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ABSTRACT

This paper describes the work of the Center for International Programs and Comparative Studies in elementary and secondary education. The Center is charged with the responsibility for strengthening opportunities and resources for the study of "non-Western" culture in the schools, colleges, and universities of New York state, and with promoting opportunities for educational exchange. Objectives of international education instruction are to make cultural diversity appreciated, understood and accepted; to contribute to self understanding; and to broaden aesthetic and humanistic sensibilities. Information is included on the Center's funding, rationale for the programs, and inservice education programs. A variety of inservice programs encourage curriculum development; introduce projects for those who teach subject content which infuse cultural data, insights, music, art, and the humanities; sponsor research programs; include scholar-teacher programs; reinforce efforts with a pilot project in the production of reading and audiovisual materials; and present brief discussions on incorporating the study of "non-Western" cultures into existing curricula, developing suggestive rather than prescriptive curriculum guides for teachers, encouraging local educational agencies to produce curriculum materials which will be responsible to local needs, and helping students develop empathy for other peoples. Appendices are included. (Author/SJM)

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The Dimensions of International Education

in New York State

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New York State Education Department
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Nearly a decade ago the New York State Board of Regents stated that "the proper dimensions of general education in our schools and colleges are global in nature."¹ This paper is a description of the work of the Center for International Programs and Comparative Studies in elementary and secondary education in this period of time. The Center, an agency of the New York State Education Department, is expressly charged with the responsibility of strengthening opportunities and resources for the study of "non-Western" cultures in the schools, colleges and universities of this state, cultures which have been traditionally neglected by American education. It is concerned too, with opportunities for educational exchange, the programing of foreign visitors to the Department - some 850 from 25 countries since 1966 - and with improving the Department's capability in human resource development as a first step in creating programs which involve the comparative study of manpower and educational planning problems in other cultures.

Like other public agencies dedicated to broadening instruction by internationalizing the curriculum, the Center has had to rely initially to a large degree on external sources of funding, from private foundations and later from federal sources.² Since 1961, 22 grants and contracts totaling \$1,349,000 have been received. Such funding was crucial in the launching of pilot projects in colleges and universities, in creating programs for undergraduate independent study of neglected languages, for improving library resources and for developing resource and research materials to compliment these programs.³ Nevertheless, it has become increasingly clear that it is necessary to allocate substantial funds from regular internal sources, lest international studies be dependent on the priorities of foundations and the vagaries of international politics as such

conditions reflect on the largess of the Congress. We are in an era of declining extrinsic support. Correspondingly the Center's allocation from internal state sources has risen from 36 per cent in 1965-66 to 53 per cent in 1968-69. Departmental goals in international education were set forth by the Commissioner of Education in 1963 and were further extended and elaborated upon in a recent position paper by the Board of Regents.⁴

Basically they are designed to make cultural diversity and pluralism at home and abroad not only understood and accepted, but actually cherished. As Steven K. Bailey has noted, American education has in the past been designed to make an international population American. It may not be suitable for a world in which our survival may rest upon the capacity to make an American population international.

To quote Richard M. Morse, "The real use of non-Western studies is in the emotional and intellectual shock they give."⁵ It is, in short, to know ourselves better in a cognitive sense and by doing so to enhance the ability of teachers and students to think conceptually and comparatively, to become aware of their own cultural biases and to be able to develop a fund of "value-free" concepts and language that would allow a variety of experiences to be integrated without the affective contaminations of ethnocentrism and the lapses in judgement brought about by single-culture orientation.

Further, social and cultural diversity is one fundamental reality of the modern world. Another is, to paraphrase Dr. Lee F. Anderson, that we will continue to live in a rapidly emerging world-wide system of human interactions as manifested in an expanding network of cross-national organizations, and increasing similarity in mankind's social institutions and by an expanding homogeneity of culture.⁶ In McLuhan's phrase, "we may already be living in a global village" but unhappily we

may not yet know it.

To acquire self-understanding for citizenship and survival may be the most cogent rationale for studying alternative cultures; it is, however, not the only one. An equally legitimate aim is to enable students to broaden the depth of their knowledge and breadth of their aesthetic and humanistic sensibilities in ways not possible within our own tradition. The thought and life of the major civilizations have intrinsic worth; their arts have intrinsic beauty and the reflected light of their vitality can be perceived by western man in our technological age even more so than by the random explorations of Occidental visitors to foreign shores in Europe's medieval period. We, of course, are not alone in attempting to foster the dual aims of understanding and appreciation of foreign cultures.⁷ The Curriculum Development Center has revised the social studies curriculum to allow for the study of several "non-Western" civilizations around general themes or conceptually based "understandings" which may be useful for the comparison of a variety of cultures, including our own. The study of Latin America is mandated in the fifth grade, of the Middle East and North Africa in the sixth grade and Asia and Africa in the ninth grade. The Division of Humanities is embarked on an ambitious program in the performing arts in which the cultures of Africa and Asia are well represented.⁸

In in-service education, a responsibility of this office, summer institutes have included a two-phased summer experience for art and music teachers on the art and music of Africa south of the Sahara, during which one summer session was spent in classroom study in the United States and a subsequent summer (1969) in Africa. In cooperation with Syracuse University and the U.S. Office of Education, a two-phased institute on the Indian sub-continent has been in progress since 1962. In the second summer, a major portion of participants are transported

to India for seven weeks of study. The India phase is under the direction of the Educational Resources Center in New Delhi, an agency of the New York State Education Department. Other institutes to be conducted next summer include the topics of Comparative Economic Development of India and China, The Black and African Component of American History, and a specific program for ninth grade social studies teachers on African studies.

Not all of our programs are designed to assist teachers in preparing for curriculum changes. A number of teachers whose major responsibilities are in teaching subjects whose content is conventionally drawn from the American and western tradition but which lend themselves to the infusion of data and insights taken from other traditions are also included. It is our hope that these teachers will become "agents of change" in anticipation of curriculum change in other subject areas. It is our belief as well that the subject matter disciplines as presently defined need to broaden the basis of the evidence upon which they draw. It is also our belief that we need to draw more heavily upon the local resources of both public and private agencies in situations where our professional interests coincide. Therefore, in the past several years, in co-sponsoring in-service programs with local school districts in semester-long or academic year-long courses, we have enlisted the support of such organizations as the Japan Society, the China Institute, and the American Federation of Teachers. Typically, local school districts are assisted financially by the Center on a matching basis. Usually eight to fifteen sessions are held either after school or evenings. Costs range from \$1,000 to \$3,000 per seminar. They include payment of honoraria for scholars - usually \$75 to \$150 per session and funds for books for participants. Broad topics embracing a variety of cultures are discouraged unless we can discover faculty members who can present major conceptualizations of cross-cultural

validity. We aim to concentrate on revealing the results of recent scholarship in one discipline or on one aspect of a culture which can be studied profitably from the vantage point of a variety of disciplines. Thus, topics have included Japanese Thought and Philosophy, China's Place in the World, and Nation Building in Contemporary Africa. Where possible - and it is a difficult task to achieve - lectures by scholars have been followed by sessions conducted by local teachers on strategies of implementation into the daily lessons of the concepts and data presented. Approximately fifteen to twenty school districts are assisted in this way annually, depending upon our financial solvency. It is admittedly a modest project which scarcely meets the needs of school districts in this field.

Another type of award is made to ten or twenty teachers who are selected to do independent reading and research on a scholarly topic of their own choosing under the tutelage of reputable scholars, during the summer. Teachers who have already had formal course work in some "non-Western" aspect of their discipline and who we feel would benefit intellectually from an opportunity to stretch their minds by reading and reflection on a tutorial basis, engage in independent reading on such topics as, Gandhian Pacifism and the American Experience, The Art of Oriental Calligraphy, Recent Economic Reforms in the Soviet Union, Latin American Band Music, and Sculpture in the Congo and Sudan. Scholars are paid \$400 and grantees \$700 plus allowances for dependents and books.

In the 1968-69 school year under a grant to the Center from the National Endowment for the Humanities, eight scholars were paired with seven high school teachers and one elementary school teacher in a scholar-teacher program which had three-fold objectives. They were: to narrow the gulf between scholar and teacher and scholar and high school student, to continue to cultivate the intellectual propensities of former tutorial grantees, and to enable selected schools to

benefit directly from the infusion of recent scholarship for which the scholar is noted. Each scholar received an honorarium of \$1,600 for utilization of approximately one sixth of his academic-year time. The schools were awarded \$300 for the purchase of books and materials. The scholars generated a variety of activities, including team teaching, lecturing at department meetings, serving as resource and book selection consultants to the school librarian and curriculum coordinators.

The Syracuse South Asia Program mentioned previously has demonstrated its usefulness to teachers whose professional responsibilities include not only teaching about India in the new ninth grade social studies syllabus but also those teachers who can profitably glean insights and concepts that can be utilized in the teaching of art, music and the humanities as well as American history and foreign policy. Under the general theme of "modernization" the overseas aspect focuses on four major sub-themes; the problems of urbanization, of agricultural change through technological reform, the Indian novel as a form of social documentation and the rise of nationalism since the Sepoy Mutiny. The program makes in-service education more directly connected with contemporary problems and with one category of attempt to solve them. It serves to demonstrate the connections between a complex and varied heritage and the solutions embarked upon, and hopefully, through direct experience, assists in reducing the effects of cultural myopia and attempts at one-factor analysis, so prevalent in discussing the "underdeveloped world" in classrooms. This aspect of the program is currently under the direction of the Educational Resources Center, whose staff of Americans and Indians are familiar both with India and with American education.

The Educational Resources Center in New Delhi, funded through the utilization of Indian currency owned by the United States through the sale of foodstuffs was

established as an experimental endeavor to introduce the study of the Indian sub-continent to American students and teachers, and to provide a channel of communication between India and the United States as well as an outpost abroad for American scholars. It is now in its fourth year of operation. As an example of a technologically poor but culturally resplendent nation actively engaged in modernizing herself, India is a good model for study. The ERC has concentrated on the production and distribution and sponsorship of books and audio-visual materials applicable for use on specific grade levels, for general display purposes, and within specific subject fields in both elementary and secondary education and in college and university teaching.

Projected activities include the creation of a kit comparing life and economy in three disparate Indian villages, a biography of Gandhi for elementary school students, and the creation of a modest translation project under which useful novels in regional languages would be translated into English to allow students to view India from an Indian perspective.⁹

More significant perhaps than the creation of materials is the way in which the Resources Center has enriched the lives of people. Since its inception, itineraries have been created for five groups of subject matter specialists and chief school officers. One individual, the director for secondary education for the New Albany, Indiana school system, successfully sought support under Title III of the Elementary and Secondary Education Act to set up a center for the study of India which has served teachers and students in southern Indiana.

It is this "multiplier" effect, frequently unpredictable and presently not subject to measurement itself that may well be the ultimate test of the success of our efforts. What happens in the classroom, unseen by the administrators, unheralded by reports and untested by Regents examinations is what counts.

Another experimental program deserves brief mention. In the summer of 1969 under financial auspices of the Basic Studies section of the U.S. Office of Education, we conducted three institutes on Black Studies in which teams of three to five administrators and teachers and curriculum coordinators from more than forty school districts studied together. The administrators remained on site for two weeks and the teachers an additional two weeks for more detailed reading and instruction. The team approach was utilized on the supposition that unless the teacher is able to conjure up administrative support, little change will take place in his teaching patterns, particularly in schools where the supervisory function of administrators is taken too seriously.

As a result also of our experience in in-service training, we have recognized that new insights will not be effectively utilized and communicated unless appropriate reading and audio-visual materials are readily accessible at the time they are needed. For this reason we have endeavored to reinforce these in-service efforts with a pilot project in the production of materials. The Educational Materials Project, under sponsorship of the Conference on Asian Affairs and in cooperation with the Center has developed a series of six paperbound volumes of primary and secondary source readings and lesson plans on African history, society, and literature entitled Through African Eyes which is available commercially. Further, the State Education Department has engaged a consultant in Latin American studies whose efforts are directed to both in-service training and the development of materials permitting teachers to utilize alternative teaching strategies in developing courses of their own which coincide with their own formal training in this field and their interests rather than with any predetermined state-sponsored curriculum.

Since 1961 the Center has sponsored more than 124 in-service programs of various types, with participation of more than 1800 elementary and secondary school teachers.¹⁰ The aim of all of these activities and the concomitant expenditure of the taxpayer's hard earned and reluctantly relinquished dollars is to provide students with what in an earlier age would be called a liberal and humane education. I do not mean to suggest, however, that we equate programs with progress or activity with results. And I agree with John W. Gardner, that in the field of international education as in education generally, "Love of learning, curiosity, self-discipline, intellectual honesty, the capacity to think clearly . . . and all the other consequences of a good education cannot be insured by skillful administrative devices. The quality of the teacher is the key to good education."¹¹

The foregoing notwithstanding, there is a crucial need for the development of materials which present a realistic and broader based picture of the world and its peoples and which, if used with sensitivity and discretion, will hopefully assist the teacher in creating the educational milieu which will allow the student to develop an empathic recognition of the commonalities of human behavior and the universalities of the human condition despite cultural differences. An excellent treatise on international education produced by the Foreign Policy Association¹² discusses the opportunities and options available in this field. As the authors stress, most students entering schools today will spend more than one-half their lives in the next century and given the trend of human affairs, they will need to develop, to a far greater degree than may be presently the case, a greater capacity to recognize, tolerate and adapt to change, diversity, complexity, and ambiguity and the ability to experience multiple loyalties and identifications. Too often still, even where taught, non-Western cultures are exhibited for their exotic and

bizzare aspects in the elementary grades, and on the secondary level, the study of other cultures is fleetingly made in semester-long or year-long "world" history courses which in fact are merely historical descriptions of the political and economic encroachments of European imperialism or in which data regarding other cultures are treated as adjuncts to the study of American foreign policy. Elective courses in one or more foreign cultures are proliferating, ironically more in response to rising student interest in Indian music and oriental thought than perhaps to teacher interest. Such courses can be counter-productive in that in the hands of an inexperienced teacher they may tend to distort and exaggerate the societal and political problems of "underdeveloped" or "developing" nations by either lumping them together in a simplistic synthesis of common "problems" with little reference to similar difficulties in our society or by propagating the recitation of Cold War banalities which create the impression, to use Dr. Seymour Fersh's telling phrase - that other peoples have been put on earth to "bug" us.

It is feasible to incorporate the study of "non-Western" cultures into traditional curricula in conventional world history courses or in introductory art and music courses and then to explore one culture in depth in an advanced course, provided instruction is given by a sophisticated and well prepared teacher. Indeed, the argument between advocates of "area studies" and those of the single subject discipline approach has less relevance on the elementary and secondary level than in college teaching.¹³ Further, there is a slow but steady increase in the number of teachers who have been exposed to good teaching in this field in their undergraduate or graduate education. For example, in the New York State University system, individual semester courses listed in school catalogs which relate to some aspect of "non-Western" studies now number over 7,500; 300 of which are in Asian

studies. The number of specialists in these cultures has increased impressively, albeit inadequately. This can be ascertained by consulting the figures in Appendix III which lists the membership growth of selected professional associations in area and international studies in the period from 1948 to 1968. It is high time, therefore, for schools and universities to form compacts to utilize the resources of local institutions of higher learning for both in-service training of teachers and for team teaching projects in schools. Now that the trend is towards "inquiry" teaching and "interdisciplinary" approaches, it should be easier to infuse the study of other cultures into existing curricula. Just as it was easier a generation ago to introduce the analytical framework of anthropology into the social science offerings of undergraduate institutions because the subject matter was perceived as pertaining to pagan peoples and not to ourselves, so it may be easier today to discuss the concepts of class and caste, of anomie, and of the institutional links between oligarchy and technologists even in the most desegregiated schools when the subject is, for example, Latin America.

With regard to pre-service programs, it seems to me that colleges and universities that prepare teachers have an obligation to provide them with the intellectual resources to be able, upon graduation, to teach about the patterns and achievements of mankind in all of its variety. Now that in this state and others certification requirements for teachers have been made less rigid in that such requirements stipulate that teachers need take a specified number of semester hours in a particular field - in New York State, 36 hours for high school teachers of social studies and literature - without reference to the nature of these courses, it devolves upon the individual undergraduate institution to widen its offerings. I believe that colleges should require the study of some "non-Western" culture for

those desiring to teach in the social studies, humanities or the arts. It should be as unthinkable for American history majors to study only western civilization as it is now for mathematics majors to study only algebra.

In curriculum writing, although it may be too early to expect in each state the emergence of a global curriculum as recommended by Dr. Lee F. Anderson and others, writers can aspire to identify key conceptualizations around which data can be organized and which, in Dr. William Theodore de Bary's words, places "primary emphasis on the articulation of each civilization within itself, while yet placing it side-by-side with others and compelling the student to develop a perspective which embraces both."¹⁴

There can be no exact formulation of what should be taught about a civilization, ours or anyone else's at this stage of education research. Teachers tend to teach best how and what they know best. Syllabi should provide alternative schemes of organizing data and alternative topics to reach pre-stated goals in both the cognitive and affective domains. Model units of study could be developed using the data and constructs of either one discipline or several, depending on the local educational climate. Teachers could then use some of these units and the materials which accompany them, either separately or consecutively within a school year in combination with commercially produced materials.

James Becker and his associates assert that few teachers presently follow the curriculum guides developed by curriculum specialists or even by their own colleagues.¹⁵ This is confirmed by my own experience. Frequently they are guided by the amount of appropriate classroom material available to them at the time they need it.

In New York State, I have observed that conventional world history textbooks are almost totally at variance with the plan of instruction recommended in the

ninth grade social studies syllabus, their only point of contact being course title. Culture-studies materials produced by public educational agencies should, therefore, be detailed enough to be usable within the classroom and as the teacher sees fit. Commercial publishers might, thereby, be encouraged to produce texts which lend themselves to the "case study" or "inquiry" approach by including source readings of sufficient length and variety to be utilized in a variety of ways. It might also spur them on to produce materials that attempt to come to terms with our own cultural biases. This is not to argue that teachers and students should be asked to surrender their own normative judgements about such matters as what constitutes the "good life" or "good government". As Gandhi so aptly put it, "I want the culture of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any. I refuse to live in other peoples' houses as an interloper, a begger or a slave."¹⁶

Traditionally, state education departments have taken upon themselves the quite legitimate function of curriculum preparation and coordination. Their reputations of conservatism and respectability, their cloak of authority, and the fact of their centrality has served them in good stead in an age where the need for communication between school systems was unrecognized, teacher and pupil mobility low, and in which expectations regarding the outcomes of education were limited to the aims of good citizenship and vocational preparation. That age has expired. It is clear, now more than ever, that the fountains of wisdom flow no more freely in state capitals than elsewhere and that "you don't have to be a weather man to know which way the wind is blowing." This is not to advocate the undermining of standards for scholarly objectivity. What I am saying is that local educational agencies have the intellectual and pedagogical resources to produce either alone or in concert with others, curriculum materials of academic respectability. Surely zeal

and the craving to publish are not sufficient. So long as the agency is willing to allocate sufficient funds and manpower, so long as the canons of scholarship, good writing, classroom try-out, and teacher involvement and feedback are respected, the results produced can be considerably more responsive to local needs and to recent scholarship. The competition would be healthy. Practiced teachers with heavy subject area specializations and special writing skills would be more easily identifiable. Local scholars would be more accessible, and teachers would have the opportunity to exchange teaching strategies and materials among themselves, even if this material were not suitable for publication. Leon Clark's experience in creating materials on Africa has been that a wide range of individuals need be employed in the process of materials production not the least of whom can be graduate students whose familiarity with the subject matter and recent bibliographical sources can be complemented with the pedagogical skills of curriculum and audio-visual specialists and teachers.

With regard to in-service training in "area studies" it is obvious that sufficient federal or state funds will not be appropriated in the next few years to meet the needs of teachers in international education.

State and local education units will have to organize themselves pedagogically - as some individual teachers have begun to do to improve their working conditions and salaries - to create a unified constituency determined enough to capture a large enough portion of funds allocated on state and local level that will enable them to discharge their mandate in internationalizing the curriculum. Greater utilization will need to be made of local resources and options and of media such as video tapes and closed circuit television for the instruction of teachers in both pre-service and in-service education. Self-instructional techniques have already demonstrated their usefulness in language study on the

college level. These techniques are equally suitable in elementary or secondary education.

Our experience in conducting in-service training bears out the observation of the late Hilda Taba that if the learning is sequential, cumulative; if there is provision for interaction, feedback and critique; if there is instruction at the proper level of difficulty; if it is relevant to the needs of the teacher; if there is prospect of implementation, there is no one type of in-service activity that is superior to that of another.¹⁷

Of course, no one program we have conducted either during the academic year or during the summer meets all of these criteria in equal measure and in a number of programs a number are conspicuous by their absence.

I wish we did have the financial resources and manpower to follow up the participants when they return to teaching so that we can continue to encourage their interests and meet their needs for sustained intellectual refurbishment and for relevant materials. I wish we could extend in-service training to all the districts which request such training. I wish we could have an Educational Resources Center in every continent to which scholars and teachers and students can repair. I wish we could take advantage of the newer discoveries in the behavioral sciences and in testing so that we could begin to evaluate the effects of our efforts by valid research. I wish too, that teachers could be freed from their onerous non-teaching chores and from the stultifying and rigid teaching schedules which drain their energies and dull their interests. Perhaps then, summer institutes would provide less of a haven for physical rest and recuperation and more of an opportunity for intellectual growth. And lastly, I wish the Federal International Education Act were funded so that the financial priorities of education would be more in consonance with our pedagogical priorities.

I suspect, however, that we shall have to be content with small victories for some time to come. Be that as it may, the international dimensions of education will perforce need to play an increasing role in formal schooling. It will be increasingly necessary as we approach the next century to incorporate the advances made in the social, biological, and ecological sciences into the curriculum. It will be increasingly necessary to study the effects of the interaction of science and technology on the institutions of all major societies and to call attention to the results of research on conflict resolution. These are several of the "target areas" set forth by the Board of Regents of this state to meet the major and cataclysmic changes in society for which our students need to be prepared.¹⁸

It may be noted that much of our effort in the past was devoted to the development in teachers and students of information and insights of a substantive nature with little direct attempt to bring about attitudinal changes by means other than ratiocination. I share the desire of those who wish to develop in students the empathy for other peoples and the sympathy for those whose plight requires it that seems so lacking today. Evidence does seem to indicate that attitude formation about other peoples seems to be more an irrational process than a rational one.¹⁹ However, although some studies indicate that getting more information about an ethnic group does not result in lessening of prejudice to a great extent,²⁰ others seem to demonstrate that the higher the level of education, the less the prejudice.²¹ Broadening the base of data presented to students, I feel, can have an attitudinal effect. I believe, therefore, that this approach should be continued as it offers the best hope for improving the relevance of formal education without doing violence to the integrity of the human mind, to scholarship, or to the libertarian principles upon which our nation was founded.

FOOTNOTES

1. Investments in the Future: The Regents Proposals for the Expansion and Improvement of Education in New York State, 1961 (Albany: University of the State of New York, 1960,, p.29.
2. See Appendix I for a listing of such support.
3. Several regional groups of colleges in different parts of the state have been assisted financially in organizing cooperative faculty seminars, and programs for students. An example of such cooperative effort in a field of study that the Center regards as a "target area" was a program on science, technology, and society in South Asia, held at Rockefeller University in New York City in May, 1966. Participants included faculty members from the United States, officials from the United States Government and the United Nations and key scientists from Asia and Europe. The proceedings of the symposium have been published by the Rockefeller University Press under the title, Science and the Human Condition in India and Pakistan.

In the past three years, other activities in higher education included faculty seminars held in the summer and during the academic year, scholarships for independent reading and course development for approximately a dozen individuals from smaller colleges each year and a modest grant program which has enabled ten faculty members in recent years to spend an academic year at a leading university to improve their knowledge of a particular "non-western" region within the context of their academic discipline.

Since 1961 some 3,500 individuals have participated in seminars and study programs of one kind or another from over 125 institutions of higher education in the state.

A major effort has been directed toward broadening opportunities for the study of non-European languages by undergraduate students in smaller institutions. From 1966-69 some 200 students at 20 colleges undertook independent study of critical languages such as Chinese, Japanese, Hindi and Swahili. Fifty-one languages have been taught.

A program for college librarians to improve their competence in book selection in "non-western studies," initiated in the summer of 1966 has now been picked up by the U.S. Office of Education.

The Foreign Area Materials Center, now jointly sponsored by the National Council of Associations for International Studies has since its establishment in 1963 filled requests for more than 5,000 items of syllabus materials and other kinds of bibliographies.

The latter two projects exemplify the intention of the Center to serve as a catalyst for new departures and wherever possible to turn over projects to agencies which can maintain them on a long term and regular basis.

4. These goals are stated in, Ward Morehouse, The International Dimensions of Education in New York State (Albany: The University of the State of New York, 1963). They are broadened in a statement of policy by the Board of Regents entitled, International Dimensions of Education (Albany: University of the State of New York, 1970).
5. "The Challenge for Foreign Area Study," International Education Past, Present, Problems and Prospects. Selected Readings to Supplement H.R. 14643 (Washington: U.S. Printing Office, Oct., 1966), p.71.
6. "Education and Social Science in the Context of an Emerging Global Society," International Dimensions in the Social Studies (Washington: National Council for the Social Studies, 1968).
7. For a detailed listing of programs sponsored from 1961 to 1968 see Appendix II.
8. In other states, although as of 1968, eight states report encouragement of bi-lingual education and 26 state education departments sponsor in-service programs of one sort or another in international studies. As of 1966 only Pennsylvania and New York have attempted an articulated and systematic curriculum revision which requires the study of non-western regions within their own context. See Ward Morehouse, New Opportunities for Educational Leadership in a Revolutionary World: The Role of State Education Agencies in International Education. A Preliminary Report to the Education Commission of the States (August, 1968), typescript.
9. College-level materials already produced include a revised Hindi-Urdu language textbook, a documentary study of the 1967 parliamentary election, films on Indian religious ceremonies and indexes to periodicals and newspapers.
10. From 1961 to 1968, the Center has sponsored 192 programs for elementary and secondary teachers, college faculty members, and school and college administrators.

Of this total, 124 programs have been for elementary and secondary school personnel and 68 programs for faculty members and administrators in colleges and universities.

Approximately 3,000 individuals have participated in the seminars, institutes, and longer-term study and research programs (i.e., excluding short-term conferences) -- 1,150 from colleges and universities (38 percent) and 1,850 from elementary and secondary schools (62 percent). Another 4,850 persons are estimated to have taken part in conferences and similar short programs.

Forty-one colleges and universities in New York State have organized seminars, institutes, and other international programs sponsored by the Department.

Cooperative programs have involved 29 institutions of higher education throughout the state. These include 6 public and 23 private colleges and universities.

Geographical coverage of all programs sponsored by the Center is distributed among major regions of the world traditionally neglected by American schools and colleges in the following manner: Asia, 82 (43 percent); Africa 25 (14 percent); Latin America, 21 (11 percent); Middle East, 14 (7 percent); Soviet Union and East Europe, 16 (8 percent); and other, including more than one region, 34 (18 percent).

11. No Easy Victories (New York: Harper and Row, 1968), pp.71-72.
12. James M. Becker, (ed.), An Examination of Objectives, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools. Final Report to the U.S. Office of Education (Foreign Policy Association, July, 1969).
13. For these arguments, see, William Theodore de Bary, Ainslee T. Embree (eds.) Approaches to Asian Civilizations (New York: Columbia University Press, 1964). This volume is also an excellent source of debate regarding the validity of comparative studies and the applicability of applying social science constructs evolved from western experience to other cultures.
14. Ibid., pp. XV, XVI.
15. Becker, loc. cit., p.117.
16. As quoted in Jawaharlal Nehru, The Discovery of India (New York: John Day, 1946), p.366.
17. See "Techniques in In-Service Training," Social Education, XXIX, No. 7 (Nov.1965).
18. International Dimensions of Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York (Albany, January, 1970).
19. See Otto Klineberg, "I Hate Everybody," The Human Dimensions in International Relations (New York: Holt, Rinehart and Winston, 1955).
20. Bernard Berelson, Gary A. Steiner, Human Behavior An Inventory of Scientific Findings (New York: Harcourt, Brace, and World, 1964), p.517.
21. Ibid., p.515.

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CENTER FOR INTERNATIONAL PROGRAMS
AND SERVICES

818: 474-3998
818: 474-8546
818: 474-3940
818: 474-7248

EXTERNAL GRANTS AND CONTRACTS RECEIVED FOR PROGRAMS
OF THE CENTER FOR INTERNATIONAL PROGRAMS AND SERVICES

<u>Date</u>	<u>Amount</u>	<u>Donor or Contractor</u>	<u>Purpose of Grant or Contract</u>
December, 1959	\$ 2,500.00	Institute of International Education	A grant for a survey of colleges and universities in New York State for the purpose of appraising their individual contribution to international education
November, 1962	19,500.00	New World Foundation	A grant for two years to support activities designed to strengthen the international dimension of the work of the State Education Department and to explore the role of the states in the field of international education
January, 1963	5,400.00	New York Foundation	A grant for six months to support a survey of educational resources in African and Asian countries to broaden programs of study in American schools and colleges which deal with those areas of the world.
February, 1963	90,000.00	Ford Foundation	A grant for one year to strengthen programs for college faculty members in non-western studies by providing support for summer seminars, individual grants for language training, and a working conference on preparation of undergraduate teaching materials

<u>Date</u>	<u>Amount</u>	<u>Donor or Contractor</u>	<u>Purpose of Grant or Contract</u>
December, 1963	33,955.00	U.S. Office of Education	A contract for two years to provide support for producing a set of color slides in south Asian studies for distribution to south Asian language and area studies centers.
August, 1963	2,000.00	Asia Foundation	A grant to provide funds for partial support of regional conferences for school administrators to strengthen Asian studies in New York State schools
August, 1964	500,000.00	Ford Foundation	A grant for three years to strengthen African, Asian, Latin American, and Russian studies in undergraduate education in New York State
October, 1964	6,050.00	Department of State, Bureau of Educational and Cultural Affairs	A grant of Egyptian pounds in Cairo, Egypt, to enable scholars from five university centers for Arabic language and area studies to visit the American University at Cairo.
March, 1965	3,800.00	Bar Ilan Univ. American Univ. at Beirut Armenian Mission Association Ecumenical Missions Athens College in Greece	A grant to provide funds for a visit by the Associate Commissioner for Higher and Professional Education and the Assistant Commissioner for Higher Education to colleges in the Near East chartered by the Regents, the balance of the grant to be used for special projects to aid these colleges
October, 1965	4,000.00	Carnegie Endowment for International Peace	A grant for a bibliography survey and preparation of background papers on science in south Asia to be presented at a conference held by the University of the State of New York and Rockefeller University

<u>Date</u>	<u>Amount</u>	<u>Donor or Contractor</u>	<u>Purpose of Grant or Contract</u>
March, 1966	167,750.00	✓ Carnegie Corporation	A grant for five years for the independent study of critical languages by undergraduate students in New York State
March, 1966	210,225.00	U.S. Office of Education	A grant of rupees to support a pilot project in India to develop teaching materials about Indian life and culture for use in American schools and colleges.
March, 1966	18,000.00	✓ New World Foundation	A grant toward support, for three years, of a pilot project to develop educational materials in India for use in American schools and colleges
May, 1966	9,180.00	U.S. Dept. of Health, Education, and Welfare	A grant in rupees, for Fall 1966, to enable the Educational Resources Center in India to conduct a seminar for elementary and secondary school supervisors and for curriculum directors of social studies
Fall, 1967	20,760.00	U.S. Dept. of Health, Education, and Welfare	A grant in rupees, for Fall, 1967, to enable the Educational Resources Center in India to conduct a seminar for elementary and secondary school supervisors and for curriculum directors of social studies
May, 1966	96,463.00	U.S. Office of Education	A contract for three years to provide for a survey of bibliographies and reference works on Asia, Africa, Latin America, and Russia and East Europe; and a compilation of bibliographies on East Asia, South Asia, and Africa south of the Sahara, for undergraduate libraries

<u>Date</u>	<u>Amount</u>	<u>Donor or Contractor</u>	<u>Purpose of Grant or Contract</u>
July, 1966	12,000.00	Social Sciences and Humanities Center of Teachers College	A grant to purchase selected books written about India by Indians for schools in the New York metropolitan area to help students and teachers understand vital aspects of Indian life
October, 1966	600.00	American Export and Isbrandtsen Lines Foundation, Inc.	A grant to assist the work of the Educational Resources Center in India
February, 1968	12,930.00	✓ Miscellaneous	Small, continuing grants toward support of the Educational Resources Center in India
June, 1968	18,600.00	✓ National Foundation on Arts and Humanities	A grant for nine months to develop more sophisticated knowledge and greater empathy for achievements of scholarship in the subject discipline on the part of students of those secondary school teachers who have been recipients of Regents grants.
October, 1968	24,900.00	✓ U.S. Office of Education	A contract for 18 months to compile bibliographies on southeast Asia and the Middle East and North Africa for undergraduate libraries.
November, 1968	106,844.00	✓ U.S. Office of Education; (Education Professions Development Act)	A grant for one year to attract and qualify teachers through a series of inservice programs.
May, 1969	74,760.00	✓ U.S. Office of Education	A grant in rupees for Fall, 1969, to enable the Educational Resources Center in India to conduct a seminar for elementary and secondary school supervisors or curriculum directors of social studies

<u>Date</u>	<u>Amount</u>	<u>Donor or Contractor</u>	<u>Purpose of Grant or Contract</u>
May, 1969	112,500.00	✓ U.S. Office of Education (Institute of International Studies)	A grant for three years for independent study of critical languages in undergraduate colleges (accepted on behalf of the National Council of Associations for International Studies)
June, 1969	74,860.00*	✓ U.S. Office of Education	A grant of rupees to partially support the Educational Resources Center in India to Develop research and teaching materials about Indian life and culture for use in American schools, colleges, and universities
June, 1969	28,000.00	✓ National Foundation on Arts and Humanities	A grant for twelve months for preparation of a film on Indian music
June, 1969	c.19,000.00**	✓ U.S. Office of Education	A grant for nine months to support two foreign curriculum consultants: one in Yugoslav and one in Indonesian studies
<hr/>			
	\$1,674,577.00	Total grants and contracts	

* There is a possibility that this may be increased by \$35,000

**This amount may be increased by \$10,000 to support a consultant in Middle East studies.

✓ Grants currently in effect

Total: \$514,036

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THE STATE EDUCATION DEPARTMENT
BAPT, NEW YORK 12224
3015 HIGHT ALBANY

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CENTER FOR INTERNATIONAL PROGRAMS
AND SERVICES
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010: 474-7840

PROGRAMS SPONSORED BY THE CENTER FOR INTERNATIONAL PROGRAMS AND SERVICES

1961 - 1968

I. Programs in Foreign Area Studies for College Faculty Members

A. Seminars

1. Asia

- a. Seminar in Chinese Literature
(Columbia University - Summer, 1963)
- b. Seminar in South Asian Studies Among Rochester Area Colleges
(University of Rochester - 1963-64 Academic Year)

State University College at Brockport
Colgate Rochester Divinity School
State University College at Geneseo
Monroe Community College
Nazareth College
Robert A. McKinstry College
Rochester Institute of Technology
St. John Fisher College
University of Rochester

- c. Seminar in Japanese Literature and Thought
(Columbia University - Summer, 1964)
- d. Seminar in Far Eastern Art and Culture for Capital District Colleges
(Baltimore College - 1964-65 Academic Year)

State University at Albany
Union College
Schenectady College
College of St. Rose
Stony Brook College

- e. Seminar in South Asian Studies Among Finger Lakes Colleges
(College Center of the Finger Lakes - 1964-65 Academic Year)

Alfred University
Cazenovia College
Cortland Community College
Elmira College
Hartwick College

Hobart and William Smith Colleges
Ithaca College
Keuka College
Well's College

- f. Seminar in Chinese Studies Among Rochester Area Colleges
(University of Rochester 1964-65 Academic Year)
 - g. Seminar in Chinese Studies for Manhattanville & Sarah Lawrence Colleges
(Manhattanville College 1964-65 Academic Year)
 - h. Seminar in South Asian Studies Among Rochester Area Colleges
(University of Rochester 1964-65 Academic Year)
 - i. Seminar in Chinese Art History
(New York University Institute of Fine Arts - Summer, 1965)
 - j. Seminar in International Politics of Southeast Asia
(Cornell University - Summer, 1965)
 - k. Seminar in Chinese Studies Among Finger Lakes Colleges
(College Center of the Finger Lakes 1965-66 Academic Year)
 - l. Seminar in Japanese Literature and Civilization for
Manhattanville College and Neighboring Institutions
(Manhattanville College 1965-66 Academic Year)
 - m. Seminar in Japanese Studies Among Rochester Area Colleges
(University of Rochester 1965-66 Academic Year)
 - n. Seminar in Indian Studies Among Rochester Area Colleges
(University of Rochester 1965-66 Academic Year)
 - o. Seminar in Japanese Studies Among Finger Lakes Colleges
(College Center of the Finger Lakes 1966-67 Academic Year)
 - p. Seminar in Indian Arts
(Colgate University - Summer, 1967)
 - q. Advanced Faculty Seminar in East Asia
(Ithaca College 1967-68 Academic Year)
 - r. Seminar on China for Six Central New York Colleges
(Colgate University 1967-68 Academic Year)
- | | |
|--------------------|-------------------------------------|
| Cazenovia College | Lemoyne College |
| Colgate University | State University College at Oneonta |
| Hamilton College | Utica College |
- s. Seminar on Indian Arts for College and High School Faculty
(Colgate University - Summer 1968)

2. Africa

- a. Seminar in African History
(Columbia University - Summer, 1964)
- b. Seminar in Southwest Asian and North African Studies
(State University of New York at Binghamton 1964-65 Academic Year)
- c. Seminar in Nation Building in Africa
(Syracuse University - Summer, 1966)
- d. Seminar on Sub-Saharan Africa Among Rochester Area Colleges
(University of Rochester 1967-68 Academic Year)
- e. Seminar on Sub-Saharan Africa for Capital District Colleges
(Skidmore College 1967-68 Academic Year)

3. Latin America

- a. Seminar in Latin American Social Institutions
(Cornell University - Summer, 1963)
- b. Seminar in Latin American Studies
(Cornell University - Summer, 1964)

- c. Seminar in Latin American Relations with the United States
Among Capital District Colleges
(Union College 1965-66 Academic Year)
- d. Seminar in Latin American Economic and Political Institutions
(Cornell University - Summer, 1966)

4. Middle East

- a. Seminar in Middle East Government and Politics
(Columbia University - Summer, 1963)
- b. Seminar in Middle East Studies for the State University
College at Plattsburgh and Neighboring Institutions
(State University College at Plattsburgh 1963-64 Academic Year)
- c. Seminar on the Middle East Among Finger Lakes Colleges
(College Center of the Finger Lakes 1967-68 Academic Year)

5. Soviet Union

- a. Seminar in Russian Literature
(Columbia University - Summer, 1962)
- b. Seminar in Soviet Politics and Society
(Columbia University 1966-67)

6. Miscellaneous

- a. Seminar in Islamic Thought in the Contemporary World
(Hebrew Union Jewish Institute of Religion 1964-65 Academic Year)
- b. Seminar in Comparative Studies for Manhattanville and
Sarah Lawrence Colleges
(Sarah Lawrence College 1964-65 Academic Year)
- c. Seminar in Islamic Art
(Columbia University - Summer, 1966)
- d. Seminar in Islamic Civilization for Capital District Colleges
(State University of New York at Albany 1966-67 Academic Year)
- e. Seminar in the Moslem World Among Rochester Area Colleges
(University of Rochester 1966-67 Academic Year)
- f. Seminar in Reform and Contemporary Movements in Islam
(Syracuse University - Spring, 1967)
- g. Seminar on Science and Technology in the Developing Countries
(Columbia University - Spring 1968)

B Regional and Cooperative Seminars (Individual Participation)

1. Asia

- a. Inter-University Summer Program in South Asia
(University of Wisconsin - Summer, 1965)
- b. Seminar in South Asian Studies
(University of Chicago - Summer, 1966)
- c. Seminar in Chinese Art, Culture, and Society - Taipei, Taiwan
(Conference Board of Associated Research Councils - Summer, 1966)

- d. Seminar in India
(Conference Board of Associated Research Councils - Summer, 1966)
- e. Seminar in the Far East
(University of Michigan - Summer, 1966)
- f. Seminar in Taiwan
(Conference Board of Associated Research Councils - Summer, 1967)

2. Africa

- a. Faculty Institute on Africa
(Earlham College - Summer, 1965)
- b. Faculty Study Tour of Africa
(Earlham College - Summer, 1966)

3. Near and Middle East

- a. Faculty Development Seminar in the Near East
(University of Michigan - Summer, 1965)
- b. Seminar in Near and Middle Eastern Languages and Area Studies
(Columbia University - Summer, 1966)

4. Comparative Religions (jointly sponsored by Center for International Programs, Associated Colleges of the Midwest and Great Lakes Colleges Association)

- a. Seminar in Hinduism
(Wooster College - Summer, 1966)

All Colleges in New York State
Beloit College
Carleton College
Coe College
Cornell College
Grinnell College

Knox College
Lawrence University
Monmouth College
Ripon College
St. Olaf College

Albion College
Antioch College
Denison University
DePauw University
Earlham College
Hope College

Kalamazoo College
Kenyon College
Oberlin College
Wabash College
Ohio Wesleyan University
College of Wooster

- b. Seminar in Islam
(McGill University - Summer, 1967)
- c. Seminar in Buddhism
(Carleton College - Summer, 1968)

C Language Study Programs

- 1. Non-Western Language Study
(Summer, 1963; Academic Year 1963-64)
- 2. Program of Intensive Language Study
(Summer, 1964; Summer, 1965)

D. Advanced Study Programs

1. Independent Reading Program
(Summer, 1964; Summer, 1965; Summer, 1966; Summer, 1967; Summer, 1968)
2. New York State Faculty Scholars in Oriental Studies
(Columbia University 1964-65 Academic Year)
3. Faculty Scholars in International Studies
(1966-67 Academic Year; 1967-68 Academic Year)
4. Faculty Fellowships in Foreign Area Studies
(1964-65 Academic Year; 1965-66 Academic Year)

E. Miscellaneous

1. Latin American Summer Field Work Program
(Summer, 1965)
2. Experimental Program for College Librarians in Non-Western Studies
(Columbia University - Summer, 1966)
3. Program in Foreign Area Studies for College Librarians
(Columbia University - Summer, 1968)

II. Programs in Foreign Area Studies for Elementary and Secondary School Teachers and Supervisors

A. Seminars for Key Teachers and Supervisors

1. Asia

- a. Summer Conference on Asian Studies
(Syracuse University - Summer, 1962)
- b. Summer Conference on Asian Studies
(Syracuse University - Summer, 1963)
- c. Overseas Seminar in Aspects of Modernization in Southern Asia and the Philippines
(India and the Philippines - Summer, 1964)
- d. Seminar in Japanese Studies
(Japan Society - 1964-65 Academic Year)
- e. Long Island Colloquium in South Asian Studies
(1964-65 Academic Year)
- f. Overseas Seminar in Aspects of Modernization in South Asia
(India - Summer, 1965; Summer, 1966; Summer, 1967; Summer, 1968)
- g. Summer Program in South Asia
(Syracuse University - Summer, 1965; Summer, 1966; Summer, 1967; Summer, 1968)
- h. Workshop on India for Social Studies Supervisors and Curriculum Directors
(India - October 15 - December 8, 1967)

2. Africa

- a. Conference in African Studies
(University of Rochester - Summer, 1963)
- b. Seminar in Africa in Transition for Teachers in Central New York
(Syracuse University - Spring, 1966)

- c. Seminar in African Art and Music
(Manhattanville College - Summer, 1967; Summer, 1968)
- 3. Latin America
 - a. Conference in Latin American Studies
(Vassar College - Summer, 1964)
 - b. Seminar in Latin American Studies
(The Hispanic Society of America - 1964-65 Academic Year)
 - c. Seminar in Luso-Brazilian Studies
(City University of New York - Spring, 1966)
- 4. Middle East
 - a. Seminar in Middle East Studies
(State University of New York at Albany 1963-64 Academic Year)
- 5. Soviet Union
 - a. Summer Conference in Russian Studies
(Syracuse University - Summer, 1964)
- B. Locally Sponsored In-Service Courses in Individual School Districts or
by Regional Agencies (Not for Academic Credit)
 - 1. Asia
 - a. Niagara Falls Public Schools (Southeast Asia) Spring 1964
 - b. Niagara Falls-Lockport Schools (India) Fall 1965
 - c. Troy Area Schools (China and India) Fall 1965
 - d. Burnt Hills Schools (China) Fall 1965
 - e. Cattaraugus School Improvement Association (India) Fall 1965
 - f. Genesee Valley School Development Association (China and Japan)
Fall 1965
 - g. Long Island Council for the Social Studies (China) Spring 1966
 - h. Japan Society (Japanese Cultural History) Spring 1966
 - i. Capital District Social Studies Council (China) Fall 1966
 - j. West Islip Schools (China) Fall 1966
 - k. Red Hook Schools (South Asia) Fall 1966
 - l. Massena Schools (History of Asian Nations) Fall, 1966
 - m. Nassau-Suffolk Librarian Association (Asian-Traditions) Fall 1966
 - n. Niagara Falls-Lockport Schools (China and Japan) Spring, 1967
 - o. Japan Society (Japanese Cultural History) Spring 1967
 - p. China Institute (China's Place in the World) Spring 1968
 - q. Niagara Falls (India and Pakistan) Spring 1968
 - 2. Africa
 - a. Webster School System (African Nationalism) Fall 1966
 - b. Elmira Heights Central School District (Civilization of Africa
South of the Sahara) Fall 1967

- c. Capital District Council for the Social Studies (African History and Civilization) Fall 1967
- d. Elmira Heights (Africa) Fall 1967
- e. Ramapo Central School District (Africa) 1967-68 Academic Year

3. Middle East

- a. Chenango Forks Schools (Middle East) Fall 1965
- b. Lockport City Schools District (Middle East) Spring 1968

C. Summer Institutes and Academic Year Courses in Area Studies (For Academic Credit)

1. Summer, 1961

- a. Brooklyn College (Middle East)
- b. Colgate University (Soviet Union)
- c. Columbia University (Soviet Union, Asia, Africa)
- d. Long Island University (Asia)
- e. Queens College (Africa)
- f. State University College at Geneseo (Latin America)
- g. Alfred University (Africa)
- h. Canisius College (China, Japan)
- i. Columbia University (Middle East)
- j. Cornell University (Non-Western Studies)
- k. Syracuse University (Africa; China; India; Soviet Union)
- l. State University College at New Paltz (Asia)
- m. State University College at Oneonta (Soviet Union)
- n. State University College at Oswego (Africa)
- o. State University College at Plattsburgh (Asia)
- p. Syracuse University (Asia)
- q. Union College (Latin America)

2. 1961-62 Academic Year

- a. Brooklyn College (Soviet Union)
- b. Canisius College (Soviet Union)
- c. Fordham University (Soviet Union)
- d. New York University (Asia)
- e. St. John's University (Soviet Union, Latin America)
- f. State University College at Buffalo (Middle East)
- g. State University College at New Paltz (Middle East; Africa)
- h. State University College at Oneonta (Asia)
- i. State University College at Oswego (Asia)
- j. State University College at Potsdam (Soviet Union)
- k. Syracuse University (Latin America)
- l. University of Rochester (Soviet Union)

3. Summer, 1962

- a. Colgate University (Asia; Soviet Union)
- b. Columbia University (Africa; Asia; Latin America; Soviet Union)
- c. Cornell University (Soviet Union)
- d. Hobart and William Smith Colleges (Latin America)
- e. State University College at Geneseo (Asia)

- f. State University College at New Paltz (Africa; Asia; Latin America)
- g. Syracuse University (Asia)
- h. University of Buffalo (Latin America)
- i. University of Rochester (Africa)

4. 1962-63 Academic Year

- a. Brooklyn College (Soviet Union)
- b. Canisius College (Asia)
- c. The College of Saint Rose (Middle East)
- d. Cornell University (Asia)
- e. Hobart and William Smith Colleges (Soviet Union)
- f. Manhattan College (Soviet Union and East Europe)
- g. New York University (Asia; Soviet Union)
- h. St. John's University (Africa; Asia)
- i. State University College at New Paltz (Asia; Soviet Union)
- j. State University College at Oneonta (Asia)
- k. Yeshiva University (Latin America)

5. Summer, 1963

- a. Colgate University (Soviet Union)
- b. Columbia University (Africa; Asia; Latin America; Soviet Union)
- c. Cornell University (Latin America; Asia)
- d. Long Island University (Asia)
- e. St. John's University (Africa)
- f. State University College at Plattsburgh (Middle East)
- g. State University of New York at Buffalo (Latin America)
- h. Syracuse University (Asia)
- i. University of Rochester (Asia)

6. Summer, 1964

- a. Brooklyn College (Asia)
- b. Colgate University (Soviet Union)
- c. Columbia University (Africa, Asia; Latin America; Soviet Union)
- d. Cornell University (Asia; Latin America; Soviet Union)
- e. University of Rochester (Asia)
- f. State University of New York at Buffalo (Latin America)
- g. Syracuse University (Asia; Africa)

7. Summer, 1965

- a. Columbia University (Africa; Asia; Latin America; Soviet Union)
- b. Cornell University (China; Latin America; Southeast Asia, Soviet Union)
- c. Hofstra University (Asia)
- d. New York University (India)
- e. Syracuse University (Asia)

8. Summer, 1966

- a. Columbia University (Russia; Africa; Latin America; South Asia)

- b. Cornell University (South Asia; China; Soviet Union)
- c. Hofstra University (South Asia; Far East)
- d. New York University (South Asia; Far East)
- e. State University of New York at Buffalo (Africa)

9. Summer, 1967

- a. Columbia University (Africa; Asia; Latin America; Soviet Union)
- b. Cornell University (China; South Asia; Southeast Asia)
- c. State University College at Buffalo (Sub-Saharan Africa)

D. Advanced Study Programs for Key Teachers

- 1. Regents Grants to Master Teachers for Advanced Study in Foreign Areas
(Summer, 1965; Summer, 1966; Summer, 1967; Summer, 1968)

E. Miscellaneous

- 1. Summer Working Conference on Preparation of Undergraduate Teaching Materials in Non-Western Studies
(New York City - Summer, 1963)
- 2. Experimental Program in Social Studies Curriculum Development on Southeast Asia
(Cornell University - Summer, 1965; Summer, 1966)

III. Programs in Foreign Area Studies for Undergraduate Students

- A. Senior Seminars in Oriental Studies
(Columbia University - 1964-65 Academic Year; 1966-67 Academic Year)
- B. Columbia-Cornell-Harvard-Illinois Latin American Field Studies Program
(Columbia University - 1964-65 Academic Year; Summer, 1966)
- C. Brazil Summer Project - Cooperative Study and Work Program with Cornell University
(Cornell University - Summer, 1965)
- D. Cooperative Program for Undergraduate Study of "Neglected" Languages
(1966-67 Academic Year; 1967-68 Academic Year)
- E. Senior Seminars in Oriental Studies
(Columbia University - 1967-68 Academic Year)

IV. Conferences

- A. Planning Conference on Non-Western Studies in New York State Higher Education
(February 1 and 2, 1962)
- B. Invitational Meeting on the College and World Affairs
(October 26, 1962)

- C. Planning Conference on the Study of Non-Western Peoples and Cultures in Elementary, Secondary, and Teacher Education in New York State (March 16, 1962)
- D. Departmental Seminars on Africa
 - 1. November 20-22, 1963
 - 2. March 18-20, 1964
 - 3. June 24-26, 1964
- E. Conference on Foreign Area Studies for College Presidents, Deans, and Senior Faculty Members (Pinebrook Conference) June 18-26, 1964
- F. Conference on "Challenge and Response - American Education in a Revolutionary World" (Gould House Conference) April 22-24, 1964
- G. Conferences for School Leaders on American Education in a Revolutionary World
 - 1. Conference on China (Cornell University - April 15-16, 1965)
 - 2. Conference on India (Metropolitan School Study Council - May 10-11, 1965)
 - 3. Conference on China (Mid-Hudson School Study Council - May 14-15, 1965)
 - 4. Conference on India (State University College at Fredonia - June 28-29, 1965)
- H. Conference on Comparative Politics (State University of New York and City University of New York Oyster Bay - April 29-30, 1966)
- I. Seminar for School Superintendents on Africa (Minnowbrook - May 20-26, 1966)
- J. Departmental Seminars in Intercultural Relations
 - 1. March 3-5, 1966
 - 2. May 5-7, 1966
- K. Symposium on Pakistan (Syracuse University November 16-18, 1967)
- L. Upstate New York Conference on Asia (Syracuse University - October 6-7, 1968)
- M. Conferences on Area Studies
 - 1. Conference in Asian Studies (State University College at Oneonta - October 14-15, 1967)

2. Conference on African Studies
(State University College at New Paltz - October 27-28, 1967)
 3. Conference on Latin American Studies
(SUNY at Stony Brook - March 22-23, 1968)
 4. Conference on Southwest Asian-North African Studies
(SUNY Binghamton - May 3-4, 1968)
- D. Conference on African and Afro-American Studies
(Vassar College - June 20, 1968)

Membership Growth of Selected Professional Associations
In International And Area Studies 1948-68

Organization and Date of Founding	Number of Individuals			Percentage 1948-58	Increase 1958-68
	1948	1958 ^a	1968		
African Studies Association (1958)	---	178*	2307	---	1191%**
American Oriental Society (1842)	916	1022	1803	12%	76%
Association for the Advancement of Slavic Studies (1960)	---	633*	2200	---	310%**
Association for Asian Studies (1948)	606	1022	4000	69%	291%
International Studies Association (1959)	---	540 ^a	762	---	120%**
Latin American Studies Association (1966)	---	628*	745	---	92%**
Middle East Studies Association (1966)	---	472*	750	---	610%**
Totals	1522	4495	12,567		

^a Although this association was founded in 1959, membership figures are not available for the years prior to 1965.

* When an association was founded after the year at the top of the column, membership at the time of founding or at the end of the first year is given.

** When an association was founded after the year at the top of the column, the percentage increase has been calculated on a ten year projection of constant membership growth based upon the shorter periods of time for which figures are available.

Source: Membership figures supplied by the associations listed above.

from, Ward Morehouse, Globalism and American Academics, (June, 1969), p3. (typescript)