

TO: Professor Edward H. Buehrig, Chairman
Advisory Committee on International
Studies.

FROM: J. Gus Liebenow, Chairman
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FIRST ANNUAL REPORT OF THE AFRICAN STUDIES PROGRAM, 1961-1962.

The concern of Indiana University with teaching and research relating to Africa south of the Sahara became evident in 1948, the year the Department of Anthropology added Professor George Herzog to its staff. The pioneer contribution Professor Herzog made to the fields of African ethnography, music, folklore, and linguistics not only kept alive the interest in African affairs on the Indiana campus but it also has eased the task of those who are now concerned with the addition of Africana to the library collection and the acquisition of the musical instruments of non-literate peoples to the anthropology museum. Professor Herzog was also successful in having the Archive of Folk and Primitive Music relocated at Indiana University.

It was not until a decade later that other departments in the University began to appreciate the significance of Africa and added members to the faculty with teaching, research, and service interests in that area. In 1957 the chairmanship of the Department of Geography was assumed by Professor George H. T. Kimble, the editor of the monumental two volume survey of tropical Africa. His course, the Geography of Africa South of the Sahara (G425) has been offered at least once a year since 1958, and this year had a combined graduate and undergraduate enrollment of 17.

The Department of Government's concern with political developments in the sub-continent was reflected in the addition of J. Gus Liebenow in 1958. Professor Liebenow has had field experience in both East and West Africa, and his lecture course, African Political Systems (G381) had a combined graduate and undergraduate enrollment of 26 this past year, and the graduate Seminar on African Politics (G616) had an enrollment of 8. The Department's interest was further evidenced by the visit of Professor Grady Nunn of the University of Alabama during 1960-61. Other members of the Department offering courses bearing upon northern Africa or the general problems of the under-developed states include Professors P. J. Vatikiotis and Fred Riggs.

The Audio-Visual Center at Indiana University has had a service interest in Africa which began in 1959 with the establishment of the Communications Media Project in the Western Region of Nigeria under an ICA contract. The activities of the Project have now been extended to the three regions of Nigeria, and, in addition, the Audio-Visual Center has been cooperating in various AID contracts with the governments of Sierra Leone and various countries of French expression in West Africa. Associate Professor Warren D. Stevens has served as Chief of Party in Nigeria and more recently as the campus coordinator.

The fifth department to develop an interest in Africa was the Department of Journalism. Professor Floyd Arpan has made two trips to Africa in connection with the State Department's Foreign Journalists Project and has brought a number of working journalists from African states to the Bloomington campus. Professor Arpan's course on International Communications (J513) draws heavily upon his African experience.

One further development which took place prior to the announcement of the Ford Foundation grant of 1961 and which has had long range significance for the African Studies Program has been the activities of the Asian Studies Program in adding language specialists to the University faculty. Inasmuch as Arabic is spoken by

many people south, as well as north, of the Sahara, the three year course in Arabic offered by Professors Wadie Jwaideh and Irfan Kavar will undoubtedly be of value to students and faculty in the African Studies Program.

Development of African Studies since the Awarding of the Ford Grant

The awarding of the Ford Foundation grant in 1961 for the Development of International Studies at Indiana was of profound significance in the furthering of African studies. The ten year award contained a specific provision for a five year developmental grant to develop an interdisciplinary program on Africa. The \$209,000 allocated for African studies was to be disbursed among five categories: faculty research and travel; graduate fellowships; new appointments; visiting scholars; and library.

Due to the absence from the campus of many of the faculty having a primary interest in Africa, the Committee was not formally named by the Dean of the College of Arts and Sciences until October, 1961. The Committee, under the chairmanship of Associate Professor J. Gus Liebenow (Government), consisted of Professors Floyd Arpan (Journalism), George H. T. Kimble (Geography), Carl Voegelin (Anthropology); Assistant Professors John M. Thompson (History) and Warren D. Stevens (Audio-Visual). It was to be regretted that the Committee could not include Professor George Herzog, who had pioneered African studies at Indiana and who was now in retirement. Although a considerable amount of time was spent by the individual members of the committee in acquiring additional Africana for the library and in promoting various campus activities relating to African affairs, the two principal concerns of the committee were the addition of new faculty to the Program and the awarding of graduate fellowships for the coming year.

1. New faculty

As a consequence of the Ford grant, the African Studies Program received an explicit commitment of new staff funds for one historian and one cultural anthropologist. The visiting scholar fund, however, could also be used to bring scholars to Indiana on a semester or one year basis to lecture in economics, sociology, law, art, and the other fields not regularly covered. It was frankly hoped that some of the visiting scholars might be sufficiently attractive and versatile in their interests so that they might later be picked up by one of the departments on the general University budget. Moreover, there were hopes that other departments would recognize the growing importance of Africa and independently establish a high priority for the acquisition of new faculty or visiting professors having a specialized interest in this area. In this way the scholarly interest in African affairs on the campus would be expanded at an even more rapid pace than had been anticipated when the program was launched. In most respects the fondest hopes of the Committee with respect to faculty additions were more than realized during this first developmental year. The New York Times, among others, gave us the dubious honor of being singled out for our highly successful efforts in the "Academic marketplace." The summary of our work this year in securing new faculty follows.

a. History

The Department of History, in cooperation with the African Studies Committee, carried out a thorough search for an African historian. At least two candidates were brought to Indiana for interviews, several others were approached in England, and letters were secured regarding a number of scholars in this country, Europe,

and Africa. In December an agreement was reached to engage the services of George E. Brooks, who recently completed his doctorate at Boston University. Dr. Brooks was a Ford Foundation fellow from 1960-62, spent a research year in West Africa gathering material for his study of African-American trade relations in the Nineteenth Century, and has published several articles on African history. During the coming year he will offer a two semester course on African History (H357-H358) and a seminar on African-American Relations (H411).

b. Anthropology

The retirement of Professor Herzog posed a number of problems. The difficulties of immediately locating one person who could offer courses in African folklore, linguistics, music, and ethnography were recognized. It was decided, that, as a minimum, an effort should be made to keep alive the student interest in African ethnography during the current year. The Department and the Program were fortunate in being able to engage the services of Mrs. Harold Driver, who had taught the African ethnography course in the past. The African Studies Program gave financial support to Mrs. Driver during the spring semester to teach A367 (The Peoples of Africa). The wisdom of this decision is reflected in the fact that approximately 30 graduate and undergraduate students enrolled in this course.

On a more permanent basis, the Program and the Department of Anthropology spent many months carefully reviewing the qualifications of outstanding cultural anthropologists with a research and teaching interest in the political, economic, and social structures of African tribal societies. We sought a younger scholar who would not only strengthen the general cultural anthropology offering of the Department but would definitely and most directly complement the work of the faculty members in political science, economics, history, and other disciplines offering courses on Africa. The Department and the Program ultimately reached agreement on the appointment of Dr. Peter Hammond, who was at the time Assistant Professor of Anthropology at the University of Pittsburgh and who has had intensive field experience in Upper Volta and other countries of French expression in West Africa. Associate Professor Hammond will teach the basic African ethnography course (A367) and also develop his special interest in the Negro in the New World. The African Studies Program will assume full salary support for Professor Hammond during the next three years. In addition, Professor Hammond has received a research grant from the Advisory Committee for the summer of 1962 to enable him to work on his manuscript on the consequences of technological change among the Mossi of the West African kingdom of Yatenga.

To fill the void in the departmental offerings on the more humanistic aspects of African cultures created by Professor Herzog's retirement, the Department and the Program reached an early agreement to invite Associate Professor Alan P. Merriam of Northwestern University to join the Indiana faculty. Professor Merriam enjoys both a national and international reputation as one of the leading humanists in the African field. His teaching and research on African music and folklore, as well as general ethnography and politics, are the product of intensive field experience in the Congo. His publication record and his service on national committees provided further evidence of his high stature. The African Studies Program has assumed full salary support for Professor Merriam for one year. Professor Merriam will offer courses on the Music of Non-Literate Peoples (A395) and Ethnography of the Congo (A569) in the fall semester, and other courses relating to Africa during the second semester.

c. Fine Arts

The addition of faculty to the History and Anthropology Departments invited the prospect of the African Studies Program having the humanities as one of its several focal points. The Program interests coincided with the interests of the Department of Fine Arts, which has desired to add to its staff an art historian having knowledge of African, Oceanic, and Pre-Columbian cultures. The University was fortunate in this respect in being able to secure the services of Roy Sieber, who was at the time Associate Professor of Fine Arts at the State University of Iowa. Professor Sieber has studied African art in the United States, Western Europe, and Nigeria. The African Studies Program has assumed one-third of the salary of Professor Sieber for the first year. He will teach a two semester course on the Art of Sub-Saharan Africa (FA H473) and a two semester seminar on the Problems of African Art (FA H673).

d. Geography

Although the decision to appoint Professor Benjamin Garnier to the Department of Geography was made prior to the establishment of the African Studies Program, the Committee welcomed the addition to the Indiana faculty of a second geographer with an intensive African experience. Professor Garnier, who was for eight years the Professor of Geography at the University College of Nigeria (Ibadan), enjoys an international reputation as a climatologist.

e. School of Law

The appointment of Professor W. J. Wagner of Notre Dame University to the School of Law provided the Committee with some hope that the area of African law--- already the concern of Distinguished Service Professor Jerome Hall---might be given some recognition in the general field of comparative law studies at the University. Professor Wagner is currently engaged in his second extended lecture tour of West Africa under an exchange agreement.

f. Zoology

Professor B. H. Nowell Hynes of the University of Liverpool will be a visiting Professor of Zoology during the fall semester. Professor Hynes has had several years experience in East Africa.

g. Sociology

The prospects of the Sociology Department entering the African field were enhanced by the addition of Dr. Austin Turk, who has recently completed his Doctorate at Wisconsin. Dr. Turk has visited the Republic of South Africa and has developed an interest in problems of African urbanization.

h. Linguistics

The Committee gave serious consideration to the problem of instruction in African languages. This is reflected in the memorandum which appears as Appendix I to this report. An effort was made to secure the services of a general linguist as a first step to the greater problem of instruction in specific African languages. Insufficient time, however, prevented our acting this year.

1. Other fields

The possibility of the African Studies Program and the International Business Administration Program jointly supporting the visiting professorship of an economist with a research experience in Africa was discussed by the chairmen of the two programs.

Dr. Stephen Horak, the Slavic Librarian, has expressed an interest in doing an annotated bibliography of East European and Russian sources on Africa.

2. Graduate Students

Inasmuch as the African Studies Committee was not organized until the fall semester, no full year fellowships were awarded for 1961-62. At mid-year, however, a half-time fellowship was awarded to Mr. Norman Miller, who had been doing graduate studies in Journalism and Government.

In response to local publicity and to a form letter sent by the chairmen to other universities having African programs, approximately 25 inquiries about and/or applications for Ford African Fellowships were received. After careful consideration of the merits of the applicants, three fellowships were awarded on 1 April. A subsequent award was made in May and a further one is contemplated to ensure that the new faculty members in Anthropology and Fine Arts would have well-qualified students doing graduate studies in their particular areas. The awards carried an average stipend of \$1,900 for the academic year or \$2,200 for the twelve month period beginning with the summer session of 1962. The five fellowships awarded include: Egon P. Bodtker (Government), University of Oregon; Charles M. H. Keil (Anthropology), University of Chicago; Norman N. Miller (Government), Indiana University; Robert A. Simko (Geography), Indiana University; and---pending---Arnold G. Rubin (Fine Arts), State University of Iowa.

In addition to the above, there are several doctoral candidates in Geography, Government, History, and Sociology who hold University Fellowships or teaching assistantships in their respective departments.

3. African Affairs on the Indiana campus, 1961-62

The first program-supported activity on the Indiana campus this year was the Conference on the Arts of Africa, which was held from September 28-30. The various lectures and round tables organized by Professors Theodore Bowie, Richard Dorson, and George List, as well as the informal meetings contributed much to our understanding of the African humanities. The guest lecturers and discussants included Professor Daniel Crowley of the University of California at Davis ("African Oral Literature"); Dr. Robert Goldwater of the Museum of Primitive Art of New York ("The Sculpture of Africa"); Professor Alan P. Merriam of Northwestern University ("The Musician in Basongye Society") and Dr. Klaus P. Wachsmann of the Wellcome Historical Museum of London ("Other Folks' Music"). Following the conference the Department of Fine Arts, with the generous assistance of the Museum of Primitive Art, held a month-long exhibit of African sculpture, musical instruments, and other art works at the Fine Arts Center.

During the fall semester, the African Studies Program co-sponsored with the Department of Government a series of lectures on "Political and Administrative Problems of Developing Countries". The lecturers included Professor Roland A. Young of Northwestern University ("East African Politics - The Problems of Multi-racial

Societies"); Professor Aristide R. Zolberg of the University of Wisconsin ("One Party Government in the Ivory Coast"); Professor Charles F. Gallagher of the American Universities Field Staff ("Political Developments in North Africa"); and Professor J. Gus Liebenow, Indiana University ("Liberian Politics - The Problems of Cultural Integration").

The Program also co-sponsored in May, 1962, and gave minor financial support to the Horizons of Knowledge lecture by Professor Roland Oliver of the London School of Oriental and African Studies. Professor Oliver, who is one of the leading historians of East Africa, lectured on "Exploring the History of Africa."

The members of the African committee served as hosts to the several American Universities Field Staff personnel who appeared on the campus this year, and the African Program co-sponsored several of the lectures. The AUFS speakers who lectured on African subjects included E. A. Bayne (Somali, Ethiopia); Charles Gallagher (North Africa); and Ruben Frodin (Nigeria, West Africa).

The Ethnolinguistics Seminar was one of several campus groups which evidenced an interest in African affairs during the past year. In February the Seminar was addressed by Professor Peter Hammond of the University of Pittsburgh ("Economic Change and Mossi Acculturation"), and in April the Seminar heard Professor Hans Wolff of Michigan State University ("The Language of the Birom of Nigeria").

The Multi-National Foreign Journalist Group Project, administered by Professor Floyd Arpan of the Department of Journalism, also was of interest to the African Studies Program. Although the activities of this project are covered in Professor Arpan's report, it might be well to note that four of the twenty working journalists who visited Indiana last fall were from African countries. The summer of 1962 will once more find Professor Arpan visiting Africa, with his field seminars in Ethiopia, Tanganyika, and Nigeria being the preliminary stage for a second appearance of the Foreign Journalist Group Project on the Indiana campus this fall.

The various African interests of the Audio-Visual Center are also discussed in a separate report by Professor Warren Stevens. The text-book writing project brought students from several African countries to the Indiana campus as did the other AID contracts with Nigeria, Sierra Leone, Mali, and other West African states.

The personnel of the Department of Journalism and the Audio-Visual Center were joined by members of the Department of Radio and Television and the Library School in discussing Indiana's role in establishing a proposed School of Communications at the University of Ife, Nigeria. The Chairman and members of the African Studies Program were consulted at various stages of the negotiations. As of this writing the necessary support from AID and the Nigerian government had not materialized. This, however, is covered in another report.

Although the first training program for Peace Corps volunteers at Indiana relates to a north African country (Tunisia), members of the African Studies Program are participating in the training and selection of the group. This experience may well provide the basis for further participation of the University in the training of volunteers for African countries, especially nations of French expression in west and equatorial Africa.

Other university activities and agencies which have a bearing upon the development of the African Studies Program include the Archive of Folk and Primitive Music, the Archive of the Languages of the World, and the Human Relations Area Files.

Student groups on the campus have also initiated Programs with an African focal point. The Wesley Foundation had a film and several speakers on the revolt in Angola; the Graduate Residence Center sponsored a cultural "All Africa" night; the Anthropology Club heard several speakers lecture on African subjects; and the International Student Center held a panel discussion on racial problems in Africa.

Finally, we must note that Indiana University has attempted to support the high schools and smaller colleges of the state in their efforts to increase the African content of their social studies curricula. One such effort was the sponsoring in March of the Wabash Valley Conference on Africa. This brought together faculty and students from Indiana University, Indiana State, Rose Polytechnical Institute, St. Mary of the Woods, and Vincennes University.

4. Program Activities for 1962-63

The Program is planning an interdisciplinary seminar on problems of contemporary Africa, which will bring together faculty and graduate students having a scholarly interest in Africa. The contribution of Indiana's faculty members will be supplemented by visiting lecturers on African affairs having a national or international reputation.

Professors Merriam and Sieber will be considering Indiana University's relationship to the proposed Art of Africa Archives.

A summer institute on Africa, which will bring teachers and students to the Indiana campus in 1963, is being planned as the next in Indiana's series of summer institutes on non-Western areas.

Appendix I
LANGUAGE TRAINING AND THE AFRICAN STUDIES PROGRAM AT INDIANA UNIVERSITY

Under the aegis of area studies programs the catalogs of the major American universities have come to include a generous sprinkling of courses in Russian, Arabic, Japanese, Chinese, and Portuguese as well as a modest but growing list of the more "exotic" tongues. Some of the development in language instruction is the response to arguments posed in terms of national defense, i.e. that knowledge of these languages by American diplomats, businessmen, journalists, and others is essential if they are to increase their effectiveness in dealing with the peoples of our shrinking globe. While this in itself might be sufficient justification for the expansion of language training, the development of language curricula has been welcomed on more purely academic grounds by the area specialists. It has provided the area training programs with the proper instrumentality for an understanding of the politics, literature, art, and social organization of foreign societies, as well as subjecting to scholarly analysis one very important part of the culture, namely the language itself. Moreover, knowledge of the language has provided scholars in this inter-disciplinary climate with at least one common criterion whereby one can evaluate the competence of his fellow area specialists.

In developing university programs for the study of Africa south of the Sahara the arguments regarding the need for training in indigenous languages are just as sound for that region as they are for other areas, even though UCLA, Duquesne, and Michigan State are among the very few who have given concrete evidence of their recognition of the need for African language training. Only a small fraction of the African population today speaks English, French, Portuguese, Italian, or Spanish; and in most instances the European tongue constitutes a second or third language for the speaker--seldom the language through which he will reveal data of a highly effective character. Ignorance of a reading and speaking knowledge of the indigenous language of the area in which he works means that the scholar must follow one of three courses. First of all, he can design his project so that he has maximal contact with European-speaking informants and access to documents in a European language and only minimal contact with non-European sources. While this may produce very fruitful results, it does place an unnecessary straight-jacket upon intellectual inquiry. His second course of action is to rely upon interpreters, which is what Northwestern, Boston, and the other pioneers in the African studies field have urged their students to do. This, too, is unsatisfactory since it requires that all data be "screened" through third parties who will unavoidably use their own judgment in omitting information or adding nuances of meaning not intended by the person being interviewed. There are many situations, too, where it is either impossible for an interpreter to accompany the researcher or difficult for him to perform his tasks effectively. Moreover, if one is to rely upon an interpreter, some knowledge of the language is required in order to "test" his interpretation. The third course of action is to learn the language on the spot. This is not only an uneconomical way for one to spend his time in the field (unless he is a linguist), but it also means that many of the valuable first impressions are almost entirely lost upon the individual. The intention to acquire the language in the field, moreover, often results in the language not being learned at all or being acquired in a rather hackneyed fashion. One speaks "Ki-settler" as the Kiswahili of the Europeans of Kenya is called. In any case, it is not the way one normally learns French; why should one learn Luganda or Twi in that fashion?

Recognizing the need for language instruction, however, does not provide us with easy answers regarding a logical language base or bases for an African studies program. There is no single language or even a series of languages which does

for the African program what Arabic does for Middle East studies, Spanish and Portuguese do for the Latin Americanist, or Russian does for the Russian and East European programs. The African sub-continent not only constitutes a veritable babel with languages and dialects numbering in the hundreds, but it is an area where the speakers of any single language seldom number more than a million. Even taking into account the four major languages of the sub-Saharan region--Kiswahili, Hausa, Yoruba, and Ibo--we find that they cover only a fifth of the inhabitants of this vast area. The first two, moreover, are *linguae francae* (and thus second languages for most speakers) and the last three are confined largely to one state (Nigeria) of the 40 political units of the sub-continent. Further difficulties stem from the fact that there was no transcription of African languages before the arrival of the Europeans, and even today a few vernacular newspapers and translations of the Book of Matthew constitute the only written sources of many African languages.

In view of the above considerations, a rigid approach to the African language problem would be self-defeating in terms of developing area specialists. No student could be expected to make a long term commitment to the acquisition of a single language unless he wanted to limit his inquiry to a very narrow geographic portion of the continent. He would acquire a research tool of limited transferability even though the acquisition of one language would provide him with a skill for acquiring related tongues.

One approach to the problem of language heterogeneity in Africa south of the Sahara is further to sub-divide the continent for the purposes of a coordinated concentration upon the political, social, economic, and geographic problems of a limited area. The dominant languages of the sub-area would provide a language base for the program. Thus, Duquesne and Syracuse have singled out East Africa for study, with Kiswahili as the core language for their respective programs, and California Institute of Technology has turned its attention to Zulu, Afrikaans, and Portuguese as the core languages for its program on Capricorn Africa (southeast Africa). This geographic sub-division or concentration by the way, also facilitates library acquisition of Africana. On the other hand, geographic limitation raises acute problems when it comes to recruiting experienced staff and promising students. Moreover, many scholarly problems (e.g. economic development, the persistence of a particular art form, or the problems of inter-racial conflict) should not be studied simply from the point of view of geographic or linguistic boundaries. And significantly, this academic sub-division of the continent comes at the very time when the African leaders themselves are attempting to bridge the deserts and rain forests for the purposes of political, commercial, and other forms of cooperation.

PROPOSED APPROACH TO THE PROBLEM OF AFRICAN LANGUAGE TRAINING AT INDIANA:

Rather than attempting what may be a facile solution to the language problem by concentrating upon one region or the impossible solution of moving immediately to the teaching of all the "important" African languages (even if there were trained staff in this country!), it seems much more desirable to take a two-pronged approach to the problem of language instruction in connection with the African studies program at Indiana.

The logical first step would be the acquisition of a descriptive linguist who has a familiarity with one or more of the African languages. Through the use of African students as informants and assisted by language tapes, the linguist could

assist the student in his understanding of the structure of the language, in pronunciation, and in the acquisition of at least a minimal vocabulary. How much training in this regard would be required depends upon the character of the language and the needs of the students. At a minimum he would be better prepared to "pick up the language in the field" and to make more efficient use of interpreters and informants.

The second stage would consist of full-scale course instruction in a selected number of the important languages of the sub-Saharan region. We already have courses at Indiana in Arabic, which is the language of Sudan, and much of the east coast region as well as the southern rim of the Sahara in the west. Kiswahili, Hausa, Yoruba, Ibo, and Zulu, would be among the more logical early additions in the field of language instruction in terms of the populations involved; the existence of trained teachers in Europe, Africa, and America; and the availability of substantial bodies of literature.

The first step we can undertake on our own, particularly if the needs of the African studies program coincide with the priorities established by the Linguistics Program. The second step can only be undertaken with assistance from the outside. Having taken the first step, however, the prospects of our securing the required help for the second step would be considerably enhanced.

J. Gus Liebenow, Chairman
African Studies Program
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