AREA STUDY PROGRAMS AND NON-WESTERN COURSES IN AMERICAN UNIVERSITIES AND COLLEGES AND THE LIBRARY

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Area study programs and non-western courses in institutions of higher education require availability of books and other source materials from and about the areas to be studied. Academic libraries have to develop collections of source materials in support of academic programs. They are facing several problems in meeting the challenge posed by area study programs and non-western courses. Much has been done during the sixties with the support of foundations and the National Defence Education Act of the U.S. Government. Indian Universities have begun to offer programs dealing with several areas of the world. University libraries have to support them with appropriate materials. American experience in this area may be of interest to academic librarians in India.

American higher education has passed through several significant changes since the founding of Harvard College in 1636. It has been greatly influenced by the British system at the undergraduate level and the German system at the graduate level. It has now come to its own and is in turn influencing higher education everywhere. It is an exciting story of change and development, both in breadth and depth, of problems and progress closely connected with the society at large. The coming of area study programs dealing with almost every part of the world, into American colleges and universities with an emphasis on non-western areas is of recent origin. It is affecting higher education at graduate and undergraduate levels across the nation. It has significant implications for the society at large and has a considerable effect on college and university libraries.

Area Study Programs: What it is

The concept of area study program combines the study of the uncommonly taught languages of the world with more and more courses in those non western civilizations which speak the languages. It has made the humanist, the social scientist and the historian work as a team in the language and area studies focusing on man in a changing world. The Committee on World Area Research of the Social Science Research Council has set up the following criteria for the ideal area study program:

1. Official university recognition and support of the program.
2. Adequate library resources for teaching and research in the area.
3. Competent instruction in the principal languages of the area.
4. Offerings in at least 5 pertinent subjects in addition to language instruction.
5. Some specific mechanism for integrating the area studies.
6. An area research program.
7. Emphasis on the contemporary aspects of the area.

Factors Promoting Area Study Programs

The multiplication of cultures and view points in international contacts, ideological tensions among modern nations and the rising role of cultural affairs as elements of foreign policy have introduced new forces, new tensions and new potentialities into institutions of higher education in every country of the world. This is more pronounced in case of United States ever since its emergence as a super power of the world and its deliberate involvement in world affairs. During World War II,
Federal Government realised the great need for people who knew the many languages of the world and the civilizations of the people who spoke those languages. The launching of the first Sputnik on October 4, 1957 by the Russians prompted immediate action and created a sense of urgency. The result was National Defence Education Act of 1958 which effectively dramatised federal interest and readiness to support language and area studies. It gave a new meaning and added strength to such programs on a national scale, by providing matching funds to academic institutions. This was a big step in the development of area studies.

In recent years leaders of education have realised the dangers of intellectual aloofness and cultural snobbishness. They have recognised the need to know world's civilizations till recently considered unimportant. A study of non-western areas is now looked upon as an integral part of liberal education. It enlarges a student's contact with varieties of human experience and enables him to see himself and his own culture in perspective. This realisation has promoted area studies and non-western courses in academic institutions.

The number of foreign students and scholars in American colleges and universities is steadily increasing since World War II. There were 134,959 foreign students and 12,659 scholars from almost every country in the world in 1969-70 in American Academic Institutions. It is indeed hard to find a campus that does not have a foreign student. Similarly there are many American scholars and students working abroad. Their number is steadily increasing ever since the coming of President Truman's point four program and the Agency for International Development. Fulbright-Hays Act of 1961 augmented NDEA support by providing funds for travel and study abroad by American scholars and students of non-western studies. There were about 25,117 American students regularly enrolled in foreign colleges and universities in 1968-69 and 5,310 U.S. scholars working abroad in 1969-70. Such massive contacts have created a suitable atmosphere for the growth and general acceptance of area studies in academic institutions.

Further, major foundations have supported the growth of area studies from the very beginning. Rockefeller Foundation supported such programs even in 1930's when it was considered a revolutionary educational advance. Ford Foundation granted 26 million dollars to 15 major universities including California, Chicago, Columbia and Cornell during 1959-63 in support of area studies. It also supported efforts by undergraduate colleges to add non-western courses to the main stream of liberal learning. Foundation support has been a crucial factor in the growth of area studies. The Social Science Research Council and the American Council of Learned Societies have played key roles in the evolution of area studies since 1940's. They have discussed the needs of training and research, have offered grants-in-aid, have sponsored conferences and have stimulated bibliographical research in area studies. All these factors have caused an unprecedented growth in area study programs and non-western courses in academic institutions.

The concept of language and area study programs is a new and pervasive force in American higher education. It has made a visible impact on the liberal arts colleges and the graduate schools. Many small colleges now offer courses in non-western areas and provide an opportunity to study abroad as part of liberal education. According to a survey of East-West center of the University of Hawaii, there were 1,314 international programs in 396 colleges and universities in United States during the year 1965. Several programs lead to master's and doctoral degrees. They aim to prepare specialists for deep and comprehensive understanding of the languages of areas such as South, Southeast, and East Asia; the Near East; Africa; Latin America; the Soviet Union and East Europe which were relatively neglected in American scholarship. The chart in the following page shows the number of programs in regions of the world.

**Area Study Programs and the Library**

The area study programs of universities have a great impact on their libraries. This is also true of small college libraries that have to support non-western courses to some extent. They are called upon to acquire appropriate materials and to provide adequate service. Horace Poleman of the Orientalia Division of the Library of Congress maintains that a college library ought to have at least 3,000 titles before it could meet the normal demands of undergraduate students, while a research library should have at its command not less than 25,000...
titles to support courses about South Asia. This is also true of other areas to a large extent. Libraries that have to support graduate study and research in area study are particularly facing a challenge. They are confronted with a host of new and tough problems. The four major problems are the following:

1. Developing adequate collections.
2. Preparing them for use.
3. Getting qualified personnel.
4. Obtaining necessary financial support.

Developing Adequate Collections

Developing adequate library resources to support Area Study Programs is a formidable job full of problems. Many of the works involved are in foreign languages and are published in foreign countries with diverse customs in the book trade. Often, bibliographical control necessary for the selection of materials does not exist. In some parts of the world central or efficient book trade organizations are not present. There is dearth of selective bibliographical guides to current monographs and serial publications dealing with several areas. There is a lack of up-to-date descriptions of American library resources in some areas. Libraries need to acquire current materials as well as old materials to fill the existing gaps. Generally, buying old materials presents tougher problems involving expense, energy and expertise. The major proportion of the task can be understood better when we consider the Area Study collections of some major university libraries.

Columbia University [7]

Area Far Eastern Study Program

Degrees granted M. A., and Ph. D.

Library resources in 1970

<table>
<thead>
<tr>
<th>Area</th>
<th>Chinese language materials</th>
<th>Japanese language materials</th>
<th>Korean language materials</th>
<th>Tibetan language materials</th>
<th>Western language materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees granted</td>
<td>180,375</td>
<td>99,651</td>
<td>11,700</td>
<td>700</td>
<td>18,169</td>
</tr>
</tbody>
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Vol 17 No 3-4 Sept-Dec 1970 107
Harvard University: Harvard Yenching Institute [8]

<table>
<thead>
<tr>
<th>Area</th>
<th>Far Eastern Study Program</th>
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<tr>
<td>Degrees granted</td>
<td>M.A. and Ph. D.</td>
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<tr>
<td>Library resources in 1970</td>
<td>450,955 volumes covering</td>
</tr>
<tr>
<td></td>
<td>materials in Chinese, Japanese, Korean, Manchu, Mongolian and Tibetan languages.</td>
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</tbody>
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There is a wide difference in the number of courses offered and the library resources among academic institutions.

The size and complexity of the problems of collection development has made inter-library co-operation a necessity and has proved its usefulness for all concerned. Farmington Plan of 1940's is an early example of co-operative effort in acquiring foreign materials. It was sponsored by the Association of Research Libraries. It was designed to assure coverage somewhere in United States of all important monographs, either through assignment of responsibility by subjects for publications from Western Europe or through assignment by country for the rest of the world. It was a plan of national responsibility for assuring minimum coverage of resources from all parts of the world rather than co-operative buying for any library interested. However, all benefited through reports of acquisitions in the National Union Catalog and through inter-library loans. The Co-operative Acquisition Project of the Library of Congress Mission to Europe in 1944-48 is another example of cooperation in developing American library resources for Area studies. These made libraries realise the advantages of sharing responsibilities in developing collections on a nation wide scale which they could never have done alone. The Association of Research Libraries was also instrumental in improving access to newspapers from all world areas-- an important research resource through a foreign newspaper micro-film project. The Library of Congress now microfilms and disseminates non-western newspapers. Resources and Technical Services Division of A.L.A., also provides active service in this area through Union Catalogs, Union Serial lists and cooperative cataloging activities. Collection development in non-western fields has now become an essential part of acquisitions programs of many college and university libraries.

Preparing the Collection for Use

Acquiring library materials to support area studies is only the beginning of library responsibilities. The classification and cataloging of such material also presents several problems. The diverse nature of materials -- they may be charts, maps, pictures, manuscripts, etc. -- and their languages present peculiar problems. Librarians with language skills are needed to handle them. Such librarians need to have ability to deal with multidisciplinary materials as well as with scholars of different subjects. Once the collection is prepared for use, the library has to decide whether to have the materials as special collections in a separate area or to disperse them throughout the library according to the classification system in use. Finding suitable space and equipment for the housing of these materials is part of the organizational problem. The question of centralised cooperative cataloging and the possibilities are being considered.

Problem of Qualified Personnel

Acquisition, processing, and more so-- the use of library collection mainly depends on personnel who have the required qualifications. They need to have language skills, knowledge of concerned areas and ability to deal with scholars of different subjects in addition to traditional library education. It is indeed hard to find such well qualified librarians. The question of adequate compensation is part of the problem. Some libraries have tried to provide limited in-service training.

Area study programs and non-western courses have significant implications for library education. Library schools have to take note of these developments in evolving their instructional programs. There is limited activity in this area at this time. Some library schools are trying to provide certain skills through short term institutes and workshops dealing with materials of the different areas of the world. The Graduate School of Library Science of the University of Hawaii offers special courses to prepare librarians who can handle Asian materials effectively. It also conducts summer institutes in Asian librarianship. Graduate School of Library Science of
the University of Texas offers a degree program in Latin American Librarianship with the cooperation of Latin American Study Department of the University. Graduate School of Library and Information Sciences of the University of Pittsburgh offers a course in Latin American Bibliography. The Library School of University of Wisconsin is developing a doctoral program with the cooperation of the department of Indian Studies. The University of Chicago conducted a conference in 1965 dealing with 'Area Studies and the Library', which examined the many aspects of the present situation and pointed the way forward. Several programs at post-master's level may be started in the years to come.

Financial Support to the Library

Financial support to academic libraries is needed for various activities like collection development, processing and use of the library materials dealing with area studies. It is a highly expensive venture of great proportions. Libraries have so far secured financial support in this area of their work through several sources. Ford Foundation, Rockefeller Foundation and other foundations have provided funds to academic libraries for collection development and for salaries of personnel in their projects to support area studies. N. D. E. A. Title VI funds also have aided libraries in these two areas. N. D. E. A.'s funds are to be matched by an equal amount by the receiving institutions. The third continuous source has been the regular budget of the libraries coming from institutional funds. Financial support has always been far less than what is needed and it has often hampered library activities.

Present Library Resources in Area Studies

East Europe

Traditional American interest in Europe and the immediate political concerns resulting from Russia's emergence as a super power have prompted great activity in the development of American library resources in this area. It is in fact the most comprehensive of any non-western area since World War II. Library collection in major U.S. libraries are quite adequate to support Slavic programs at graduate level. Acquisition of current material is possible through established sources of book trade and do not present great problems. However, there are some gaps that call for retrospective acquisition.

Latin America

In spite of the close relationship between the United States and Latin America, the development of library resources in this area has been very inadequate till recently. The recognition of several problems in the acquisition of Latin American library materials lead to the organization of a series of seminars since 1956. These have resulted in corrective action through a cooperative book buying plan organised by a commercial book dealer of New York. Ford Foundation has recently offered support to strengthen Latin American Study Programs in American colleges and universities. They are growing in numbers. Much needs to be done in this area.

Far East

Library collection interests in this area center around Japan, Korea and the two Chinas. Current publications of Japan are easily available through normal trade channels. However, there is difficulty in securing Japanese Government publications. The material dealing with South Korea and the Republic of China is readily available. But, materials dealing with North Korea and Red China are presenting tough problems. Several microfilming projects supported by the Foundations and the Federal Government were recently completed in Hong Kong and have relieved the situation to some extent.

Africa

Development of library collection in African studies has to deal with publications of former colonial powers as well as with those of the newly emerging nations. It has been easy to get materials from South Africa since it has a well organised book trade. Farmington plan has helped to some extent in acquiring African materials. African Studies Association of United States is active in this field. Library of Congress has recently established an African Section with support from Carnegie Corporation. It is also considering a project to microfilm African newspapers. However, there is much to be done. Productive efforts are now in operation in United Arab Republic and Israel under Public Law 480 program of the Library of Congress which utilises U.S. owned foreign currencies in some countries made available after meeting priority needs. Much material has come to United States since 1962 under
this program to 19 research libraries. They include newspapers, periodicals and government publications. An additional 300 American libraries get limited number of English language publications under P.L. 480 program. Greater efforts are needed.

South and South East Asia

American library resources in this area have received considerable attention since 1960. P.L. 480 program operations are very successful in case of India and Pakistan. 18 U.S. research libraries have received extensive material while 300 libraries got limited English language publications. This program covered Burma and Indonesia in 1963. P.L. 480 offices issue monthly lists of acquisitions which are widely distributed to scholars in U.S. During the first 18 months of this program more than 1.1 million items from India were acquired. This shows the magnitude of operations. Participating libraries pay nominal amount to cover hard dollar amounts needed for administrative purpose. It has demonstrated the advantages of joint buying by a trained staff working directly in the concerned country. Acquisition of current material covering this area is satisfactory, but, there is much to be done in retrospective collection building.

Conclusion

Attention is now paid to provide proper bibliographic control of all material acquired through various sources. Efforts are made to share information via various news letters and bulletins. There are some programs for the reproduction of out-of-print books and several microfilming projects covering newspapers, archives, and serials. Descriptive accounts of area resources of libraries, bibliographies and research guides are being issued. Attempts are made to evolve transliteration schemes. These reflect the progress American libraries are making in meeting the challenge of area study programs in institutions of higher education.

References


[2] Ibid., p. 14

[3] Ibid, p. 16

[4] Ibid., p. 19


[6] Ibid., p. 35.


[8] Ibid., p. 393.

Selected Bibliography


