of the KKI were united with the speech technology group of the Institute of Cybernetics, to form a laboratory of phonetics and speech technology. But this measure came too late. Today, the Academy has no means to replace out-of-date equipment, or even to pay the employees' wages. The phoneticians have had to find employment outside their field, or to apply for research grants abroad.

TARTU UNIVERSITY

In March, professor Ilse Lehiste (University of Ohio) will give a short course on Estonian word prosody. Further possibilities for phonetic studies are not known, and permanent appointments for phoneticians are not planned.

ACADEMY OF SCIENCE

The laboratory of phonetics and speech technology has remained the only research centre for phonetics in Estonia. But the staff of this laboratory has diminished to a critical point. Today, two speech researchers with a technological background (E. Meister and M. Rohda) are working on a database for speech synthesis in cooperation with the European ESPRIT program. There has also been contacts with the Swedish firm INFOVOX. The equipment used is mainly Finnish. The laboratory staff also includes the music-acoustician J. Ross on a part-time basis. A former staff member, A. Eek, is in Stockholm on a six-month research grant from Nordiska Ministerrådet. Thus there is, at present, no one working directly with phonetic research in Estonia.

The only research in Estonian phonetics today is done outside Estonia: in Sweden by A. Eek, until March 31, 1993 (Stockholm University and Royal Institute of Technology), D. Krull, beside other research work (Stockholm University), and I. Lehiste (University of Ohio).

A TEMPORARY SOLUTION

To avoid a total atrophy of work in phonetics, and up to the time when Tartu University will have means to employ phoneticians, help is needed from abroad.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

HISTORY

Torkel Jansson, Uppsala, Aleksander Loit, Stockholm, and Sven Lundkvist, Stockholm

THE ASSIGNMENT

The evaluation is based on the following sources:

1. General knowledge of the higher education and research in Estonia, based on contacts of many years with Estonian researchers and academic institutions, as well as on knowledge of the Estonian language.
2. Specifications from different Estonian institutions on current and planned research. It should, however, be noted that specifications from all the institutions important for our assignment, e.g. the Faculty of History at the University of Tartu, have not been available. We have tried to obtain relevant information in other ways.
3. Examining of scientific writings.
4. Other information, obtained first of all through conversations with about 50 Estonian historians and research administrators at Tartu University, at the Institute of History at the Estonian Academy of Sciences, and at several archives, libraries and museums during two visits to Estonia in March and May 1992 (altogether nine days).

THE BACKGROUND

In order to be able to evaluate historical research in Estonia today correctly - its conditions, possibilities, needs and scientific standard - one must pay attention to certain circumstances. Most of all, certain features of Soviet research policy have influenced Estonian historical research, and that influence still appears today.

1. The Soviet system formally separated basic education from research. This has led to isolation of, and opposition between, the two institutions where most of the scientific historical research in Estonia is carried on, the Faculty of History at Tartu University and the Institute of History at the Estonian Academy of Sciences in Tallinn. The university teachers have, due to organizational and economic conditions, had small possibilities to realize research projects. In spite of this, they have carried out considerable research, mainly in their spare time. In this respect, the researchers at the Academy of Sciences have been privileged, but on the other hand they have seldom been used in the basic education at the University. This system still persists, although it is now in the melting-pot. Above all, it is uncertain whether the Academy of Sciences and its institutions will continue to exist in the present form.

2. History was one of the academic disciplines that suffered most from the ideological control of the Soviet regime. Especially all education, all textbooks and all surveys had to follow strictly the official principal line of the Communist Party. However, at least from the 1960s and onward, monographical studies and special investigations, especially those concerning earlier periods, could be more independent of the imposed theoretical frames and the official Soviet conceptions. As a result of this, there is a certain difference concerning the scientific character between teaching aids and surveys on one hand and monographical studies on the other. The former must in many respects be replaced or revised, while the greater part of the latter is good scientific work, comparable to similar research in the west. It should also be emphasized that not all surveys suffer from the shortcomings mentioned above. Especially some surveys of cultural history, e.g. the history of Tartu University or the history of the Estonian school system and popular education, are first and foremost based on primary research, and especially parts dealing with earlier periods are remarkably free of the ideological influence of the Soviet power.

In this context, yet another circumstance must be emphasized. Bearing in mind what has just been said about the ideological standardization of the discipline of history, one could have expected that all historians in public service more or less eagerly falsified history. This is a gravely incorrect conception, maintained by certain anticommunist propagandists in the west. A great many historians, not least among the teachers at Tartu University who educate the future researchers and teachers of history, have in spite of all the difficulties tried to keep research and teaching on a general scientific level. Some of the leading professors of history at the University of Tartu even managed to avoid becoming members of the Communist Party, putting their careers at stake while doing so. As a result of this, the younger generation of researchers will not need any ideological re-education in order to become reliable scientists.

HISTORICAL RESEARCH

Conditions

Basic education

The Soviet model of basic education in history is now undergoing changes in form as well as content. As to the content, the Soviet version of Marxism and the Soviet conceptions of historical periods and of fundamental social conditions have been partly removed. Moreover, the share of Estonian history has been expanded and the chair of Estonian history has been re-established; during the Soviet period the Estonian history was taught as part of the history of the Soviet Union.

Concerning the forms of teaching, the number of lectures have been reduced and the number of seminars increased instead. However, the lectures still constitute a significant part of teaching, due to the arming shortage of suitable textbooks. During the Soviet period, lectures (the conscious one-way communication *ex cathedra*) were an even more important element of the educational policy, as it was not desirable that students would discuss nor question what the teacher said.

It still takes five years to finish the basic education of history, but the ambition is to shorten it by one year. For a basic education of four years to be possible, the education at lower levels must be reformed so that good knowledge of Estonian history as well as of foreign languages is obtained in the upper secondary school. At present, such subjects take almost one year of the basic education at the university. The relatively long period of education guarantees - in spite of the necessity to continue reforming the educational system - that those who take the basic exams, among others the future researchers, have a solid base of general knowledge.

Researcher recruitment

Recruiting young researchers has been a problematic part of the research process for a long time. Two reasons should be given special attention. First, the guidance and examination of young researchers has been handled by both the Faculty of History at the University and by the Institute of History at the Academy of Sciences, without any determined demarcation of competence. As communication between those two institutions has been poor, the effects on recruiting new researchers have been negative. Among other things, there is no proper training of researchers including systematic and intensive guidance and seminars at a regular basis. At present, only the University has the right to deliver academic degrees. Secondly the economic conditions for younger researchers - especially for those who have a family to support - have been bad. The salaries at the Institute of History of the Academy of Sciences have been and still are very low, and the number of opportunities for younger researchers to work at the University has been identical with the number of lower teacher posts; within these, one could get a paid period of two years intended to include taking the middle exams (earlier the *kandidaadi eksam*, now the *magistri eksam*) as well as gaining the doctor's degree. There has been no equivalence to the

Swedish scholarships for future licentiates and doctors, and no such thing exists at present either.

At the recruitment strict demands for scientific quality have been applied, but taking into regard the economic sacrifices involved, it should not be taken for granted that all of the very best candidates have chosen a scientific career.

Researchers

Estonian historians involved in active research are found mainly at the Institute of History of the Academy of Sciences (c. 80 people before the reduction this year) and at the Faculty of History at Tartu University (c. 20 people, employed as teachers). Furthermore, there are all in all about 50 employees at other institutes of the Academy of Sciences, and at some specialized colleges, at archives, libraries and museums, who to some extent also carry on historical research. However, there is quite a lot of administrative and technical personnel associated with research, e.g. c. 60 people at the Institute of History in Tallinn. Nearly 2/3 of the researchers, and even a larger part at the University, have a higher academic degree: a "candidate"/"magister" degree or a doctor's degree. Doctors are relatively few, because of the high demands of the Soviet educational system extent and quality of dissertations. Those were usually not published, but on the other hand, the "candidates" often publish a number of books and articles.

Today, the relatively large research personnel employed mainly by the Institute of History of the Academy of Sciences lead a very uncertain life. Because of several cuts of the budget, it has already been necessary to reduce the personnel. Now the very existence of both the Institute of History and the Academy of Sciences - at least in their present form - is threatened. In addition to this there are the acute financial problems of the Estonian state. E.g. the personnel of the Institute of History found themselves dismissed during half of May because of lack of money to pay the salaries. Such a situation creates general unrest among researchers and may have a devastating influence on the recruitment of young researchers. The existence of the historians at Tartu University is somewhat safer, as nearly all of them are also teachers. Besides, it has been decided that the teachers have the right to use a certain amount of time, within the limits of their teaching appointments, to carry on research, and that special scholarships will be introduced for studying researchers (candidates for the "magister" exam and for the doctorate). However, it has not been possible to fully apply these decisions, because of lack of resources.

The unsure existence of researchers in Estonia has caused scientists to emigrate. The most prominent researchers have the best possibilities to make international careers, and therefore the emigration of these researchers is a serious drain for the relatively limited group of historians in Estonia.

For the future management of research resources, the Estonian Science Fund has recently been provided with a leading council, but so far there are no resources to be distributed. The scientists have founded the Researchers' Union of Estonia to look after the professional and trade-union questions.

Research service

Scientific information does not seem to be sent on properly between different research centres nor between the research centres, the administration of research and the scientific libraries. The information about planned research projects, conferences, symposiums, seminars, courses and visiting researchers and lecturers often does not reach those whom it should reach. Also, information about possibilities to obtain technical equipment and specialized foreign literature is spread fortiously. The main reason for this is that bureaucratic barriers, which work vertically (Academy - University) as well as horizontally (administration - research unit), remain.

The technical means of assistance - mainly personal computers and copying machines - are generally of bad quality and above all insufficient. In some places even usual typewriters are not available in sufficient quantities. These shortages delay important and time-consuming stages of the research process, especially excerption and textproducing, even more.

The scientific libraries - the two most important ones are the Library of Tartu University and the Library of the Academy of Sciences in Tallinn - have, as expected, almost complete collections of literature on Estonia and the Baltic states. During the Soviet period, a large amount of printed matter was declared hostile towards the regime and destroyed or kept in separate "closed sections", to which most people had no access. Now these "sections" are abolished, but instead the Estonian scientific libraries are short of modern specialized literature from abroad. This shortage is also a result of the deliberate policy of the Soviet power.

To be able to get access to the archives during the Soviet period, one had to have a special permission. Documents from the time before 1917 were usually accessible, but for younger documents a special permission was required. Many categories of documents were completely withheld from the historians. Nowadays the archives are open and archive materials are available to researchers to the same extent as in the western world. The loss of archive material is quite small, considering the damage that could have been caused during periods of war and during the Soviet regime. Although the material has been kept out of use for long, surprisingly good catalogues often exist. Leading archive officials from the Soviet period have mostly been replaced by academically educated archivists. In the last years the archivists have become very much oriented towards research. Agreements have been signed between the central archival boards of Estonia and Russia and certain local Russian archival boards, about information on and access to historical sources in the archives of the two countries.

Publishing possibilities

During the Soviet period, the publishing of scientific work was characterized by long-range planning and strict control from the Academy of Sciences, the University and the publishing houses owned by the state. Also here, dualistic tendencies were in force, the Academy of Sciences and the University having their own publications and

periodicals, in which historians of respective educational establishments published their studies. The planning and control was often guided by ideological and political motives. Generally, large surveys and collections of essays dealing with central themes were preferred, while it was much more difficult for monographical works to find a place within the planned publishing. A slow pace of publishing was characteristic of the system; a great many manuscripts had to wait several years before they could be printed.

Today, the central planning and control are gone, but there are many new difficulties to handle. The publishing houses have been privatized and are completely guided by market demands and profit calculations. The book market is dominated by bestsellers which satisfy the demand for entertainment and detective stories, that was dammed up during long time; historical monographs are not able to compete with such literature. Some historians have taken the risk to publish books at their own expense, but that is economically hazardous. The situation has become worse due to the lack of printing paper. However, a new special journal of history, *Kleio*, is appearing at Tartu University since 1988.

International contacts

From the beginning of the Soviet period until c. 1960, there was almost no contact between the Estonian scientists and their foreign colleagues. During the 1960s, the first regular contacts were established, and in the 1970s and 1980s, these were intensified. Contacts were maintained first of all with Finland, partly due to Finland's specific relations with the Soviet Union, and partly due to the similarity between the Estonian and Finnish languages. In the course of time, the Estonian historians also developed contacts with their Swedish colleagues. During recent years a number of Estonian historians have done research in Sweden, mainly as holders of scholarships from the Swedish Institute. Now more and more Estonian historians take part in international scientific conferences, and conferences are also organized in Estonia. Moreover, Estonian historians quite often publish their works in foreign historical journals and anthologies. No control of contacts exists today, but instead such contacts are hindered to a great extent by high travelling expenses.

It has been necessary to deal thoroughly with the conditions of historical research in Estonia, because the heritage of the Soviet power in many respects explains the situation of today and determines the possibilities of tomorrow.

Theory and method

All historical writing during the Soviet period had to be guided by the Soviet version of Marxism - a ready-made, petrified and propagandist variant, different from the western version of Marxism and partly in direct conflict with the lively discussion about and within the latter. At the same time historians were not expected to develop any theory of social development; the right to formulate the principal line of theory belonged to the ideologists of the Communist Party. Most historians welcomed this

restriction in a situation where one could neither lead a free discussion nor work at alternative theories. As a result of this, the Estonian monographical research is quite non-theoretical and empirical.

However, when it comes to the methods of Estonian research, there are no similar problems. To a great extent, Estonian historians have been guided by the same methodological demands as in the west: source criticism, trying of hypotheses, the usual statistical skills etc. Their results have also often been similar to results from countries with no official ideological guidance. In a number of studies they have applied advanced mathematical models and statistical analysis. Actually, Estonian historians started using automatic handling of mass data as early as during the 1960s, carrying out investigations on demography and agriculture with the help of dataprocessing.

Research strategies and choice of subjects

There was a considerable difference between the research strategies and choice of subjects of the two scientific establishments where most historical research was carried out during the Soviet period: on one hand the Faculty of History at the University of Tartu, and on the other hand the Institute of History of the Academy of Sciences in Tallinn. Many historians at the Academy were during many years bound up with extensive, survey-like programmes, writing e.g. the history of Estonia, of Estonian agriculture, the Estonian working class or the Estonian school system in works of several volumes. The historians at the University, who spent most of their time teaching and who really were not expected to do any research, had better possibilities to choose their subjects, all the more as they did individual research. To a great extent, this difference still exists.

During the Soviet period there was great demand for some favoured subjects, while other subjects were taboo or completely forbidden. Thereby the proportions concerning the social importance of certain historical processes and structures was distorted. This also helps to explain why some historical themes are quite well developed, some of them at least quantitatively, while others have been almost ignored.

Among the favoured subjects, the most prominent ones are the history of the Communist Party and that of the Estonian working class. These subjects have consistently been treated in accordance with the ideological policy of the Communist Party, or rather of its top organ. The view of the victorious fraction of the victorious wing - revolutionary communism - dominated completely over the defeated wing: the reformist social democracy. However, research in this area is far from worthless; a large amount of material has for example been gathered and treated in a manner that makes it useful when trying to revise the concepts about the history of the Estonian working class in a broader sense.

Other studies favoured by the authorities during the Soviet period were those based upon the assumption of "the historical friendship between the peoples of Russia and Estonia". Certain measures taken by the czarist autocracy were often interpreted by

historians as evidence of such a friendship, and this assumption was often loosely added to writings dealing with Estonian-Russian relations.

A relatively well-developed area of research is early agricultural history covering the period 1200-1917. First and foremost, the development of settlements, agrarian economics, taxation and the judicial, economical and social position of the peasant class have been focused. As research was focused on the serfdom of the Estonian peasantry, such research was promoted by the Soviet regime. A lot of studies of early agricultural history have been published, and many of these monographs and articles are on a high international level.

Historical demography is another area of research which has been carried on successfully. From the 17th century there are church registers which, although they have remained sporadically, create a basis for fairly systematic studies of the demographic situation. Using these sources as a basis and applying methods of demographic research, it has been possible to establish the main features of the development of the population, at least regionally, as well as the demographic and social structure and the mobility of the total population. The possibilities for carrying on demographic research of the 18th and 19th centuries are much better, as censuses ("hingeloendused") had been introduced. These have been dealt with systematically for the Estonian province, so now basic knowledge about the development of population during this period, as well as knowledge about the proportions of men and women and of different social groups and age groups, may be regarded as reliable.

During the independent period in the 1920s and 1930s, a lot of research was carried out about the 150 years of Swedish rule in Estonia (1561-1710), and such research has, in spite of difficulties, been continued also during the period of Soviet power. These writings have mainly been concerned with trade, state finances, the condition of the peasantry, military organization and the history of the Tartu University, founded by Gustavus Adolphus in 1632. In this context the development of research concerned with general Scandinavian history should be mentioned. A number of diploma papers (examination papers of c. 100 pages by students at the university) deal with different aspects of Scandinavian history. Moreover, in Tartu, a yearly booklet, "Writings about Scandinavia" is published. (The booklet is in Russian with summaries in Swedish.) This was the only scientific periodical publication of Scandinavian studies in the whole of the Soviet Union. At the Institute of History in Tallinn, some researchers have specialized in 20th-century history of the Scandinavian countries. The fact that so many historians know Swedish is of great value to both the Estonian and the Swedish researchers' communities.

Very important achievements have been made in research about the nation-building of Estonia, especially on the first wave of the national movement 1860-1880. An advantage of studies within such a small language area as the Estonian one is that intensive local and thematical investigations gain an entirely different general validity compared to similar studies within larger language areas. Through intensive studies of for instance the background, dynamics, expressions, social belonging of supporters and activists and the aim of the national movement as well as the spreading of the national message through newspapers, it has been possible to get a complete picture of the Estonian national movement and to determine its typology. These results have been used successfully by international comparative research dealing with this

subject.

During recent years there have been ambitious efforts to orient the large research field of cultural history towards the international research front. Results are likely to come little by little. Up to now researchers have devoted themselves quite a lot to the history of education. Recently, the first of four planned volumes on Estonian school history, built on a large number of special studies, has been published. The history of the University of Tartu has also been written in a collection of articles of three volumes; a special series of articles has been dealing with questions about the history of science. Furthermore, within the field of cultural history, a great number of independent monographical studies have been published many of them are of general interest and high standard.

The history of the Estonian Republic as well as contemporary history, i.e. the last 50 years of Soviet power, are the main research areas that have been neglected or treated tendentiously. The latter period is maybe the one that has suffered most from one-sidedness, bias and imposed or forbidden evaluations. With the rehabilitation of imposed independence, historical research has also gone through big changes, not least with regard to the choice of subjects. There is a social and also a practical need to study the Soviet period from another point of view than that imposed by the ruling power. Thus several collections of documents dealing with the Soviet annexation of Estonia in 1940 have been published.

Current and planned research projects

The fact that the planned and current projects to a great extent proceed from research strategies and special competence of researchers already existing, lies in the very nature of the matter and does not necessarily constitute any threat towards the needed renewal. Certain organizational changes at the Institute of History of the Estonian Academy of Sciences were carried out in 1991. The main aim of these changes was that future research should be planned and carried out on the basis of projects. The new system has, however, not been applied yet because of the acute financial difficulties, which seem to paralyse the whole activity.

Concerning the research projects presented to us for evaluation, we wish to make the following general statement. These projects mainly include research going on at the Institute of History in Tallinn and in most cases, they are not the same as research projects in the Scandinavian or Western European sense of the word. Rather, the Estonian projects are concerned with extensive areas of research, covering periods of several hundred years; some studies within such an area of research may possibly constitute genuine projects. Furthermore, these extensive research programmes are not primarily concentrated upon special studies of a problem-oriented kind, but their purpose is rather to produce generalizing summaries or to prepare publications of source material.

Such an arrangement of research projects is explained by the specific situation in Estonia, e.g. compared with Sweden. The ideological conceptions of the fallen Soviet power about historical periods, events and persons, which still linger in available literature, must be replaced by conceptions based on a scientific approach. The

historians are expected to create a new foundation for the teaching of history in schools and to give a correct picture of the past to people first of all in public life.

We deeply understand these expectations and note with satisfaction that there is an understanding of the importance of historical research for the public life of today. This specific situation also actualizes the principal question about the most important function of historical research. According to us and many others, the aim of historical research - also strictly defined, detailed studies - should be to shed light upon and explain historical developments as a totality. It should, in other words, first of all aim at creating syntheses. The ideal solution for planning and taking responsibility for such synthesis-creating research would be to have permanent work teams made up of experts - not necessarily permanently employed - dealing with large periods of time and complex areas of research. In that way, competence within specialized areas could be kept together and at the same time younger historians could be trained. Research within projects could then be carried on mainly by the permanent research teams. However, an absolutely necessary condition for successful activities along these lines is total integration, i.e. experts and project-researchers representing competence, not academic affiliation.

Most of the concrete proposals about projects given to us for evaluation are of the synthesis-creating kind. The project "Estonian History in the Middle Ages and of the New Age" is based on a large scale research programme, wishing to analyze historical development in Estonia during the period from the 13th to the 19th century, within the economic, social and political spheres of society. Comparisons will be made with the development in Europe, and in the neighbouring countries in particular. The ultimate purpose of the project is to give Estonia a place in European history. It is planned to result in the publication of a five-volume survey, "A History of Estonia in the 13th -19th Centuries" and a separate volume, "The Population History of Estonia".

There is a similar project for the modern history of Estonia, "Estonian History from the Middle of the 19th Century until Today". Because modern history suffered more than the history of other periods from the adaption to Soviet ideology, the project wishes to work out a new presentation, based on scientific research. The project will concentrate on four sub-divisions: 1. The economic and social conditions from the end of the 19th century until 1940, 2. Political history 1900-1940, 3. Estonia's foreign policy 1918-1949 and 4. The history of Soviet Estonia. Along with publications of surveys, publications of documents of foreign policy are also planned.

Instead of concentrating on chronological research, the project "History of the Estonian Culture" deals with another broad field of study. The aim is to study elite culture as well as popular culture, and to pay special attention to cross-cultural contacts. The project is now concentrating on three subdivisions: art, theatre and schools and literacy.

The project "Modern History of the Nordic Countries" engages researchers who beside their scientific work want to develop general competence as experts on modern Northern Europe. Research is carried on within three sub-divisions: first Estonian-Finnish contacts in agriculture around the year 1900, secondly social movements in Finland 1905-1917 and their contacts with Russia, and thirdly contemporary political

and social history of Sweden.

The projects mentioned above, going on at the Institute of History, deal with central fields of study that are important for the discussion of the international academic community and their results also have significance outside the scientific sphere of society. Moreover, there are highly qualified scholars within all these projects. What one could wish for, chiefly with reference to the "mega projects", is that an inventory of concrete, manageable and problem-oriented objects of research be made, that such tasks be given priority, and that they be carried out side by side with the surveys. Maintaining concrete research work is a basic condition for well-functioning scientific activities.

An independent research team is working with a project called "The History of Science in Estonia". Behind the team is an association, "Estonian Union of the History and Philosophy of Science", which among other things publishes a periodical of articles on the history of science. The team is developing international contacts and has during some time been preparing the publication of a four-volume dictionary on Estonian scientists. Beside the value as an important book of reference, the dictionary could also be used as a data base for studies of the history of science, e.g. collective biographies on different groups of scientists.

Teachers as well as candidates for the "magister" and doctorate exam at the University of Tartu do research individually and therefore they have not handed in any project reports. Consequently, we have no material that could form a base for a correct relation about the research activities in Tartu. Nevertheless, we are well informed about the situation and can state that, although teaching takes a lot of time, quantitatively and qualitatively impressive research has been carried out there. Throughout the years the teachers of the University have published a large amount of writings, important for historical research in Estonia. Many unpublished diploma papers and candidate dissertations that were written at the University with teachers as supervisors, also belong to this scientific activity. A kind of project work exists in practice; the diploma papers are often studies of local history, and the students are grouped around wider fields of study, e.g. settlement, population, urban trade, popular education and schools, everyday life, contacts with foreign countries etc. These examination papers can therefore also serve as preparatory work for more extensive historical generalizations.

However, presentations of two real projects in Tartu, both connected to the University, are available. One of them is connected to a research unit which concentrates on the history of the University of Tartu and especially the history of different academic disciplines. The other has been presented by the Museum of The Tartu University, where a research department was established some years ago. The latter project has first of all been devoted to investigations of the scientific and historical value of the objects at the museum, and also to studies about losses of personnel and material damages, falling upon the University during the war and the occupations. Furthermore, it takes up the University's contacts with foreign educational centres and the history of the student organizations. Different scientific conferences and seminars are also organized.

Finally, it is worth mentioning that a great deal of scientific historical research

conducted at the central state archives, which during recent years have become important for the research process. Most of the renewal has emanated from the new leaders of the state board of archives. The same can be said about the City Archives of Tallinn. International contacts with other archives have been established, conferences and seminars have been organized and source materials and other scientific works have been published.

CONCLUSIONS AND RECOMMENDATIONS

Reform work has been going on also within education and research since the beginning of the liberation process at the end of the 1980s, and with accelerated speed after Estonia's formal liberation from the Soviet Union in August 1991. This process is by no means finished yet, but instead the old and the new will exist side by side - and often also in conflict with each other - still for some time. This fact determines the conditions and possibilities for research in Estonia today to a large extent, and this must be taken into account when evaluating the scientific activities.

During long time, free research was suppressed by Soviet power. History was one of the disciplines that suffered most from this suppression. In spite of this, many Estonian historians have successfully carried out meaningful research on a proper scientific level. Hereby we wish to express our firm opinion that many studies, both larger and smaller and especially those concerning conditions before 1917, are scientifically very interesting and of high international standard. Above all, we want to point out the following areas of research, where the scientific quality has constantly been high: the history of agriculture and of the peasant class, historical demography, the history of the Swedish rule, of nation building, of the national movements, of popular education, of the school system and the University of Tartu.

According to us, the shortcomings of Estonian historical research are first of all due to the following circumstances:

1. Historical research has for a long time been ideologically and politically controlled. Therefore
 - * the Soviet interpretation of Marxism ruled out all other approaches to social analysis, paralysing the function of theory and the development of historical research
 - * the science of history in Estonia became isolated from international debate and collaboration, and
 - * certain research strategies and subject fields were unproportionally favoured (e.g. the history of the Communist Party and the Soviet power), while others were pushed aside (e.g. the history of the independent Republic of Estonia).
2. Teaching and research have been very poorly integrated. It would

promote both activities to allow university teachers to do research as part of their appointments and also to let researchers teach at the University to a certain extent.

3. The material conditions of university teachers and researchers have been bad, and this has certainly had a negative effect on the recruitment of new researchers.
4. The material basis for research activities has been weak. Most of all, the lack of specialized foreign literature, copying machines and personal computers has been noticeable.
5. It has been very difficult to get scientific writings published.

Because the enumerated weaknesses and shortcomings to a great extent originate from the fifty years of Soviet rule, which hindered free development of science, it could be expected that with the rehabilitation of the independent state of Estonia, conditions should be created for removal of many of the shortcomings. Furthermore, it would be desirable that co-operation between the historians of the Baltic states were much more intense than it is today. Through centuries, the Baltic region has been affected by the same basic historical processes, but the expressions of the development have sometimes differed. Comparative research, including the whole region, would no doubt result in interesting and scientifically important contributions to the history of Europe. Possibilities to publish a journal of Baltic history in English and German for the international community of researchers, dealing with the fields of study sketched above, should also be considered.

In our opinion, the most acute problem of research activities is the extremely restricted economical situation, directly threatening to cause substantial reductions of research personnel. Under such circumstances, obviously certain things must be given priority, and in our view, these priorities should follow two criteria:

1. trying to reduce administrative expenditure on all levels as much as possible in order to create resources for purely scientific activities, and
2. as far as possible trying to avoid dismissing competent and industrious researchers, capable of development or dispersing well functioning research teams.

These recommendations correspond to our firm opinion

* that the existence and development of national culture and national sciences is an existential question, especially for small nations; this view corresponds directly to statements made in the statutes of Tartu University and by the Scientific Funds of Estonia in their programme for the future

* that when creating a society based on justice and democracy that is free of all national contradictions, history, like all social

sciences, plays an important role,

*

and that the changes of the scientific organization, which no doubt are necessary, would show better results if the renewal would consider the long-range needs of research instead of only the present difficulties.

The thoughts and wishes that we have tried to express above are surely not unknown in Estonia. However, we do hope that these will make an impression there, not least on the political institutions that decide upon the resources for research. Of course, money alone does not create an overwhelming scientific potential, but right now it is absolutely necessary for the survival of many important areas of study and well-functioning research teams. Scientific competence once lost is extremely difficult and expensive to build up again.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

ETHNOLOGY

Mats Hellspong, Stockholm

INTRODUCTION

Ethnology and folkloristics (the latter, for the sake of simplicity, here regarded henceforth as a part of ethnology) have always been disciplines with a great political, explosive force. This has above all been manifest in countries which have obtained their national independence after a hard struggle or in countries with troublesome minority problems. Ethnology has then been used as an articulate voice of a people's cultural uniqueness and perhaps to provide effective national myths and symbols.

HISTORY OF ESTONIAN ETHNOLOGY

The fate of Estonian ethnology must be seen in that light. It evolved at the end of the nineteenth century as an instrument for the nationalist forces in the country, those that stood in opposition both to the predominance of the German-Baltic ruling class and to the Tsar-Russian hegemony. In the attempts to uphold a time-honoured Estonian right to the area, the rules of source criticism were sometimes taken very lightly (see Ants Viires, *Pseudomythology in Estonian Publicity in the 19th and 20th Century*, *Etnologia Europaea* 1991). Strongly felt national aspirations were the motivation for Jakob Hurt, an ethnologist, when he created his collections which, after his death in 1907, formed the basis of the Estonian National Museum at Tartu.

During Estonia's two decades as a free republic, it was therefore natural that ethnology became a much cherished subject. At that time the Estonian National Museum received a state grant and could move into impressive premises in Raadi castle near Tartu. The museum developed into a many-sided ethnological and culture-historical research institution, not unlike the Nordic Museum in Stockholm, and was evidently inspired by that museum. Inspiration in its discipline was also obtained from Finland. In that country Oskar Kallas, the first modern folklorist, had been trained. From there Ilmari Manninen, head of the Museum for a time, also came; furthermore he, in 1924-25, was senior reader in the subject at Tartu University and introduced into Estonian ethnology the diffusionistic investigation methods, which in the 1920s and the next few decades held sway in Nordic ethnological research.

The first chair of ethnology in Estonia was established at Tartu in 1939, Gustaf Ränk being appointed. However, he only had time to hold the appointment for a year before the Russians occupied the country. Ränk was dismissed and ethnology crippled. Ferdinand Linnus, head of the Estonian National Museum at Tartu, was taken away by the Russians and died the following year. After the German army had conquered the country in 1941, Estonian ethnologists had some more years of respite. Gustaf Ränk again took up his professorship (1941-44). Intensive efforts were now made to save traditional folklore material and to carry out strategic field studies, even just behind the German/Russian front. In particular, a survey was made of the remnants of a Finno-Ugrian people who were living in Ingria, on Russian soil. However, in 1944 the front moved back to Estonian soil. Gustaf Ränk, Helmut Hagar and Armin Tuulse - all three later working in Stockholm - made magnificent efforts to save the ethnological collections in Raadi, before the Red Army came and ultimately burned the castle.

Since the war ethnology has patently been neglected in Estonia. As in other subjects regarded as being "nationalist", there is still no chair in this subject. The National Museum was renamed the State Ethnographic Museum (in 1988 it got its old name back). Ethnography, in the Russian style, is the name that has been used since the war and, as in most quarters in the Soviet Union (though not in Belarus and Ukraina), the subject is a subsidiary coming under history.

Other parts of the old museum were moved after the war to the newly established State Literary Museum, that is to say the Kreuzwald Institute. The folkloristic collections derived from Hurt were taken there. It is rather misleading that the term "museum" and not "archives" is used but this is because the Literary Museum is really a part of the old National Museum.

After the second World War scholarly research at the National Museum had to take a back seat to propaganda. Between 1925-39 fourteen volumes of the Museum's yearbook, *Eesti Rahva Muuseumi Aastaraamat*, were published, but during the rather longer period of 1944-59 only two yearbooks came out. Since the war the Museum has been located in a former court house in central Tartu. One room, not particularly large, has for a long time been the only place where it has been possible to display exhibitions. In the spring of 1992, another smaller room was fitted out for exhibitions (there, on the occasion of the visit by the Swedish King and Queen to Estonia in April 1992, a small exhibition based on Swedish-Estonian culture was arranged).

ESTONIAN ETHNOLOGY TODAY

In Estonia, just as in the Soviet Union (but also in many Western countries including all the Nordic ones except Sweden), a rather sharp distinction is made between ethnology ("ethnography") and folkloristics. The latter comes under the history of literature in Estonia. A professorship in folkloristics was established at Tartu as far back as 1920. The chair was held up to the Second World War by Walter Andersson, a German-Baltic researcher into folk-songs. However, when Hitler summoned the Baltic Germans home, Andersson also returned (he became professor at Kiel after the war). During the last few decades Eduard Laugaste has been professor of folkloristics at Tartu. The fact that folkloristics but not ethnography has had a chair at Tartu

during recent years leads one to think that perhaps it has not only been for political reasons that ethnology has been without a chair. Folkloristics, to say the least, is just as "nationalist" a subject. Presumably the question of staffing has played a part. There has hardly been any real candidate for a chair of ethnology in the country. Ants Viires (1918-), the only ethnologist in Estonia with a doctorate and the most able scholar from an international viewpoint, worked for a time on the "wrong side" during the war, probably not playing his cards right in that way. It is notwithstanding a good sign of his competence that it has been possible for him, despite his political handicap, to head the ethnological department at the Academy of Sciences.

In the national work of restoration that is now to come, there is a need for ethnology and folkloristics for several reasons, above all to permit the analytical processing of the major collections that have in fact been in existence for a long time. The folkloristic collections in Estonia are impressive also from an international viewpoint. I was informed in Tallinn on 14 June by Ilmar Taive - an expatriate Estonian who has now retired after being professor of ethnology at Turku, that those responsible had just decided to re-establish the chair of ethnology at Tartu.

In 1938 the Estonian Academy of Sciences was founded in Tallinn. It was closed down by the new communist regime in 1940. In 1946 a new Estonian SSR Academy of Sciences was established in its stead. On the Soviet model it was rather here than in an institution purely devoted to research that the latter should be undertaken, not in university departments. For some time there has been a section for ethnology at the History Institute. There work has continued on the Estonian peasant culture with a historical and geographical approach. At the same time, at the Institute for Language and Literature there have been researchers who have studied various aspects of folkloristics, for instance proverbs and folk-music. The Kreuzwald Institute at Tartu also comes under the Academy of Sciences.

In other words we have two centres for ethnological research in Estonia: the Academy of Sciences in Tallinn/Tartu and Tartu University. It is evident that there has been, and still is, rivalry between them. In addition, to some extent some very poorly funded ethnological research is being conducted at certain museums in the country, primarily at Tallinn's large open-air museum, Rocca-al-mare. The latter has issued some publications. It was interesting to note that this museum was established in the 1950s, that is to say during a period when Soviet unwillingness to permit Estonian nationalist endeavours was most marked and when contacts with others dealing with the same subject in, for instance, Scandinavia were weakest.

Patently an open-air museum had a goodwill value of its own. One can see that it was frequently used at every kind of official ceremony, for instance folk-dance groups performed there, as a signal to the rest of the world that there was no repression of Estonian culture in the Soviet Union. Rocca-al-mare has nevertheless come to be regarded as an Estonian symbol; this is shown by the fact that in the last few years several of the old farms at the museum have been burnt down at night by people who have never been traced. It is generally held that the perpetrators were opponents of those endeavouring to obtain independence for Estonia.

At the Academy of Sciences the staff devote themselves to full-time research. In the ethnology section there are six to seven researchers with first degrees. There are a

few more folklorists with first degrees in the section for literary history. Several of those having first degrees have submitted their dissertations in the Soviet Union. A suitable number of quotations from Lenin was of relevance if a person's work was to be approved. At the hearing of dissertations there have been two opponents, one of whom must hold a doctor's degree. With the lack of doctors of ethnology, historians have most frequently been used in that role. When Viires - the only such person to do so since the war - defended his thesis publicly, this took place in Moscow in 1979. The three opponents were all doctors, one an Estonian, one a Lithuanian and one a Russian. The hearing took two hours but the committee that was to approve his thesis needed a year to come to a decision. The thesis dealt with the means of conveyance used by people in the Baltic area. The study was conducted by means of historical-geographical methods. Both its subject and the procedure used are on the pattern of Gösta Berg's thesis *Sledges and Wheeled Vehicles*, which was presented in Stockholm in 1935.

Teaching at the University appears to be rather intensive. The reason given is the shortage of books. After two years' study of history (with some orientation in subjects such as ethnology), a student can choose to specialize in ethnology. The students write several rather comprehensive papers, one in the third year (the first year in ethnology), one in the fourth year and a pro gradu paper after the fifth year. Then after another two years' of study it is nowadays possible to take a master's degree (which has today superseded the former first degree). The papers are sometimes typewritten, sometimes handwritten.

The strength of Estonian ethnology has of course rested on well developed competence in the historical-geographical or diffusionistic method of the inter-war period. Estonian ethnologists have held in trust a Scandinavian inheritance which otherwise has been eroded over the last few decades in the rest of the Nordic region. I mentioned that the construction in Tartu with the National Museum's collections as a basis also for university teaching reminds one considerably of the co-operation in Stockholm between the Nordic Museum and Stockholm University. Another similarity is the network of respondents who answer lists of questions sent out regularly, a programme established as far back as Ilmari Manninen's time. This programme has been modelled on conditions in the other Nordic countries, above all in the Nordic Museum, Stockholm. This programme, too, has been somewhat neglected in Sweden. On the other hand we have experienced in recent decades an appreciable revival of the use of this collection of material. Several researchers (including Jonas Frykman and Gunilla Kjellman at Lund) have shown that by posing new questions, it is possible to obtain new and unexpected information from the old material.

It has not been possible for Estonian ethnology to follow with the tide of international development in the subject. This is partly because there was a very considerable lack of books, partly because there were no travel opportunities and partly because the orientation of the research was planned in Moscow, which meant that many fields of research were taboo. Because of the sharp distinction made between ethnography and folklore, the important research into customs has fallen between two stools. There has, for instance, been extremely little study in Estonia of rituals and patterns of popular behaviour. That, perhaps, is the gravest disadvantage of the present situation. Many of the most important, modern international currents of thought within

ethnology, for instance, research relating to mentalities, gain a footing in particular via research into customs. In the mid-1980s a commission at the Academy of Sciences, headed by Ants Viires and with Ingrid Rüttel as one of its members, proposed the establishment of a joint research institute at Tartu for ethnology and folklore. However, this proposal was rejected by the Presidium of the Academy.

Ethnology has no learned journal of its own for discussions and reviews, nor has folkloristics. On the other hand, there are several more general cultural or scholarly journals in which ethnologists can contribute. They include Keel ja Kirjandus (Language and Literature), the Academy's journal Eesti NSU Teaduste Akaadeemia Toimetised Uhiskonnateadused and the cultural journal Looming. Ethnologists have however tended more to contribute articles than reviews. In particular, scope in this subject for discussion and critical notices appears extremely limited. Access to learned journals from abroad is also very poor.

In ethnology and folkloristics international contacts in these branches of scholarship have in recent years mainly been with Finland (except for the obligatory Russian contacts). This, however, has scarcely left any revolutionary traces in methodical respects, at any rate not in ethnology. It is essential that contacts with the rest of the Nordic region are improved. Ethnology has for a long time been a subject having a strong Nordic affinity. Its old name "Nordic and Comparative Research into the Life and Manners of the People" was intended to underline the view of the whole Nordic region as one interconnected and natural field of research. That could be motivated by what was from many aspects a common political history, which has, in its turn, created in many respects a strong homogeneity in the Nordic region with a relatively independent peasant class. Expressions of this Nordic community of interests are the Nordic ethnology and folklore conferences and joint reviews such as Ethnologia Scandinavica and Nord-Nytt. It ought to be an obvious course for Estonian ethnologists to try to be admitted into this community, for instance to the regular conferences. At the student level, too, there has for thirty years existed organized co-operation both in joint field work and in the periodical Nord-Nytt. Contacts have already been established with a view to including Estonia in this cooperation and a local section of the Nordic Ethnological Folkloristic Working-Group (NEFA) has already been formed at Tartu.

CONCLUSIONS AND RECOMMENDATIONS

To a Swede, Estonia's present ethnological problem areas and methods call to mind conditions in Swedish ethnology in the 1950s. However, certain traces of more recent currents of opinion can of course be observed at the same time. In the 1970s the perspective was enlarged from peasant culture to cover the working population in the towns. Attempts have also been made to take the studies up to the time of the Second World War. However, it has been a tacit requirement hitherto that the studies should not be taken any further. Naturally one of the main assignments for the ethnologists of the morrow in Estonia will be to deal with the transformation of daily life during the communist epoch and in particular with how the ideology permeated everyday life. Here there are some fascinating assignments, especially for folklorists.

It is said that Estonia is to introduce the mode of regarding ethnology as a form of comparative cultural research in which efforts in particular are made to contrast various sub-cultures in the community; this approach has been so typical of Swedish ethnology during recent decades. Consequently peasant culture will be merely one of several comparable sub-cultures. It is striking that Estonian ethnology fights shy of middle-class culture. It is easy to understand that it was made taboo by the Party, but one could have expected that some kind of critical and "revealing" research into 19th century middle-class behaviour would have been encouraged.

What must be fruitful for Estonian ethnology are comparative surveys of the Estonian sub-cultures which were so strong in the country formerly, for instance of the Baltic Germans (now entirely superseded, as also by the ethnologists of the inter-war years), of the old Russian population (and how controversial it may be, also of the new Russian population). On the other hand, it is a paradox that the culture of the Swedish Estonians, which has now been almost entirely eradicated, is well known and well studied - chiefly by Swedish Estonians in exile. Estonian emigration during the 19th century, primarily to parts of the Russian empire, also seems to be a severely neglected field of research.

It is indisputable, now that communications with the rest of the world have been opened up, that soon the Estonian scholars will be in contact with the schools of thought that are setting the tone in West European ethnology today such as research concerning the history of mentalities, structuralistic research or culture-analytical research. What is required are foreign periodicals, opportunities for travelling and perhaps an improved knowledge of languages. One problem will be the appointment to the intended chair at Tartu; Estonia has no doctors of ethnology and the economic conditions there being such, it will be hard to attract a capable person from abroad, at any rate just now. Another problem is whether or not ethnology and folkloristics are to function as two separate subjects or whether they should be combined in one institute, as was proposed in the mid-1980s. The latter is the model followed in Sweden, a model which has above all been stimulating for research into customs in the broad sense of the term. However, the model with separate disciplines is one of long standing in many countries; it is usually regarded as a guarantee against other subjects gaining at the expense of folkloristics.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

ARCHAEOLOGY

Mats P Malmer, Stockholm

INTRODUCTION

Three historians, one ethnologist and myself, as the representative for archaeology, constituted the group of evaluators for History, Ethnology and Archaeology. It was of great value to me to have been able to discuss, along with the other members of the group, the situation of research in Estonia, and especially research in the humanities, although I alone am responsible for the evaluation of the specifically archaeological situation.

In my opinion, Prehistoric archaeology, Medieval archaeology and Maritime archaeology belong to the area for which I am responsible. Classical Mediterranean archaeology and Archaeology in the Far East, however, both fall outside my special area of competence.

A sizeable written material and a small number of archaeological Publications, primarily magazines and off-prints, have been made available to me.

This written material included a comprehensive and very valuable account of The Estonian Academy of Sciences, for the Academy's Institute of History (Ajaloo Instituut) and for the Institute's Archaeological Centre (Eesti Arheoloogiakeskus). On the other hand, there were no accounts for the institutions at the University of Tartu and the Estonian Museums' Archaeological Research independent of the Archaeological Centre.

In order to fulfil the commission to evaluate archaeological research in Estonia as a whole, I found it necessary also to obtain some knowledge about the latter institutions. Therefore, during March, 1992, I sent a questionnaire with ten essentially standardized questions to a number of institutions. As an example, the questions put to the Archaeological Laboratory of Tartu University are presented below:

1. What is the official name of your laboratory, in Estonian and English?
2. What is the purpose of your laboratory?
3. How is your laboratory organized? Please give a short sketch of its history and activities.

4. How is the laboratory financed? What is its economic situation this year (1992)?
5. How many persons are connected to the laboratory? How many of them are researchers?
6. Is there a library in the laboratory? Does it include modern works (printed after 1945) in English, French and German?
7. What kind of equipment is available? Typewriters, copying machines, calculators?
8. Could you please give a list of your publications, printed in the years 1987-1992? For publications, printed in Estonian or Russian, please give also a translation of their titles into English or German.
9. What research activities are you planning for the next three years, 1992-1994?
10. What improvements would help you best to realize your research plans? Enlargement of the library, better technical equipment, more personnel, better economy, or a new organization?

The extensive answers provided by all the institutions questioned were of very great importance for the investigation. The following institutions were included:

Tartu University Chair of Archaeology
(Tartu Ulikooli Arheoloogia Õppetool)

Tartu University Archaeological Laboratory
(Tartu Ulikooli Arheoloogia Laboratoorium)

Estonian History Museum (Eesti Ajaloomuuseum)

Tallinn City Museum (Tallinna Linnamuuseum)

Estonian Maritime Museum (Eesti Meremuuseum)

I visited Estonia during May 24-29, 1992 together with the historians in the evaluation group. Together we contacted certain higher authorities, but I visited the archaeological institutions on my own. In addition to the ones mentioned above, my visits primarily included the following institutions:

Archaeological Centre (Eesti Arheoloogiakeskus)

Board of Museums and Cultural Monuments (Muuseumide ja Kultuurimälestiste Teoduslik-Metoodiline Nõukogu)

Tartu Town Museum (Tartu Linnamuuseum)

I carried out numerous conversations during my visits to the institutions, both on a person to person basis and in groups with the different persons in charge, and I was shown the buildings, equipment, archaeological materials, documentation and the libraries. The concluding Round-Table discussion on May 29 between myself and a large part of the research staff at the Archaeological Centre was very productive.

All of the people I met showed the greatest willingness to present facts and problems concerning archaeological research in Estonia. One difficulty in fulfilling my task was that I have no knowledge in the Estonian language. This is annoying especially considering the available literature, which, to a great degree, is published in Estonian.

INSTITUTIONS AND RESEARCH MATERIAL

Archaeological Centre

From a Scandinavian perspective, the Archaeological Centre has an unusual organization. It includes Estonia's central archaeological museum, as well as the country's central organization for archaeological excavations, conservation and documentation, but, at the same time, it is also a center for academic education and archaeological research. This organization continues a domestic Estonian tradition as both museums and education, up until 1950, were associated to the university in Tartu.

The Archaeological Centre is divided into three Departments, the Department of Archaeology, for research and education, along with the Department of Archaeological Collections and the Laboratory for Geochronology and Ancient Technology. In addition to these, the archives and library both function as independent units.

The storage area for the Archaeological Collections is fully comparable to the storage areas in the best central museums in Western Europe, admirably equipped with compact-shelving in air-conditioned rooms. So this important basis for archaeological research has, then, great potential. The quantity of objects has greatly increased in the post-war period and is now estimated at ca. 1 million. Therefore, an expansion of the storage area is necessary as soon as possible. The Coin Collection is impressive: 120,000 antique and medieval coins.

The fate of the archaeological exhibition collection has been difficult. Following the relocation from Tartu to Tallinn, it was packed away for more than 30 years, and in spite of the fact that suitable localities were provided on Ruutli Street in 1982, lack of funding has meant that work with the archaeological exhibition was proceeded slowly. The completed rooms (for example, the one that exhibits iron production) are excellently instructive. Completion of the entire exhibition ought to be given the highest priority, not only in the interest of the general public, but also because the exhibition at the central museum constitutes an important synthesis of the country's archaeological research.

The archives are well organized. They include excellent excavation reports, catalogues of the collections, including the old National Museum (Eesti Rahva Muuseum), and even catalogues of the collections in some larger local museums along with a photo archive. The map collection is sizeable, but there are gaps since maps were considered military secrets during the Soviet period. In all, the archives also hold great research potential. It may perhaps be questioned whether or not there is a duplication with the archives at the Board of Museums and Cultural Monuments, and whether or not a collected organization could be even more effective.

The library contains 19,000 volumes. The main part is made up of books from The National Museum and The Learned Estonian Society (Opetatud Eesti Selts). Older literature, even Scandinavian, is well represented, while more modern Scandinavian and West European literature, including periodicals, is very meagre. Exchange contacts have not functioned satisfactorily.

The Laboratory for Geoarchaeology and Ancient Technology is impressive in its variety, with experts and equipment for phosphate analysis, osteology, pollen analysis, metallurgy, glass technology, microscopy, thin-sectioning, conservation of metal, textiles, wood and leather. In 1985, equipment for freeze conservation, the first in the Soviet Union, was obtained. Thus, the ambitions and capacity have been on the same level as in the central museums in Western Europe. On the other hand, some of the equipment of Eastern European production has not functioned properly and needs to be replaced.

The most important activities at the Department of Archaeology are field excavations, research, publications and teaching. Activity has suffered because there was no archaeological education during the decades of the Soviet period and because those responsible at the Institute of History clearly favoured modern political history to prehistory. An academic degree had to be taken in Leningrad, and the required thesis language was Russian. During the Soviet period printing was also intentionally prolonged for national sciences such as archaeology. The only modern, more comprehensive work, "Eesti esiajalugu" ("Estonian Prehistory", 1982) took no less than seven years to print.

Explicit research excavations with the aim of solving a specific problem, and systematic research in general, have been obstructed by too little personnel, in particular younger persons, and by the sizeable amount of work demanded by rescue excavations. All of the Departments at the Centre are below standard with too few typewriters and adding machines, and by the fact that there are only a few single Xerox copying machines and computers. The fact that the production of excavation reports, analytical reports and manuscripts for publication have fallen below the comparable production at Western European institutions can, to a large degree, be accounted for by the lack of adequate technical equipment.

The Head of the Archaeological Centre and Vice Director of the Institute of History has, during the past year or so, been working alongside a Scientific council, with ca. 15 members. Two-thirds of these are employees at the Centre, while one-third represents institutions from different parts of the country, a combination which surely reinsures an all-round enlightenment of the problems. One member represents "Agu", a newly established archaeological association, whose primary objective is to carry

out rescue excavations.

One important action to improve research at the Archaeological Centre in volume and quality, is obviously to increase the number of educated and graduated archaeologists. An important reform also ought to be the separation of archaeology from the Institute of History. Museums, laboratories, research and education in archaeology together compose a natural unit, but historical and archaeological methods are so different, that the risk for misunderstanding and unfavourable conditions must be great if both sciences are forced together in one collective institute. That this is the case in Estonia is clearly shown by the decades of cancelled academic education in archaeology, and by the national museum's collections which also have been left unpacked through the decades -a situation that is without comparison in any other European country.

Board of Museums and Cultural Monuments

This Board, which is regulated by the Estonian Ministry of Cultural Affairs and which began functioning in 1976, works with the protection of ancient monuments (at present ca. 6000 are known) and certain monuments from the historical period. The localities are serviceable, and maps and other archive materials are high in quality. The system of documentation on holed cards is, however, obsolete. One computer is out of function. The very extensive documentation of hillforts, begun in 1976 and still in progress, seems to maintain the highest European quality.

There is a good library. The systematic collection of newspaper clippings concerning ancient monuments is valuable.

The personnel includes seven persons, three of which are archaeologists. Responsibility for the fieldwork rests mainly on 15 county inspectors and seven town inspectors, only two of which are archaeologists.

Permission from the Board is necessary for the County governments to issue their permit for larger work concerning ancient monuments. There is close cooperation with the Archaeological Centre, which carries out possible necessary excavations. This way of working is very similar to the Scandinavian antiquarian authorities, and it seems to function excellently. Perhaps a merger of the Board and the Archaeological Centre, at least concerning ancient monuments, may provide an even better working situation.

Tartu University Chair of Archaeology

This Chair is organized together with the Tartu University Institute of History. In turn, the Archaeological Laboratory belongs to this same professorial chair. Originally, Estonia's central museum of archaeology belonged to Tartu University and the then existing professorship in archaeology from 1920 to 1950. The professorship in Tartu was reestablished in 1990. In 1950, the artefact collections as well as the library were both moved to Tallinn and now only a very small library is left at the Chair. Neither does the university library have any larger amount of West

European literature, especially not periodicals. In principle, there is the possibility of borrowing books from the Archaeological Centre in Tallinn, but the practical difficulties are great. This is, of course, a great inconvenience for both teachers and students, which must be corrected by building up a modern archaeological library in Tartu. Moving the artefact collections back to Tartu, ought to be out of the question for both economic and objective reasons. On the other hand, it must be clearly correct to reinstate the professorship in Tartu so that archaeology can work together with other sciences of a university environment.

There are very good conditions for archaeology in Estonia to develop in the interplay between two main centers, Tartu and Tallinn. The professor is, in addition to this position, also now simultaneously the Head of the Department of Archaeology at the Archaeological Centre in Tallinn. He lectures in Tartu, but for certain other courses, the students travel to Tallinn. Certainly, an ordinary full-time professorship must be established at the university, in addition to other permanent teaching positions. The organizational connection with history seems unmotivated - archaeology has equally close contacts with the natural and the social sciences.

The academic teachers are naturally strongly engaged in organizing teaching on a new basis, but they still find time for much research work. The Chair of Archaeology is technically still very poorly equipped with only one single typewriter and a copying machine that is out of order. It is admirable that this and other Estonian archaeological institutions can function and produce good research under such difficult conditions.

Tartu University Archaeological Laboratory

The laboratory was established in 1990 as the research center for Medieval Archaeology and is, in itself, an independent unit within the Chair of Archaeology. Its first task was to study the material from the rescue excavations in Tartu from the last decades, which includes cultural layers from the 900s to the 1700s. Viljandi, which like Tartu is a Hansa town, belongs to their sphere of interests, and in a wider perspective, all of southeast Estonia which, during the post-war period, has been archaeologically discriminated because the research institutions have been concentrated in Tallinn. The two researchers at the laboratory also act as teachers in Medieval Archaeology. Their research mainly concerns Tartu's origins and development and the town's relationship to its surroundings.

The great lack of reference literature makes the situation difficult. There is a large and well-organized archive for both the town and the district, and there are plans to develop a data base including ancient monuments and find sites. The laboratory seems to have good possibilities for development through the rich and important material in combination with ambitious planning.

Through the different institutions in Tartu and Tallinn, phosphate analysis, dendrochronology, C14, osteology and metallography are all available. The laboratory's own technical equipment is, however, minimal; one electric typewriter, one adding machine and the researchers' own private photographic equipment. As little as one single computer would revolutionize work in the laboratory.

Tartu Town Museum

The museum has a very instructive exhibition, opened in 1989 throwing light upon medieval Tartu and its later history, with a rich archaeological material.

Approximately half of the museum's artefact collection consists of finds from archaeological excavations, 16,000 objects. Here there is, then, an important basis for archaeological research on the town and for the region. At present, six medieval archaeologists are working at the museum, mainly with excavations.

Estonian History Museum, Tallinn

The museum, whose origins can be traced back to 1842, has very rich collections. The greater part comes from later times and it also includes documents. Here, however, there are even important finds from the prehistoric period, especially the Stone and Iron Ages, and the Medieval Period and the museum's two archaeologists carry out their own excavations, especially in Western Estonia. The exhibition is rich and instructive. It was opened in 1991 and replaces an earlier exhibition whose main emphasis was placed on the Soviet period.

The museum has a rather large conservation Department but otherwise few technical aids - one copying machine and several unsatisfactory typewriters. The library is, as is the case in so many other Estonian archaeological institutions, small, and there are few later West European books.

Research activities are naturally tied to the museum collections and concern - for the prehistoric period-settlement history in Western and northeastern Estonia along with Iron Age weapons.

The coin collection is extensive, 60,000 coins. In connection with a reorganization in 1964, at which time the museum was separated from the Academy of Sciences, the collections were divided in such a way that the museum kept the coins from the 1700s and on, while the earlier coins were kept at the Archaeological Centre. Thereafter, however, ca 3000 coins dating between the 800s and the 1100s, and ca 7000 Medieval coins, mainly treasure troves and other new finds, have been added to the museum's collection. There is a large research potential here which is also energetically being used. A sizeable part of the museum's published research results is in numismatics. The museum's numismatist, who uses a computer, divides his working time between the museum and the Archaeological Centre.

Tallinn City Museums

The museum includes a number of historical buildings in Tallinn with informative and well-planned exhibitions. The collections even include important archaeological finds, especially finds from the Migration Period cemetery Proosa, from Domberget and Piirita monastery. Thus also in this museum there is great archaeological research potential, and publications are in progress.

There is a library, also in this case without any more modern Western literature. There is photographic equipment, but the possibilities of conservation are small, and there is only a limited amount of secretarial equipment.

Estonian Maritime Museum

This multi-faceted museum works with maritime history, the history of fishing, and the history of ship construction, but also (since 1988), with underwater excavations of shipwrecks and the excavation of prehistoric wooden constructions in lakes and bogs. The exhibition is instructive and attractive, and great activity has been shown in temporary exhibitions which have been sent out both to the east and the West.

Conservation and C14 are both available through other institutions, but the museum itself works with dendrochronology. The photographic equipment is good and here there are more and better secretarial machines than at the majority of the other Estonian museums - there are, however, no computers.

The library includes modern foreign literature and it is considered to be the most inclusive in its particular subject in Estonia. The museum has lively foreign research contacts - for example, during the summer 1992, it carried out underwater investigations at cape Kolka (Domesnas) a cooperation between Estonia, Lithuania and Sweden, and also another project, with the Swedish research ship "Altair", outside Tallinn.

Other Museums

A number of local Estonian museums have archaeological collections, for example the museums in Hiiumaa and in Elva, Haapsalu, Paide, Rakvere, Valga, Võru and Viljandi. In Pärnu, a research center has recently been established, mainly for rescue excavations in the medieval town center.

RESEARCH AND LITERATURE

Excavation reports, published annually since 1974 in the Proceedings of the Estonian Academy of Sciences (Eesti Teaduste Akadeemia Toimetised), provide a good overview of Estonian archaeological research during the most recent decades. Here, not only the excavations initiated by the Archaeological Centre are published, but also those that have been undertaken by the other museums and institutions in the country. During this period, approximately 450 excavations have been carried out, ca 25 per year, although the number is continually increasing, and reached 46 the last year reported. Preliminary but usually clearly recorded and well-illustrated excavation reports are published in the Proceedings, always with summaries in German (or, during later years, in English). During later years, more and more often, whole articles are printed in German or English.

The large survey work, "Eesti esiajalugu" (1982), is completely in Estonian, with no summary, although it is richly illustrated. Together with the excavation reports in the Proceedings, even for those with no knowledge of the Estonian language, this work gives a rather clear picture of excavation activity, the ambitions of which are of West European standard. If the technical quality has sometimes fallen short, it is completely due to the lack of adequate technical aids. If the rate of publication has been slower than, for example, in Scandinavia - which, in itself, is difficult to prove - it can be fully explained by the lack of such elementary aids as typewriters, not to mention computers.

In the excavation reports in the Proceedings, the majority of cited literature is Estonian (written in the Estonian, Russian or German language). Russian works are sporadically cited, Central European and Scandinavian literature are seldom cited, and references to West European literature are apparently never included. This is generally the same situation in "Eesti esiajalugu". If Scandinavian literature is possibly cited to a somewhat greater degree than in the excavation reports, it seems, however, that no works published later than 1966 appear. The main explanation to these situations is clear; the archaeological institutions in Estonia have hardly had access to West European archaeological literature, above all not the modern literature.

There is a complete archaeological bibliography for the period 1940-1985, Nukogude Eesti Arheoloogia Bibliograafiline Nimestik 1940-1985 (Tallinn 1988), including 1800 published works of different kinds, from monographs to reviews, but without interpretation of the titles to any West European language. For the period 1986-1990, the bibliography is supplemented by a list of publications included in the material compiled by the Archaeological Centre. This list includes 180 works, excluding reviews and the like. The rate of publication seems, thus, to have been retained at about the same level that it had during the post-war period.

The list of publications reconfirms that which was suggested by the Archaeological Centre's presentation, namely that Stone and Bronze Age research has been rather limited during later years. More excavations have involved the Iron Age, especially the latest part, and the Medieval Period. Extensive excavations have treated settlement sites and the hillforts which are both characteristic of and important for Estonia.

Concerning Iron Age cemeteries, paleo-demographic investigations have been undertaken during later years in connection with Scandinavian research. The symposium publication "Scientific Methods in Estonian Archaeology" (Tallinn 1988) is important. It includes contributions concerning palaeobotany, especially pollen analysis in throwing light on the emergence of the cultural landscape, archaeoparasitology, phosphate analysis and other analyses of soil layers, conservation techniques, in addition to statistical analyses for the comparison of different Stone Age settlement sites. In this book an established communication with Western colleagues is clear. So much more is the case with the newly published volume "Estonia: Nature, Man and Cultural Heritage" (PACT 37, Strasbourg 1992), which, in itself, witnesses to international cooperation. Also works in experimental archaeology have been published recently, especially treating low-technical iron production. In the first recently published booklet of a new archaeological periodical,

"Stilus", Reports of the Estonian Archaeological Society (Tallinn 1992), ties have been made to British and Scandinavian Medieval Archaeology and Numismatics.

Since the Second World War, Estonian archaeology has, in spite of difficult odds, more and more successfully been rebuilt. Concerning excavations, analyses and documentation, everything possible has been done with the meagre resources available, with publications and exhibitions as well. New methods in international archaeology have been tested and successfully applied to the domestic material. The main thing lacking is a discussion - which does not necessarily mean an acceptance - of certain trends in American and West European archaeology, namely the attempts at objectivity and the strict logic of the 1960s, processual archaeology in the 1970s and the emphasis of symbolism in the material culture in the 1980s. The reason that this discussion has never taken place is without doubt the lack of West European literature.

CONCLUSIONS

Estonian archaeology is built on a solid foundation of results already gained, and it is strongly moving forward with respect to both versatility and intensity. For European archaeology, which among the sciences and in the social debate is awarded increasing importance, Estonian archaeology is indispensable, for Estonia holds a key position both geographically and culturally. Modern times demand in all countries an orientation in a wide spectrum of sciences, but it is not necessary that all expensive basic research in the natural sciences be carried out in every country. On the other hand, each country ought to encourage research which concerns the national identity. Estonian archaeology can only be carried out in Estonia.

An important prerequisite for the future development of Estonian archaeology is the establishment of a full-time professorship and other teaching positions at the University of Tartu. Modern archaeology is to a great degree interdisciplinary and demands free exchange with other sciences in university environment.

The Tallinn Archaeological Centre has a good basis on which to build its future development: considerable collections, good technical equipment, excellent routines for field excavations and personnel with an interest in research. Its organizational connection with the Institute of History is unfounded and has shown to be unfortunate, especially in the delayed publication of archaeological works and obstacles involved in completion of the archaeological exhibition. From a Swedish standpoint, it is natural to image that the Archaeological Centre be separated not only from the Institute of History but also from the Academy of Sciences in the same way that the Swedish academies, during the 1970s, were freed from their obligations as administrative boards for scientific institutions. On the other hand, it would seem to be both economically and organizationally advantageous if the Board of Museums and Cultural Monuments could merge with the Archaeological Centre.

In addition to the central archaeological collections at the Archaeological Centre, there are considerable archaeological materials in a number of Estonian museums. There is also personnel interested in research, and to a certain degree adequate

technical equipment. It is important for Estonian archaeology that a fruitful cooperation can be developed between the museums, the professorship at the University Tartu and the Archaeological Centre, which perhaps could use its former name, Eesti Rahva Museum.

It is very important that publication activities quickly increase in volume, partly in the Estonian language, in order to encourage domestic interest for archaeology, partly also in other European languages, so that Estonia can take its rightful place in world archaeology.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

PSYCHOLOGY

David Magnusson, Stockholm

INTRODUCTION

The evaluation which is presented here is built on material that was put forward beforehand and on observations made during a visit in Tallinn and Tartu, August 26-28, 1992. During this visit meetings were arranged with researchers and teachers from the Pedagogical University in Tallinn, from the Academy of Sciences in Tallinn, and from the University of Tartu.

THE PEDAGOGICAL UNIVERSITY IN TALLINN

At the Pedagogical University in Tallinn, which mainly serves as a teachers College, the Department of psychology forms an independent unit. The Chairman of the Department is Dr Voldemar Kolga, who is now being evaluated for a full professorship. Dr Kolga's main research interest is in cognitive style. Up till now most of his publications has appeared in Russian, but he has just submitted an article "Dilemmas in Soviet psychology" for publication in the journal *American Psychologist*.

The main task for the Department is to give a comprehensive set of psychology courses to teacher candidates. A discipline oriented undergraduate programme is under planning. The staff of teachers consists of five psychologists of whom three have a doctors degree.

My impression was that Dr Kolga and his colleagues are well acquainted with psychological research development in Western countries. This circumstance and the general quality of the work form a good basis for a positive development of the Department in the future.

THE ACADEMY OF SCIENCES

At the Academy of Sciences there is no separate unit of psychology. The psychologists' organizational framework is the Department of sociology at the Institute of Philosophy, Sociology & Law. Based solely on grant funding coming

from external sources, the psychologists form an independent unit affiliated with the Research Department of Tallinn Pedagogical University. The psychologists participate in teaching at the Departments of psychology at the Pedagogical University in Tallinn and at the University of Tartu.

The main research activities are organized in the framework of a larger programme on man-made environments. In this framework, three researchers - Tomas Niit, Matti Heidmets and Jüri Kruusväli - are concerned with social-psychological and psychological environmental problems. The group has well developed connections with researchers in the West, not least as a result of active participation in international conferences. They have also organized a number of scientific symposia, from which proceedings have been published in English. Under preparation is a conference next Spring on "Humanization of stony cities: Theory and practice". The researchers have published in English in scientific journals and in handbooks and conference proceedings. The research is of good quality, enough to motivate more stable, further funding. As it is now, the research is totally dependent on temporary, external funding.

THE UNIVERSITY OF TARTU

The Department of psychology at the University of Tartu was established in 1947. In 1989 the "Laboratory of Psychometry and Psychophysics" was organized as a unit within the Department. Head of this unit is Dr Aavo Luuk. The main programme at the laboratory has the title "Human perception and visual information processing". Dr Luuk's own field of research is the process of reading. In this field, discussions are going on about collaboration with the Department of psychology at the University of Turku in Finland.

The Chairman of the Department of psychology is Professor Peter Tulviste. He has been Dean of the faculty but has just left this position in order to become one of the two active prorectors at the university. Professor Tulviste's basic interest is in concept formation and verbal thinking, and his present research goes into two directions: Cultural influence on children's thinking and The role of knowledge about history for individuals' world perceptions. He has paid special attention to Vygotsky's ideas and has elaborated the topic in articles in English and Russian. Last year he published a volume "Cultural-historical development of verbal thinking: A psychological study" with an American publisher. Professor Tulviste is an internationally well-known memory researcher and has good connections with researchers abroad. During periods of varying length he has visited foreign universities, including a year at Clark University in the United States.

At the Department of psychology two other researchers with a scientific production of high quality are working: Talis Bachmann and Jüri Allik. They are now being evaluated for full professorships. Dr Allik's research is mainly concerned with visual perception and psychophysics, and Dr Bachmann's with visual perception, cognition and neuropsychology/physiology. In my opinion, there is no doubt about the competence of these two researchers. Both conduct research of high quality in close contact with prominent researchers in the West. These contacts have been formed and are maintained through frequent visits of varying length at foreign universities.

In the fields in which research is going on at the Department of psychology in Tartu, it has a quality that can compete with research at good Departments in the West. This has been possible thorough support from Soviet funds with reference to the importance of the research for applied fields, e.g. the defence industry. For natural reasons, this funding has now ended and for the moment there are no new resources for research and for the necessary renewal of the equipment.

In this connection it is of interest to note that Tulviste has established a fund in Toronto, Canada, "University of Tartu Fund in Toronto", through which people of Estonian heritage can support research in Estonia. Hitherto, this fund has provided 120 computers of varying capacity to the University in Tartu.

CONCLUSIONS

To summarize, psychological research of high quality is conducted in some restricted areas in Estonia. The contacts with researchers abroad, particularly in the West, are well developed and mutually productive. The best researchers participate actively in the international research collaboration process through visits at foreign institutes and Departments and through publication in international peer review journals.

Two interrelated circumstances should be considered.

First, as noted above, for natural reasons research is restricted to some areas. Guiding in this process has been the funders' interest in possible application of the results, e.g. in the defense industry. The generally high standard of the research in these areas and of the planning for the future form the promising basis for extension to new fields.

Second, the development hitherto has been dependent on funding from Soviet sources. This funding has been sufficient, sometimes generous. In order to maintain the high scientific level of research in fields that are already covered and to extend research to new areas, there is a strong need for new funding resources.

REVIEW OF RESEARCH IN ESTONIA
WITHIN HUMANITIES AND SOCIAL SCIENCES
EDUCATION AND DIDACTICS

Leif Lybeck

INTRODUCTION

The evaluation which is presented here is based on material that was delivered beforehand and on observations made during a visit to Tallin and Tartu, August 26-28, 1992. During this visit meetings were arranged with researchers and teachers from the Pedagogical University in Tallin and the University of Tartu. My comments and reflection on the current situation and prospects for the future are outlined in the following.

UNIVERSITY OF TARTU.

At present there is a variety of different research groups active in Education and Didactics. The general quality of the work forms a good basis for a positive development in the future. The research groups visited at Tartu will be commented on in the following:

At the meeting with the Working Group of **Chemistry Didactics** a well prepared and relevant presentation on work strategies and research problems related to the educational system was given by professor Aarne Töldsepp. In spite of the fact that there is a lack of international journals, books and other published material from Western countries professor Töldsepp and his collaborators have developed a modern perspective of Chemistry Didactics as a discipline, and they have demonstrated that their research results can be used in order to improve chemistry instruction in Estonia (e.g. by textbooks). The group is also co-operating with researchers in Finland, Sweden and Germany.

Environmental Education as a discipline can be regarded as a subdiscipline of Science Education, but it also involves aspects from many areas of knowledge. Internationally, in environmental instruction an interdisciplinary approach is used. Problems and activities related to environmental education in Estonia were the topics for meetings with professor Toomas Tenno (Chair in Environmental Education), Mr

Georg Aher and Mrs Sirja Aher. Professor Tenno is involved in developing environmental education, especially at Kadrina Upper Secondary School. It is very important that researchers in this field devote more attention to specific research problems and continue to develop theories and methods needed in this type of multi-disciplinary approach.

The Working Group on **Physics Didactics** (professor Gunnar Karu et al.) has been involved in curriculum work and in writing textbooks in physics. All books have passed scrutinizing parties. The researchers already have international contacts, e.g. with researchers in Denmark, Finland, Hungary and Russia (St Petersburg Pedagogical Institute). It is just to hope they will have further possibilities to develop their promising research and extend their international contacts.

The Working Group on **Teaching Russian** (leader professor Antidea Metsa) has been very active and published several articles and textbooks. Professor Metsa has participated at international conferences and seminars presenting results from the group. The results from the group have also been extensively used in language teaching in Estonia.

Pedagogical Centre (headed by Mati Salundi), which could be related to some kind of Centre for teacher training, has the potential to act as a very responsible agent of change in the Estonian context. The most urgent problems are related to changes going on in the school system and in teacher training. Research ought to be carried out according to problems looked upon as most essential in the Estonian context.

Professor Peeter Kreitzberg has during the last 2,5 years (Including 14 months visits mainly in Sweden, at University of Lund, Department of Education) been working on a thesis on how to legitimate educational aims in relation to educational, sociological and psychological theories and assumptions behind different educational philosophies. This work is related to the Estonian educational context, and it has meant a break from earlier held educational paradigms in Estonia. This work has been met with great respect among concerned educationalists in Sweden.

It should be mentioned that research fields like Biology Didactics, Geography Didactics and History Didactics seem to be given very little attention in Estonia. I also learned that Didactics of Mathematics is a field with some active researchers, but I had no opportunity to meet them. It would be good to know if they are doing any joint work with researchers in areas like Chemistry Didactics or Physics Didactics.

Also at the Laboratories of **Vocational Guidance** and **Educational Sociology** there are interesting research activities going on. At the first place by professor Aimi Sukamägi on tests and at the second by professor Paul Kenkman and dr Jüri Saarnit on the topic "Education as a factor of self-determination of Estonian youth". Professor Kenkman has an impressive publication list and his work has received recognition by the international scientific community.

Considering the current situation for research at the University of Tartu, where you can identify research of good quality spread out in different departments and

laboratories, I would say there is a need to bring together researchers from different disciplines in order to develop and promote new research perspectives and methodologies as a basis for teacher training. A Teacher Training Centre ought to be created. Such a centre could provide a programme for in-service training of educators with new perspectives of teaching and instruction from international experience.

Research fields like Chemistry Education, Physics Education and Language Education could be related to such a centre. In curriculum work and work on syllabuses, there are aspects of how to coordinate or integrate concepts used in different disciplines, e.g. mathematical concepts are used in chemistry and physics instruction. Thus some methodological issues are already of common interest.

TALLINN PEDAGOGICAL UNIVERSITY

The Pedagogical University in Tallin serves mainly as a teachers college. However, many interesting and promising research activities are performed at different departments and laboratories. In spite of limited resources for international co-operation Tallinn Pedagogical University has ambitious plans for international co-operation. The University has also, together with some other universities in Europe, applied for a TEMPUS-programme.

Internationally oriented research, out of which some is funded from abroad, can be found in different areas. In the field of vocational education professor Ants Klöverjalg is known internationally and he has good contact with researchers in the West as well in the East. It is very important that his line of research can continue and be further developed.

Professor Ulve Kala and her associates at the Department of General Didactics are engaged in an international project "The Pupils Mode of Life" and they seem to be well acquainted with the latest progress in methodology.

In the Department of Elementary Education professor Eha Hiie and his colleagues have close contacts with research groups in the West. I would like them to extend still more their contacts with researchers at Swedish universities.

The same recommendation could be given to professor Saima Tamm and her collaborators at the Health Laboratory. Their kind of interdisciplinary research would certainly benefit from collaboration with researchers at Theme Department of Health and Society at the University of Linköping. They could probably also get great help for future planning of research at the Laboratory.

A multi-disciplinary research of great interest is the work by professor Rein Hajland and his associates concerning specific learning situations. They have exchanged results with the Karolinska Institutet in Stockholm and seem also to have a fruitful cooperation with psychologists, notably professor Peeter Tulviste and Dr Talis Bachman in Tartu.

CONCLUSIONS

I would like to conclude that the time that has been to my disposal has not permitted me to go as deep as needed in order to give a thorough analysis in all areas. Therefore, especially within the fields of Didactics of Chemistry, Physics, Mathematics and Languages, there is a need for a more extended evaluation carried out by a team consisting of at least one researcher from Theory of Science and Research (German: Wissenschaftstheorie) and one educational and/or didactical researcher. Such a group has to be given the opportunity to visit Tartu University and Tallinn Pedagogical University during longer periods in order to be able to look more deeply into organizational, economical and other conditions for R&D, as well as the need for establishing contacts with researchers outside Estonia. The issues of substituting current research methodologies ought to be problematized in such an undertaking.

As a matter of fact, such an extended evaluation could be regarded as a crude outline for a study of Estonian R&D in Education and Didactics applying theoretical concepts from **Theory of Science and Research**. I am convinced that such an undertaking will be very helpful in the process of developing strategies for future Estonian research in those areas.

However, pedagogical and didactic research of high quality is performed in specific areas and forms a basis for a more general progress. In order to succeed in this endeavour it is important to provide resources for establishing closer and more stable communication with the international research community. Funds must also be allocated for travels and for international journals and books. As indicated above there is also a need to concentrate some research activities that are too widely scattered around.

REVIEW OF RESEARCH IN ESTONIA WITHIN HUMANITIES AND SOCIAL SCIENCES

PHILOSOPHY

Sören Halldén, Lund

INTRODUCTION

The views which follow concerning the conditions of philosophy in Estonia today are based on the reading of a handful of essays, a number of summaries of essays, and some official reports concerning project work, together with oral information received during a three day visit. The basis is small, but my impressions are none the less vivid.

RESEARCH PROFILE

A visitor to a country which has been subjected to authoritarian oppression for decades inevitably looks for indications of the oppression, signs of stagnation and unnecessary conformity. I found that public oppression had led to private resistance and that the demand for conformity had kindled independence.

I was reminded of the influence of the Soviet tradition, when I noticed a preoccupation in the writings of qualified researchers with questions concerning the "essence of man", a preoccupation which undoubtedly is Hegelian, but hardly scientific. But the effects of the ideology of the dictatorship were on the whole peripheral; they did not seem detrimental.

One may perhaps also speak about a positive influence. Social utility must have been a lodestar during the planning of research. The spirit of the group of philosophers I visited appeared to me correspondingly pragmatic and realistic, in a way not always noticeable in the West.

There is a concentration on interdisciplinary work. Many of the researchers have a foothold in sciences which are of immediate human and social importance, targetting on conceptual difficulties in these. Subjects approached in this fashion are history, linguistic theory, cybernetics, chaos theory, quantum physics, biology and medicine. My overall impression is one of respectable quality and social relevance.

In spite of the isolation from the non-communist world, the researchers are surprisingly well informed about Western developments. This is combined with an acquaintance with scientific achievements in the Soviet area, not always present in the West and indeed not easily accessible.

My final reaction has been one of great respect. It is highly desirable that this work is continued, and that its further development is directed by internal self-criticism. Its distinct profile should be preserved - attempts at international homogenization may be functional in other life-spheres, but are not in place in science.

ORGANIZATION

I know too little about the concrete conditions of research in Estonia to formulate more specific recommendations, but I want to make some general remarks, which may have an application there.

When research in the philosophical field is organized, there are some special requirements which one should have in mind. Seclusion and isolation from other fields of human activity constitute a danger. The philosopher should be in constant contact with concrete activities. In conformity with the practice in other field philosophers often work together in separate academic groupings, well-known as "philosophy Departments". Internal contacts are thus favoured. The value of these is not to be denied, but the external contacts are in my view of greater importance.

Philosophy represents an awareness of conceptual difficulties which is productive in all forms of human endeavour. But if it is turned inwards there is a risk for sterility. Philosophical specialists should therefore be assigned to different fields of scientific specialization, the philosopher of exact science to a college of technology, or to a Department of physics or chemistry, etc. At the same time it is desirable that contacts between philosophers are not broken; the organization should provide a meeting place and ensure its proper function through appropriate stipulations.

For a similar reason, contact between research and teaching must be upheld. The philosopher does a better job in research, if he has to reformulate his views in untechnical language - the translation from the technical idiom reveals inaccuracies. Indocile students will force him to achieve greater clarity, the more astute ones to improve his arguments.

A small teaching load is therefore an asset. At the same time it is obvious that a large teaching load will be detrimental - mental fatigue is certainly not conducive to creativity.

An aspect of the teaching of philosophy should be noticed in this connection. The aim of this type of education has very little to do with the memorization of specific data. It should be Socratic in spirit and strive for the development of latent skills. The students should habituate themselves to an intellectual activity which involves the mobilization of previous experience, the courage to defend one's views, and an awareness of the omnipresence of problematic conceptual elements. The proper teaching form is the seminar in which students are stimulated to do their own problem solving, preferably in opposition to teachers and co-students.

The teacher has to come to the seminar with alternative developments in mind, prepared for the unexpected. He must have a high degree of awareness of the possible ramifications and the dark corners of the problem area. To activate the student he must have a store of mental energy. If a heavy teaching load is apportioned to him, the teaching form is killed; the seminar will be transformed into a drill-hall; a system for the mechanical reproduction of information will be set in motion.

The issue has to do with what kind of society one wants to create. To function well democracy has to rely on the independence of mind of its citizens.

REVIEW OF RESEARCH IN ESTONIA

WITHIN HUMANITIES AND SOCIAL SCIENCES

POLITICAL SCIENCE

Olof Ruin, Stockholm

INTRODUCTION

I have had a chance to acquaint myself with the political science field in Estonia on three occasions. The first was in May 1990 when twenty-five persons from the Stockholm political science Department - faculty and PhD-students - visited Tallinn and Tartu. The second occasion was in October 1991 when a group of political scientists from the whole of the old Soviet Union, invited to Tallinn by Estonian political scientists to be informed about Western political science, also paid an one day visit to our Department in Stockholm. The third and most important occasion finally was in June 1992 when I was a member of a group sent to Estonia as part of the evaluation work organized by the Royal Academy of Letters, History, and Antiquities and The Swedish Council for Research in the Humanities and Social Sciences. Unfortunately the value of this last visit was somewhat reduced by the fact that most of the political scientists associated with the Estonian Academy of Sciences at the same time happened to be in Stockholm.

THE DISCIPLINE; RESEARCH AREAS

There is a difficulty as to the identification of those in Estonian society that are to be classified as "political scientists". The discipline as such did not exist during the Soviet era; those that today have a Ph.D. degree in the field are utterly few. In the past however research bordering on what we would call political science was undertaken to some extent in subjects such as philosophy, history and law.

Furthermore those who today see themselves as political scientists are thinly spread out at different kinds of institutions. Some of them are only involved in information activities or teaching, others have time also for research. Those in the latter category are to be found partly at the Estonian Academy of Sciences, partly at the Tartu University. At the academy professor Peeter Vares is to be regarded as the central figure and at Tartu University professor Eero Loone; the latter is chairman of the Department of Philosophy and Political Science and symbolizes with his special scholarly background the roots of much of political science in areas that were once part of the Soviet Union.

The research challenges facing the small Estonian political science community are of course overwhelming. The scholars live and work in a society that is totally restructuring itself politically. Knowledge is in many aspects needed to be able to comprehend this process. One aspect concerns what happened in the past: the period of independence between the two world wars and the time of Soviet occupation. Naturally enough the research now existing about these periods has been fairly one-sided although not totally uninteresting. Another and even more important aspect concerns an understanding of all the factors influencing attempts to transform an autocratic, communist dominated society into a democratic pluralistic polity. This is of course a task not only for Estonian and other East European political scientists but for the global political science community as a whole.

Without exaggeration it could be stated that most of the classical questions of the political science research field are at the same time reflected in the problems that are -or ought to be - at the top of the Estonian public agenda of today. Let me mention a few: A constitutional arrangement is to be found that combines efficiency in decision making with a high degree of public participation. A peaceful accommodation of rights and interest must be obtained between majorities and minorities - in the Estonian case foremost between Estonian speaking and Russian speaking - even if the tensions and suspicions between groups might be deep. A reorientation in policies pursued - be it foreign policies or domestic policies - must be carried through without provoking conflicts that might be unmanageable, etc.

It is presumptuous to try to give the small Estonian political science community precise advice as to the order in which all the important research areas are to be attacked and to the methods and perspectives to be used. A deplorable tendency exists, not least in American academic circles interested in the Baltic as well as in East Europe as a whole, to prescribe research projects and methods. This kind of "big brother" attitude is to be avoided; an earlier dependence on Soviet-formulated thoughts is not to be replaced by a total dependence on present day Western-inspired perspectives.

During the discussions I had in Tallinn and Tartu it became clear to me that there existed a dear awareness of all the pertinent fields of political life in Estonia that ought to be objects of research. Such a research activity is however hampered by many factors. The people available for political science research are few; time for research - particularly for those associated with Tartu university- is limited; the necessary conditions for successful research are often non-existent such as rooms of your own to work in, money for interviews, supply of theoretically oriented foreign books, computers etc. Taking into account all these unfavourable circumstances the political science projects that I was informed about as well as the articles available in a language that I could understand were in my opinion of good quality.

General conditions for research

The tensions that in general seem to exist between the Estonian Academy of Sciences and Tartu University were not particularly pronounced in the field of political science. The Soviet-inspired division of labour existing between the academy and the university seem from a Swedish point of view to be unfortunate. The

academicians in Tallinn are as a rule totally separated from teaching and the faculty at Tartu has, on their part, only limited time for research. To this has to be added the serious economic problems that affect both categories of institutions and people. My guess is that this combination of division of labour and severe economic conditions in the long run - if organizational changes are not undertaken - will be more disastrous for the academy than for the university. Those associated with the academy are, regardless of their intellectual quality, politically probably more vulnerable than those in Tartu since the former are not involved in a teaching that must go on regardless of the economy of the country.

A natural solution of this organizational problem - an academy exclusively involved in research and a university predominately involved in teaching is of course an amalgamation of the two. The situation is however complicated by the fact that the academy is situated in one city and the university in an other, fairly far away. But there are also several higher education institutions in Tallinn. Is not a fusion possible between them and the academy, or at least the greatest part of the academy? Estonia is not too small a country to encompass two full-fledged universities: one in the capital and the other in Tartu with its special long tradition.

There seems to be a lack of central leadership as to fundamental organizational changes in the Estonian higher education/research system. It is unlikely, from what we generally know about the tendency of academic institutions to guard their own turfs, that the academy, the university and the other higher education institutions are able by themselves to achieve a fundamental restructuring of the system. An active involvement is needed from outside. Probably such central leadership is to be provided by the Estonian government. The difficulties for the government to step in does not only seem to be affected by its internal organization or the structure of the political life in general but also, that was an impression I obtained during my short stay, by an ideology saying: a government should not try to intervene and direct matters of this kind. This is an ideology formed in protest against an earlier extremely centralized system. Still, it is advisable not to jump from one extreme to an other, from an all planned society to a totally un-planned society. To sum up: at the same time as universities and research institutions are to be guaranteed a high degree of autonomy in their daily activities there also often exists a need for governmental interference as to the basic organization of the higher education/research system of a country.

REVIEW OF RESEARCH IN ESTONIA

WITHIN HUMANITIES AND SOCIAL SCIENCES

SOCIOLOGY

Göran Therborn, Göteborg

INTRODUCTION

This review is an individual report by the author alone. My report is written without diplomatic discretion and in basically the same spirit as ordinary peer reviews and referee evaluations. My ignorance of the Estonian and Russian languages has, of course, called for some particular caution.

I would like to thank Ms. Maie Toimet of the Estonian Ministry of Education for her efficiency and kindness in organizing my site visits, and all the Estonian colleagues in

Tallinn and Tartu who received me very cooperatively and with an open mind. Due to my squeezed schedule, many of them forsook good parts of a wonderful summer weekend to talk to me.

BASIS AND AIMS

Because of language barriers, the empirical foundations of this report are too limited to give full justice to its subject matter, but it should be able to capture the international standing of the Estonian sociology by its coverage of internationally accessible sources. One basic source consists of the Estonian contributions to the joint Baltic reports to the World Congresses of sociology, in 1982, 1986, and in 1990¹⁾. Another set comprises English language brochures, papers - published and unpublished - questionnaire schedules, computer screen results (not possible to print, for various reasons), and some empirical results in Estonian, supplied to me upon request. Thirdly, three full days of interviews in Tallinn and Tartu in June 1992, about half of them individual interviews, the others small group interviews²⁾. The interviews were conducted in German and (mainly) in English. A fourth source has been the reports prepared for the international

1) M Titma et al (eds), *Sociological Research in the Baltic Socialist Republics*, Vilnius 1982; M Titma et al (eds), *Sociological Research in the Baltic Soviet Republics*, 2 vols, Vilnius 1986; A Matulionis et al (eds), *Sociological Researches in the Baltic States*, Vilnius 1990.

2) Interviewees were, at the Academy of Sciences, Academy Secretary A Park; at the Institute of Philosophy, Sociology and Law of the Academy, Director P Järve, researchers M Järve, R Kallas, A Kelan, A and M Kirch, V Laidmae, A Narusk, T Ratviir, J Uukula, R Võõrman; at Tallinn Institute for Urban Research, professor M Pavelson, K Paadam; at the University of Tartu, Professors P Kenkmann and E Loone, researchers D Kutsar, A Laas, J Saarit, A Trumm.

evaluation by the relevant institutes of the Academy of Science and the institutes of Tartu University. Finally, I have briefly interviewed Finnish colleagues with extensive experience of Estonian sociology³⁾.

In my work on this report, I am also drawing upon experiences from the international evaluation of Swedish sociology in 1986-87, and on my current involvement with evaluating Dutch sociology and Dutch social policy research and teaching.

Estonian research and higher education is undergoing rapid and drastic changes of their institutional and economic context. In this situation, I have found it little meaningful to include an institutional description, likely to be obsolete at the time of publication, and in any case better known to the Estonians themselves. Instead, this report focuses mainly on research, together with some glances at the educational situation, which is much more difficult to assess under the given constraints. My aim is a collegial, critical evaluation plus some constructive suggestions for the future.

ACHIEVEMENTS

Estonian sociology has good international standard. Its production would fit well into those of, say, Nordic, Dutch, or American universities. It has for a long time had an international orientation, comparable to many Western institutions, superior to that of several European and of American university departments. For a small country with no

full-scale training in sociology, this is an impressive achievement. Like in Sweden, sociology in Estonia has largely developed out of philosophy, and so far nobody has an Estonian doctorate in sociology⁴⁾. The teaching of sociology majors started only in 1989, much later than in Riga.

Systematic sociological research, however, goes back to the 1960s. At Tartu University, the Laboratory of Educational Sociology was established in 1966, and the Family Research Group was set up in 1968. Studies of newspaper audience and of delinquent behaviour also began in the 1960s. In 1975 the Tallinn Laboratory for Urban Research was founded.

The international orientation has been Soviet, Baltic, and Finnish, and is becoming Nordic and Western. The former Soviet orientation should in this context not be considered in current political terms. In the given circumstances it meant a non-parochial orientation to a large scholarly community and, in the case of many Estonian studies, a comparative perspective, implicitly cross-national. In 1975 a Baltic Branch of the Soviet Sociological Association was founded, in which the Estonians seemed to have played a very prominent part. This branch developed research projects and other forms of cooperation.

3) In particular professors E Haavio-Mannila and T Sandlund.

4) M Titma, in many respects the leading pioneer of Estonian sociology, has a doctorate from the Institute of Sociology at the USSR Academy of Science, in 1974. A Soviet doctoral degree is normally more demanding than a Swedish or US Ph D.

Contacts and joint scholarly ventures with Finnish colleagues started in the 1970s and have been rather intensive, especially, but far from exclusively, in the field of family sociology. Currently, several (smaller-scale) common projects are going on. Several Estonian scholars and students have had scholarships to Finland. The Nordic cooperation is more recent, only a couple of years old. After Finland Sweden is the major partner, with inter-university relations between Lund and Tartu, also pertaining to sociology, and with a sociological training of social workers in cooperation with the Department of Social Work in Stockholm. Estonian sociologists were also present, with papers, at the Nordic Congress of Sociology in Trondheim in 1991.

A still wider international opening began in 1982, when the Baltic Branch of the Soviet Sociological Association took the initiative of presenting Baltic sociology, in English, to the world audience of the International Sociological Association. In 1987 Tallinn was hosting a conference of the European urban studies "Project Turin International". Currently, the youth studies project of Dr. Titma and his associates is involved in a joint venture with US colleagues, and there is also a political opinion project in progress in cooperation with a prominent German researcher of the area. Senior Estonian sociologists have recently been invited to foreign elite institutions, such as Stanford University and the Max Planck Gesellschaft. It is true, though, that so far publications in international journals and anthologies have been very few.

Estonian sociology has concentrated on three major themes, with some forays also into other areas. In terms of resources of personnel and effort the former may be listed in the following order.

1. Youth and education.

Since 1966 a series of youth surveys, including panel studies, have been carried out, with a focus on educational and occupational choice and performance, and on life orientation more generally. In the latest round of interviews, carried out in the winter of 1991, the survey waves have reached a parent generation. The samples are large and representative, coordinated earlier with similar studies in other parts of the ex-Soviet Union, since 1988 with research at the Michigan Population Center in USA. The data have been analyzed with the help of factor analysis and correlational path models, more recently also with simple log linear analysis. The longitudinal studies have shown a strong shift in the values of Estonian youth taking place around 1980, into a more instrumental, materialist, critical direction. The ex-Soviet comparisons have found, among other things, that the father's occupational background carries much more weight for the childrens education in Estonia (and other relatively economically developed parts) than in the less developed areas of the ex-USSR.

The design of the recent parents-youth study looks particularly exciting, relating a large battery of questions about education, work, family, and leisure values and experiences, and furthermore life history charts, from two generations. Mikk Titma, seconded by his successor at Tartu Paul Kenkmann, has directed these studies from the start, and Titma is directing the above-mentioned recent investigation, from the Institute of Philosophy, Sociology and Law of the Academy of Science in Tallinn. Research on students and on working youth also continue at Tartu University.

Though most of the publications from this research are in Estonian and Russian, a fair part is also available in English, in the Baltic reports to the ISA congresses, particularly to the 1986 congress, and in a collection of papers presented at the 1991 Uppsala conference of the ISA Research Committee on Sociology of Youth⁵⁾.

2. Family sociology

From the very beginning of sociology in Estonia, family research has been a central concern. In Tartu it has developed under the "scientific supervision" of mathematician Dr. E.-M. Tiit, although the operational direction of the "Family Research Laboratory" is in the hands of D. Kutsar. Another research group has gathered at the Academy in Tallinn, among whom A. Narusk has the highest international profile. Since 1972 there have been regular contacts with Finnish colleagues in the field.

Surveys with large samples and long questionnaires have been the main method. Longitudinal studies have been made among them. Expectations and motives of marriage, evaluation of spouse qualities and of the couple relationship have been major foci, clearly related to the issue of the frequency of divorce in Estonia. But several special issues have been tackled, such as the effects of parental home experiences versus relations to parents-in-law upon marital happiness - the latter was found more important -, parents-adolescents relations and their determinants, the dwelling conditions of families, the situation of farmers families.

Less of family research found its way into the three above-mentioned Baltic congress reports, though some did, especially an important and well done article on "Factors Affecting Marital Contentment and Stability" by Tiit et al. to the 1982 congress. Tartu university published in 1990 a brochure collection of papers in English, "Estonian Population and the Family", and A. Narusk presents a good overview of several aspects of family and gender relations, "Parenthood, Partnership and Family", in U. Björnberg (ed.), *European Parents in the 1990s* (New Brunswick, Transaction, 1992).

3. Urban Sociology

Urban research is a third forte of Estonian sociology. Its major center is the city-financed Institute for Urban Research in Tallinn, directed by M. Pavelson, but there is a city-financed urban research unit in Tartu too. Also Titma and his associates have made significant contributions to urban studies, comparing social structures and urban families (in the 1986 World Congress report).

Many empirical concerns have been assembled under the urban research umbrella, family relations and demographic behaviour, housing and city areas, labour markets, urban development, health care etc. The urban research institutes also fulfil the tasks done in Sweden by the city statistical office or the investigation unit of the city

5) *Youth in the Changing Baltic Countries, Tartu 1991. The Michigan connection has also led to the translation of questionnaires into English and to the availability of drafts in English for a planned joint book.*

administration. Not only the city of Tallinn, but also the county of Pärnu have had tasks of investigation carried out by professor Pavelsons institute, which can show an impressively long list of recent projects. Beginning in 1975, the Tallinn institute has carried out huge sample surveys of the city population with about five-year intervals.

In English there is, first of all, the anthology report to the 1987 conference of the Project Turin International- which the Tallinn researchers joined in 1983 - "Urban Development from the Tallinn Viewpoint" (Tallinn, Valgus, 1988). It shows methodological sophistication and comparative awareness. M. Pavelson and her associate K. Paadam both contributed papers, on urban family sociology, to the 1991 Nordic Congress of Sociology.

OTHER TOPICS

The study of deviance and delinquency is an old topic at Tartu University, also going back to the 1960s, and has given rise to a fourth "laboratory". Currently it seems to be in a limbo, in spite of the soaring of its subject matter, and I did not find out anything substantial about it. Its major figure, E. Raska, is now Rector of the Police and Military Academy.

Ethnic relations should be an important field of Estonian sociology. Although not quite in focus, they are being studied. In particular the couple A. and M. Kirch of the Academy of Science conducts empirical research in this respect, mainly with regard to attitudes and opinions. Their findings show, for instance, a drastic deterioration of the inter-ethnic relations between 1986 and 1988. They publish in English-language publications, such as Nationalities Papers (vol XVI, no. 2, 1988) and Bulletin of Peace Proposals vol. 23:2 (1992). Other ethnic studies projects were stalled when the historian K. Hallik became a Minister.

The Academy also harbours sociologists of culture (in the narrow sense), lifestyles, and social geography. Public opinion research, which in Estonia can trace its roots back to newspaper audience research about twenty years ago, is now largely a private business.

Outside the Estonian history and conception of the sociology discipline but clearly within the international area of sociology there has just been launched a very ambitious project by a Research Group for Comparative Social Studies, aiming at studying social and cultural transitions in broad comparative historical contexts. It includes the Academy Secretary A. Park, a philosopher by training, the modern historian J. Kaak, the ancient historian S. Stadnikov, and the philosopher E. Loone. The general capacity of these scholars is well proven, and if they succeed at least in part with their intentions, they would have made a major contribution to the worlds social science and historiography⁶⁾.

6) The individual projects of the overall group focus are all of grand format: Transition to Industrial Society and Market Economy in the 18th - 19th Centuries, a comparative-historical analysis of the Balto-Scandia region (Kaak); The Rise and Decline of States, State Systems and Societies (Loone); The 19th -20th Century Social Transitions in Comparative Perspective (Park); The Great Power Structures in the Ancient Middle East (Stadnikov).

LIMITATIONS

It appears that the vast data collections have so far not been utilized to their full potential. Description, rather than explanation, theory-testing and theory-development, has been predominant, if not completely. The possibilities of the longitudinal studies have not been fully exploited, in part due to data-processing problems which are now being worked upon with regard to the youth studies. Also the comparative opportunities of the ex-USSR studies have only been used to a limited extent. The Estonian colleagues are, however, aware of their sitting upon an empirical gold mine. The main question in this respect is probably whether they will get time and other resources to dig deeper into it.

In terms of the needs of the country, there is a sociological vacuum with regard to organizational studies, be it organizational theory, empirical investigations of the functioning of organizations of work and of administration, or of how people act in organizational contexts.

Methodologically, there has been a too one-sided concentration on large-scale surveys and questionnaires. More intensive interviews, observation, and institutional investigation have been neglected. Given that neglect, their marginal utility now must be regarded as very high, particularly in family research and urban studies.

In its emancipation from "Marxist-Leninist" dogma, Estonian, like other ex-Soviet, sociology rather naturally became theoretically underdeveloped. This holds for all areas of empirical research⁷⁾.

Although the evidence is far from clear and unambiguous, there do exist signs of a certain stagnation since the mid-1980s. This is indicated by the 1986 ISA congress report being the most comprehensive, and not followed by any innovations in 1990. The most recent papers available to me show little advance since the mid-1980s⁸⁾. There may be good exogenous reasons for it, and the evidence to the contrary might in a final, linguistically unrestricted, analysis turn out stronger. As a scholar-colleague, rather than a diplomat or a polite guest, I do feel, however, that it is my responsibility to speak out what is no more than a suspicion.

DANGERS

Estonian sociology has quite a lot to lose, of talents, of accumulated skills, experiences, contacts, and data. The current politic-economic crisis of the country, as well as of the whole former Soviet Union, put them all at risk.

Research and qualified teaching may be starved of absolutely necessary funds or swamped by public poverty and excessive demands. Most of the research groups I

7) A small sign of change is A Narusk's draft paper "Women and Rational Choice", still a bit rough, though.

8) Exceptions are the just mentioned article by Narusk, the contributions by Saar and Saarniit to the *Youth in the Changing Baltic Countries (Tartu 1991) brochure collection*, and the above-mentioned design of the parents-youth study by the Titma group.

visited were already suffering from the lack of a most elementary infrastructure, of even modestly adequate libraries, copying facilities, small computers, sometimes even typewriters and paper! The 700 hours a year teaching load demanded by the Tallinn Technical University, where sociology is now to be taught, will neither lead to any high quality teaching nor to any scholarly development of its staff. To starve the social sciences would also seriously impair public policy-making and policy-implementation.

Sociology is a politically sensitive discipline. Authoritarian regimes tend to close it down, as happened in Stalinist Poland or military-Fascist Greece and Chile, or not allow it to develop, as was for long the practice of most Communist rulers. Estonian sociology has also been politically controversial, expressed, among other things, in the closing down of the autonomous sociological unit at Tartu in the mid-1970s. In Estonia, like in many other Eastern European countries, there is a certain pressure to continue the previous tradition of political purges of academia, only shifting the ideological motivation of the purge. For Estonian science generally, it is important to resist all tendencies to ideological interference with academic appointments.

Some of the previous external contacts have been seriously weakened, with the other Baltic countries, with the rest of the former Soviet Union. Valuable possibilities, created in the past, of comparison and exchange risk getting lost. On the positive side, there is, of course, the wide opening to the West. But here is a risk too, of being locked into one or a few quite arbitrary, chance partnerships. Estonian sociology needs a very broad range of contacts with many different milieux, in order to make up its own mind on a rational, well-informed basis.

SUGGESTIONS

Estonian authorities should take good care of the valuable pool of talent and knowledge represented by Estonian sociology. This task should take clear precedence over any new academic experiments in the social sciences.

The new economic circumstances will make a scaling down of pure research and a gradual merger of Academy research and the universities necessary. But the three main themes and traditions of Estonian sociology need to be preserved, together with ethnic studies.

Institutional analysis and organizational studies should be promoted, in particular the sociology of organizational steering and leadership and of work organization. They are currently largely absent, and they are very pertinent to the vast social reorganization which the country has now embarked upon.

To start teaching social work in sociology departments is a good thing, given the needs of the country and the availability of teaching competence. But it is also necessary that the teaching of sociology proper, of sociological knowledge and of sociological investigation, is allowed to develop. Sociology teachers should try to get information of literature and course supply and design from a number of foreign universities.

Concerted efforts at theoretical and methodological study, debate, and development should be organized collectively by the sociological profession.

The possibility of starting a coordinated research programme following and analyzing the ongoing social transformation of Estonia, in its multi-faceted aspects, should be considered. Such research should not be confined to asking about peoples opinions, but should follow processes of institutional change as well.

Finally, I hope my Estonian colleagues will find the opportunity to make full use of the exciting comparative possibilities, cross-sectional as well as longitudinal, inherent in their rich data collections.

REVIEW OF RESEARCH IN ESTONIA

WITHIN HUMANITIES AND SOCIAL SCIENCES

ECONOMICS AND BUSINESS STUDIES

Lars Halldén, Uppsala

INTRODUCTION

The present report is based on submitted summaries on research in economics at several institutions in Estonia, on examples of reports written in English, and on discussions with representatives for the Institute of Economics at the Estonian Academy of Science, the Faculty of Economics at Tartu University and the Faculty of Economics at Tallinn Technical University. My general impression is of high quality research within specific areas, e.g. quantitative economics, at the same time as other, rather wide fields, are underresearched, e.g. business studies. Another impression concerns the heavy teaching load at the universities, limiting research possibilities, which are needed also as a part of developing new competence amongst the academic staff.

BACKGROUND

The dramatic changes in Eastern Europe, not least in Estonia, affects all aspects of society. In addition to replacing authoritarian rule with democracy and independence, a central element in the restructuring of the society is the replacement of one economic system with another. This does not only imply that the institutional setting is changed by the introduction of new types of economic actors and new rules of the game; it also involves a shift in the basic theoretical approach to the study of the economic system, as the marxist ideology is replaced by market-based theories.

Thus, the social changes have more far-reaching effects for the academic disciplines of economics and business studies than for many other subjects. This is clearly acknowledged by the Estonian academic community, and consequently a reorganization of the academic education and institutional reforms are now being launched.

The internal criticism of the Soviet-type system of academic education in economics and business is hard. For instance, the dean of the Faculty of Economics at Tartu University, Professor Mart Sorg, expresses this in the newsletter of Tartu University

(Universitas Tartuensis, No. 34 (1656), 22 November 1991), by stating that the university system previously was

"continuously influenced to educate obedient executives. This pressure was exerted through obligatory all-Union curricula and by ministries employing our graduates. They emphasized continuously that they did not need philosophers but clerks, well knowing their job instruction."

These "job instructions" are now outdated. As pointed out by Professor Sorg, the social and political changes have made necessary a "turn from teaching socialism to teaching market relationships". This poses special requirements on the academic education in the discipline of economics, as the "other faculties (mathematics, philology, medicine) had no such big difference in the essence of the subjects taught as compared to Western type universities."

The ambition to change the approach can be observed on many levels. One concerns the terminology used. For instance, the biggest Department in the Faculty of Economics at Tallinn Technical University is now called the Institute of Business Administration (or Business Economics); it was formerly called the Laboratory of Labour Organization.

FIELDS OF STUDY

Seen as a combination of economics and business studies, this combined discipline in Estonia includes subjects that in the West would be considered independent subjects (e.g. statistics, regional development, ergonomics, and agricultural problems). The business studies included under the heading of economics basically deal with finance and accounting. Marketing and organization, with their behavioural aspects, are scantily represented in the publication lists. It seems that in most cases a national perspective rather than the individual company's point of view is applied.

An attempt is made in Table 1 to classify the academic dissertations listed in the evaluation reports according to the ten fields of economics used by the Journal of Economic Literature. This classification, although overlapping and illogical, is used here in want of a better one. It should also be stressed that the classification is based only on the titles of the dissertations, that some institutes may be just partially represented or not at all, and that the time span covered varies between the institutes.

	Academy of Sciences	Building Research Institute	Tallinn Technical University Economic Faculty	Industry Economics	Ergonomics	Total
General economics; Theory; History; Systems (0)	-	-	-	-	-	0
Economic Growth; Develop- ment; Planning; Fluctuations (1)	2	-	-	-	-	2
Quantitative economic methods and data (2)	-	-	-	-	-	0
Domestic monetary and fiscal theory and institutions (3)	-	-	-	-	-	0
International econo- mics (4)	-	-	-	-	-	0
Administration; Business finance; Marketing; Accounting (5)	1	3	1	1	-	6
Industrial organization; Technological change; Industry studies (6)	-	-	1	-	1	1
Agriculture; Natural resources (7)	1	-	-	-	-	1
Manpower; Labour; Population (8)	-	-	4	6	1	11
Welfare programmes; Consumer economics; Urban and regional economics (9)	-	-	-	-	1	1
Total	4	3	6	7	2	22

Evaluation reports specifying dissertations are available from the Estonian Academy of Sciences (Institute of Economics; 1988-1989), Estonian Building Research Institute (1985-1990), Tallinn Technical University (Faculty of Economics; 1989-1990), Tallinn Technical University (Dept. of Industry Economics; 1964-1986), and Tallinn Technical University (Ergonomics; 1985). The report from Tartu University does not specify the dissertations.

Table 1. Dissertation in economics and related subjects at the Estonian Academy of Sciences (Institute of Economics), Estonian Building Research Institute, and Tallinn Technical University.

Categories 5 and 8 - business administration and manpower problems - are the ones best represented, which might seem to contradict the previous arguments. But these studies basically seem to approach the subject from a top-down perspective - how to organize economic activities from a national perspective, how to allocate resources, how to measure effectiveness etc. - rather than starting out from the problems of the firm. A perspective of economic policy, rather than one taking into account the firms' problems as these impinge on the specific company, is applied. If also other publications than dissertations are included, it seems that a considerable part of the research is of a highly applied character.

The term "business studies" is not used in the evaluation reports submitted by the Estonian institutions. The distinction between the operation of the national economy and the behaviour of individual firms was perhaps not very relevant for researchers under socialism - in the words of Professor Sorg, business administration seems to have been a matter for "obedient executives" and "clerks well knowing their job instruction". In a system where market relationships were irrelevant - or even illegal - business studies were probably neither needed nor possible. What objects should be selected for study, if there were any at all in existence? Would such studies even be accepted?

It is clear that it will take time to build up a research tradition in these new fields, but also in some of the more recent publications it seems that business studies still are basically oriented towards the function of business operations from the point of view of the regulation of the national economy rather than with regard to understanding the business system.

In other words, the field of economics may be more frequently represented than the field of business studies. However, it is obvious that in the current transitional period research on the functioning of the national economy is of great interest. Several interesting projects on these transitional problems are reported.

The value of the previous research must also be stressed. In quantitative economics and related fields much valuable research seems to be going on, and there are undoubtedly good possibilities to adapt this research tradition to new fields, which also seems to be the case in the projects on the transition from the command economy to a market-based system.

UNIVERSITY RESEARCH VERSUS ACADEMY RESEARCH

It is claimed that the new economic system requires a "reeducation" of the lecturers to enable them to provide a new kind of basic academic education. Also the students' attitudes need to be changed as they too have been living in an ideological system presenting another perspective on the functioning of the economy.

The need to restructure the basic academic education has implications also for academic research. If the "reeducation" of the academic staff is to provide such results that the teachers can convincingly give courses about market-based systems and act as tutors for students' project works in the new economic system, they should have experience of having conducted research projects of their own in such fields. A good way to develop the competence of the academic staff is to provide research possibilities. However, the heavy teaching load at the universities seems to make it difficult to reach the goal to set up new course programmes at the same time as the teachers are "reeducated", unless a greater share of the academic teachers' time is reserved for competence development in terms of their own research.

According to the typical Soviet pattern, the major share of the research resources have been concentrated to the Estonian Academy of Sciences, whereas the undergraduate teaching obligations for academic teachers have been and still seem to be very high, only allowing quite limited research at the universities. A crude attempt

to estimate the share of research resources at the Estonian Academy of Sciences and the universities is made in Table 2. As the data are probably incomplete, the estimate is shaky, but may still give some hints. It indicates that 60% of the researchers are active at the universities, but in terms of research time the universities' share is much smaller, as university research is carried out as a part time job.

Against this background, the "reeducation" called for could be considered to provide an opportunity to strengthen the situation for research in economics and business studies at the universities. This research should preferably be carried out in international collaboration. There are already interesting examples of international cooperation, e.g. with Finnish or German partners.

Still, the international network made up of previous contacts with research institutes in the Commonwealth of Independent States or former communist countries in Central Europe, which are documented in the publication lists, should not be disregarded. Many of these contacts are unavailable to Western researchers, and Estonian researchers may perhaps here function as a link. It seems that Estonia has chosen a more moderate position than the one represented by the "nostrification" policy in other Baltic countries regarding the validation of degrees acquired during the Soviet occupation, and this is probably fruitful also as far as international contacts - both to the West and to the East - are concerned.

Teachers should carry out research, and researchers should teach. The arguments for this are well-known and need not be repeated here. At present, the institutional structure in Estonia does not seem to be entirely adapted to such objectives. In a small country as Estonia, a concentration of research resources seems necessary, but the best place for research in business and economics is probably at the universities.

The Estonian Academy of Sciences is reportedly already in the process of concluding collaboration agreements with the universities in Tallinn. Collaboration is also reported with Tartu University. These steps seem to be in the right direction.

An improvement of research conditions at the universities would not only mean that research time is made more generously available to the academic staff; salaries must be made competitive as well. The problem of an uncompetitive salary structure is particularly dangerous in disciplines where alternative occupations are available for the researchers, which is the case in business and economics. Problems to recruit master and doctoral students are also reported, which is a matter of concern as well.

As pointed out above, rather much of what is classified as research seems to be applied investigations of specific subjects. Such investigations can probably better be handled by governmental agencies for statistics, economic policy institutes, and the like. At the Estonian Academy of Sciences, such a reorganization is reported to be in process.