

INDIANA UNIVERSITY
INTERDEPARTMENTAL COMMUNICATION

To: Dean Joseph Sutton
DEPT. College of Arts and Sciences
SUBJ. NDEA Proposal of the African Studies Program

FROM: J. Gus Liebenow
DEPT. African Studies Program
DATE. December 22, 1964

TELEPHONE. 7-6825

Three times in the past the African Studies Program has gone to NDEA seeking support under its Title IV Program. Each time, despite assurances that the University Committee had given us a high priority, Washington saw fit to shelve our proposal without any reasons being advanced for the decision. Despite our frustration, we were encouraged by a sentence in the Byrnes-Thompson memorandum of 23 October regarding the expansion of Title VI Programs. Byrnes and Thompson had commented that "...Our impression was that if the African Studies Program at I.U. submitted a request for a center that included satisfactory plans for language instruction (all programs must have a language component), this would receive careful attention." While this was far from a concrete commitment on the part of NDEA, we nevertheless, submitted a proposal for consideration by the University and NDEA for the establishment of an African Center.

I now understand that a priority ranking of programs has been suggested by the Wells Committee. I really can't dispute the wisdom of the Committee's decision inasmuch as I am not fully aware of the basis for their priority ranking. No representative of the African Program was present at the meeting to present our case. If I had all of the facts, perhaps I might concur wholeheartedly in the Committee's judgment. I do feel, however, that it might be useful to place certain things in the record even though no alteration in the rankings is contemplated. What I am concerned about is the fact that Don Bigelow has stated several times in the past that once an NDEA center is established that Washington will not re-open the basic question each year, but will merely look at the details. Therefore, if the decision was made to favor the Latin American Program because of their temporary difficulties with the Ford Foundation, then it seems we are giving them a permanent advantage over the African Program. This may be in keeping with the long-range thinking of the University, but I think it should be made explicit. I believe that some other things should also be put into the record.

First of all, in terms of the capacity to provide graduate training for students in African Studies, I would now rank the Indiana Program second only to the UCLA and the revitalized Northwestern Programs, which have the largest staffs and are still attempting to provide omnibus training in all disciplines with respect to the whole of sub-Saharan Africa. With respect to the other major programs, I think we are superior in that we have attempted to concentrate our efforts and provide better integrated training in two respects:

1. We have adopted a regional focus, with at least four seminars and courses annually being devoted to West and French-speaking Africa. Our interest in the social sciences within the whole sub-continent remains, but it has definitely been relegated to a secondary category.
2. In addition to the development focus, we have a second subject matter concentration which is second to none in this country. I refer to the interest in the African humanities which now includes faculty and courses dealing with African music, fine arts, folklore, and history.

What we do not have, and what even the less developed programs possess, is a language and linguistics dimension. This was for a long period the ignored

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field within African studies. This arose from a combination of factors, including the limited number of linguists, the existence of close to a thousand languages in Africa, certain misconceptions about the languages of the European colonial powers being adequate tools for research, and certain naive assumptions being made about the ease of picking up African languages in the field or the adequacy of employing interpreters in getting the data required.

The need for language training has at last been recognized by scholars in African studies as it was earlier recognized by scholars in Asian, Soviet, Middle East, and Latin American programs. We recognize this essential need at Indiana as well, and certainly the joint effort of the Linguistics Department and the African Program last year to fill the specially created position of African Linguist attests to this. But where do we now stand? Indiana is in the ironic position of having in the past few years trained five African linguists who are eagerly sought by other African programs, but who are not employed by us because of our informal rule against hiring our own graduates. Moreover, the only person currently teaching an African language is on a terminal contract.

The experience of last year during which we attempted to recruit an African linguist would seem to indicate that we can't make significant inroads into the matter of African language training when we think in terms of a one man effort. Our leading candidate last year chose to go to Northwestern, not merely because of a salary differential, but because Northwestern was prepared to establish a Department of African Languages and Literatures, permitted him to bring his second man along from Michigan State and has now authorized him to hire two more members for his staff.

The "complex" approach outlined in our NDEA proposal, it seems to me, is the only way to approach the problem of African language instruction in the face of the diversity of the sub-continent. By regularly offering two languages and tailoring other language courses to meet the demonstrated research needs of the students and faculty, we are taking not only a more logical approach but one which is also the least expensive. But expensive it is, and we can't reasonably expect this kind of support to come from general fund money alone. I doubt, too, in view of the recent attitude of the Ford Foundation whether they would entertain such a request from us when we come up for renewal of our five-year grant next year. The only outlet that we seem to have at the moment is NDEA.

Again, let me stress that I do not know the criteria employed, but in terms of the need for a language program to support a very significant area program, I would suggest that the African Studies group at Indiana has a strong case.

JGL:st

cc: Chancellor Herman B Wells
Professor Richard Crabbs
Professor Edward H. Buehrig

B. AFRICAN LANGUAGES AND LINGUISTICS AT INDIANA UNIVERSITY

The multiplicity and variety of languages in Africa make it impossible to adopt an easy solution to the problem of equipping graduate and undergraduate students with the proper linguistic tools for the understanding of African societies. In facing this complex problem, we recognize at least two general purposes to be served by an expanded program in African languages and linguistics: at least two different categories of personnel to be trained. With respect to purposes, there is, on the one hand, the very sharply defined objective of imparting to the graduate student or the mature scholar a specific language competence needed to do research among an African people whose linguistic community may be relatively small in size and who are of relatively minor importance insofar as current or anticipated national defense needs or scientific inquiry is concerned. Such a course in an "exotic" language would be ephemeral in character, and aside from its value to students in linguistics the course should only be taught as the research need is clearly demonstrated. With over a thousand languages to choose from and a mere handful of qualified linguists to teach them, any other approach seems wasteful in the extreme.

There is, on the other hand, a distinct value to exposing both graduate and undergraduate students in major American universities to the language and literature of an African people quite apart from a research objective. The undergraduate who takes a two or three year course in Swahili or Hausa language and literature will come to have some appreciation of the way Africans in Tanzania or Niger organize their thoughts and conceptualize their problems just as a course in French gives him a deeper understanding of the culture of France. The graduate student in African studies would receive this benefit and more. Assuming that he has a regional specialization, he may be acquiring at a minimum a comprehension of one of the major lingua franca of his area and perhaps the linguistic disposition and tools needed to acquire additional African languages in the field. At a maximum, he may be learning the specific language which would be most pertinent to the conduct of research in his region.

We thus propose a two-pronged approach to the problem of African languages and linguistics at Indiana:

1. Intensive Language Training

In coping with the first purpose described above, Indiana University will attempt to provide through its Intensive Language Training Center, under the direction of Professor Carleton Hodge, the specific language facility needed by the student to carry out research in a particular community in Africa. This would be done on an intensive full-time basis during seven month blocks (one regular semester and a summer). Emphasis would be upon the aural/oral approach, but appropriate attention would be paid to the acquisition of a reading knowledge of the language. The instruction would be provided by descriptive linguists, and, ideally---but not necessarily---by linguists having intimate knowledge of the languages concerned. For the most part, instruction would be through the medium of native speakers. The group of linguists would include not only those who would be permanently associated with the University, but also linguists who would be brought in on an ad hoc basis for shorter periods. We would envision during any seven month block a maximum of six languages taught by a group of 4 linguists. The load would be distributed on the basis of specific competence, availability of tapes and lessons, and other factors.

Although the emphasis of the African Studies Program upon West Africa would give greater weight to courses dealing with the languages of that region, the primary criterion for the selection of courses to be offered would be the demonstrated need for a particular language on the part of graduate students. In this respect, our student audience would include not only graduate students in Linguistics and area studies at Indiana, but also students at any institution in the Committee on Institutional Cooperation ('Big Ten' plus Chicago), other colleges in the Indiana Council on Higher Education, and even institutions outside this region as the situation dictates. The facilities of the Intensive Language Training Center would also be utilized in training Peace Corps Volunteers and other governmental personnel in training for overseas assignments. It would also be made available to military personnel here under such programs as the Army Foreign Area Specialist Training Program, and other government personnel who are interested in keeping up their fluency in one language or adding a second language during their area training. Under normal circumstances, a class of five would be considered a desirable minimum. Various fellowship arrangements would be made to permit the student to devote himself full-time to the acquisition of language skills.

While it is expected that the graduate students in area studies would provide the major clientele for the Language Center, a very heavy emphasis would be placed upon the training of graduate students in Linguistics. It is assumed that this is one of the most fruitful ways of multiplying language skills in the country. Here, Indiana University is fortunate in having not only a respected African Studies Program, but also one of the foremost Departments of Linguistics.

2. Regular Non-Intensive Courses in Hausa and Swahili

For the undergraduate student desiring an exposure to one of the more significant African languages or for the graduate student who has a firm regional commitment to West or East Africa and who for a variety of reasons prefers to acquire his linguistic competence over a longer period of time, a second approach will be employed. Hausa and Swahili, the two languages which have the greatest relevance to our primary and secondary regional foci within the African Program, will be offered regularly on a two or three year basis. The last year would emphasize the existing literature in the language. Although within the Middle West this might appear to create a certain duplication of effort (with Michigan State offering Hausa and Wisconsin providing Swahili), the scope of the current demand on the part of Indiana graduate students for both these languages indicates that the need exists and that it can probably be best met here. The offering of these on a regular basis would not preclude either being taught on an intensive basis as the demand arises.

A. Applied Linguistics.

For the second year, the Department of Linguistics is offering a two-semester course in SWAHILI. This coming semester, we propose introducing a course on elementary HAUSA.

B.

The Asian Studies Program makes available to students in the African Studies Program the three-year course in ARABIC.

C.

A structural linguistic course in AMHARIC is currently in progress.

D.

An intensive course in KRIO for Sierra Leone Peace Corps Volunteers was offered by the staff in the Summer of 1964 and will be repeated in the Summer of 1965.

E.

During the past five years, students in Linguistics and the African Studies Program have worked on the following languages at Indiana University: TWI, MALINKE, AFRIKAANS, YORUBA, and HAUSA. Graduate students in Linguistics have completed or are completing dissertations in the first four African languages listed above.

F.

The University is well prepared to offer regular and intensive training courses in FRENCH, SPANISH, PORTUGUESE, and ITALIAN.

G.

The interest of the faculty in Linguistics in research on African languages is revealed in two recent publications: (1) C. F. and F. M. Voegelin, LANGUAGES OF THE WORLD: AFRICAN FASCICLE ONE (Indiana University Archives of the Languages of the World); and (2) the republication in the International Journal of American Linguistics of Joseph H. Greenberg's THE LANGUAGES OF AFRICA.

F. 2 FACULTY IN AFRICAN LINGUISTICS

Carleton Hodge, Director of Intensive Language Training Center. Formerly with the Foreign Service Institute; then Editor of the African Language Series of FSI; author of a basic text on Hausa, Hausa Basic Course; and an Outline of Hausa Grammar.

John J. Pia, Lecturer in Department of Linguistics; field study in Somalia and East Africa; teaches courses on Swahili, structure of Amharic; author of publications on Somali, and on "Cushitic, Chari-Nile, and Ethiopic, The Current State of Knowledge."

James Wilson, Ohio University, provided the Krio language course for the Sierra Leone Peace Corps group last summer, 1964, and will repeat the course again this summer.

Indiana University has established a position for an African Linguist out of its General Fund budget. The search for a candidate is currently underway.

The African Program is also able to take advantage of the services of three Arabists in the Program of Asian Studies:

Wadie Jwaideh, Associate Professor of Asian Studies and Associate Professor of History (Licentiate, University of Bagdad (Iraq), 1942; Ph.D., Syracuse University, 1960).

Trevor LeGassick, Assistant Professor of Asian Studies (A.B., University of London (England), 1958; Ph.D., 1960).

Caesar E. Farah, Associate Professor of Asian Studies (A.B., Stanford University, 1952; A.M., Princeton University, 1955; Ph.D., 1957).

F. 3 AFRICAN STUDIES PROGRAM COURSES REGULARLY TAUGHT

African Studies - Graduate School

Seminar on Contemporary Africa

Anthropology

Introduction to Cultures of Africa
Problems in African Ethnography and Ethnology
African Ethnography and Ethnology
Problems in Economic Anthropology
Seminar in Ethnomusicology, I-II
Music of Non-Literate Peoples
African Music
Ethnography of the Congo
Problems in the Study of the Negro in the New World
Kinship Organization

Business

Business and Economic Conditions in Africa

Comparative Literature

Arabic-Western Literary Relations

Fine Arts

Art of Sub-Saharan Africa, I-II
Problems in African Art, I-II

Folklore

African Folklore

Geography

Geography of Africa South of the Sahara
Seminar in Regional Geography of Tropical Africa
Seminar in the Geography of the Humid Tropics

Government

African Political Systems
Near Eastern Political Ideas
Interdepartmental Seminar in Problems of Economically Less Developed
Countries, I-II
Seminar in African Political Systems
Regional Politics of Africa
Developmental Problems of Non-Industrialized Countries

History

African History, I-II
History of the Medieval and Modern Near East, I-II
American Relations with Africa
Seminar in History of West Africa

Journalism

International Communications, I

F. 4 FACULTY IN AFRICAN STUDIES

Floyd Arpan Professor of Journalism (B.S., Northwestern Univ., 1933; M.S., 1934).

George E. Brooks Assistant Professor of History (A.B., Dartmouth College, 1957; A.M., Boxtton Univ., 1958; Ph.D., 1962), author of numerous articles on African-American relations.

Benjamin Garnier Professor of Geography (A.B., Cambridge Univ., 1939; A.M., 1943).

Sheldon Gellar Lecturer in Government (A.B., Rutgers, 1958; Diplome de L'I.E.P., Institute D'Etudes Politiques (France), 1960; Ph.D., Columbia Univ., in pro-

Peter B. Hammond Associate Professor of Anthropology (A.B., Mexico College (Mexico), 1951; Ph.D., Northwestern University, 1961), author of numerous articles, chapters on the problems of technological change in West Africa.

Ronald J. Harrison-Church Visiting Professor of Geography, Second Semester 1964-65 (B.S., London School of Economics, Univ. of London (England), 1936; Dip.Ed. Institute of Education, Univ. of London (England), 1939; Ph.D., 1943.

George H.T. Kimble Professor of Geography (A.B., King's College, Univ. of London, 1929; A.M., 1931; Doctor in Artibus (Ph.D.), Univ. of Montreal, 1948), author of two volume work, Tropical Africa, and other articles.

J. Gus Liebenow Professor of Government; Chairman, African Studies Program (A.B., Univ. of Illinois, 1949; A.M., 1950; Ph.D., Northwestern Univ., 1955), author of numerous books and articles on African politics with special emphases on East and West Africa.

Alan P. Merriam Professor of Anthropology (A.B., Montana State Univ., 1947; M.Mus., Northwestern Univ., 1948; Ph.D., 1951), author of numerous books and African music and Congo politics.

John C. Messenger Associate Professor of Anthropology and Associate Professor of Folklore (B.S., Lawrence College, 1947; Ph.D., Northwestern Univ., 1957), author of numerous articles on African folklore.

Lee C. Nehrt Assistant Professor of International Business Administration (B.S., United States Coast Guard Academy, 1949; C.E.P., Univ. of Paris (France), 1955; M.S.B.A., Columbia Univ., 1956; Ph.D., 1962.

Roy Sieber Associate Professor of Fine Arts (A.B., New School of Social Research, New York, 1949; A.M., State Univ. of Iowa, 1951; Ph.D., 1957).

Warren Stevens Associate Professor of Education; Supervisor of Production Planning in the Audio-Visual Center (Ph.B., Univ. of Toledo, 1935; A.M., 1949; Ed.D., Indiana University, 1958).

Alan Taylor African Bibliographer, ten years archival experience in the National Archives at Salisbury, Southern Rhodesia.

F. 5 PHYSICAL FACILITIES OF INDIANA UNIVERSITY

A. The Language Laboratory at Indiana University is one of the best in the country in terms of the oral-aural technique of intensive language training. The Laboratory has tapes and language lesson materials on:

Krio
Somali
Kituba
Igbo
Hausa
Twi
Swahili

B. The University has several special archives which are of value to scholars in African languages and linguistics as well as those in area studies. These include: The Languages of the World Archives, the Archive of Folklore and Primitive Music, the Human Relations Area Files, and United Nations Documents.

C. The systematic acquisition of Africana for the Indiana University Library began in 1948. Since that time, the University has managed to amass a respectable collection of books, monographs, and periodicals in the fields of African ethnography, politics, and geography. The Ford grant of 1961 has permitted us to expand our collective works in the fields of African history, the humanities, and economics. The rationalization of our present holdings and further acquisition has been immeasurably advanced by the employment of an Africana Bibliographer with ten years archival and library experience in Central Africa. The Library has agreed to the centralization of the African collection and to the establishment of an African reading room in the new library.

D. The University has a substantial physical plant in terms of classrooms, on-campus student housing, and other educational facilities. The African Studies Program has a central office and will shortly be sharing the reading rooms and lounges available to other international programs on the campus.

G. RELEVANT DATA ON AFRICAN STUDIES AT INDIANA UNIVERSITY

The establishment of an NDPA Center would add an important new dimension to the training in African affairs which has a history at Indiana University dating back to 1948. The development of new strength in languages and linguistics would significantly complement the other two core areas in which Indiana has been making a distinctive contribution to the national effort in the training of teachers, researchers, and persons in government or business requiring knowledge of African affairs. Those two core areas, whose growth was stimulated by the five-year Ford Foundation grant of 1961, include our regional focus upon developments in West and Francophone Africa and our integrated program in the African humanities.

1. West and Francophone Africa

The regional focus of the African Studies Program constitutes an implicit rather than an explicit bias, for we still attempt to provide graduate and undergraduate instruction regarding sub-Saharan Africa as a whole. The graduate, indeed, may elect to specialize upon any region of the continent for his research project. The Program attempts, nevertheless, to provide the student interested in West and Francophone Africa with an integrated course of training which exposes him to complementary data on the region from the disciplines of history, anthropology, geography, political science, folklore, and fine arts. This is reflected in the specialized courses in the region which have been offered during the past two years:

1963-64

Seminar on Social and Political Change in West Africa (Liebenow, Brooks)
History of West Africa (Brooks)
Ethnography and Ethnology of West Africa (Hammond)
Problems of Politics in West Africa (Liebenow)

1964-65

Politics of French-speaking Africa (Gellar)
Geography of West Africa (Harrison-Church)
Seminar on Trade on the Windward Coast (Brooks)
Ethnography and Ethnology of West Africa (Hammond)

The West African and Francophone African foci have developed out of our wealth of faculty resources with respect to the region. Eight of our faculty, representing six disciplines, have had a year or more of field experience in the area, and two others have been involved in the University's AID-sponsored programs in communications in Nigeria, Sierra Leone, and other West African states. It might be noted further that the University is in the process of mounting a second Peace Corps training program for a West African state (Sierra Leone) and that we are currently exploring the possibility of establishing a school of communications at the University of Lagos. Two of our graduate students are currently engaged in field research in Mali and Nigeria, and five more plan to go to West Africa this year.

Our integrated social science program on West and Francophone Africa would be considerably strengthened by the addition of faculty in the fields of sociology and economics.

2. African Humanities at Indiana

The second major area in which the African Studies Program at Indiana has been making a distinct contribution is our comprehensive and integrated training program in the African humanities. Four of our faculty have had distinguished careers in African ethnomusicology, fine arts, folklore, and history. Collectively, in this relatively neglected field of African studies, Indiana's faculty attempts to deal with the technical aspects of the arts; arts as human behavior; and arts in relation to other disciplines in African studies. Our present efforts would be considerably strengthened by the addition of faculty in the fields of pre-history and African literature.

The seriousness of Indiana's commitment to the African humanities is revealed in many ways. Even before the African Program was organized, Indiana sponsored a weeklong conference on the Arts of Africa. Moreover, the Program's continuing seminar during the past two spring semesters has brought some of the country's leading authorities to the campus to explore concepts and the approaches to study of African art, music, folklore, drama, literature, architecture, and the dance. Ten courses in the graduate and undergraduate curriculum presently are concerned with examining the substance of, and research problems in, the African humanities. Students are able to draw upon the rich archival and museum collections. The Department of Fine Arts has some of the finest pieces of Yoruba and Congo art in its collections and has frequent exhibitions. The Archive of Folk and Primitive Music is housed at Indiana University, and students can draw upon its extensive body of tapes of African music. The Languages of the World File, also housed at Indiana, provides a wealth of opportunity to scholars in sociolinguistics. One student is currently doing field work on art in Nigeria, and three others are planning research proposals in folklore, arts, and the dance.

3. Student Involvement in African Studies

One index of the growth of interest in African studies at Indiana can be found in the expansion of the faculty in this area from four in 1961 to thirteen in 1964. Equally significant, however, has been the dramatic rise in graduate and undergraduate enrollments in all courses in area studies during the past three years (cf. Appendix I). Although the Program is still young, four of our graduate students are engaged in field studies in Africa, seven more will be going within the year and four (including our first Ph.D.) are teaching courses on Africa at universities in this country and Africa. Participants in the Program are candidates for advanced degrees in one of the established disciplines, with African Studies constituting a field within the major and/or serving as the outside minor. At present eight departments are represented among the 45 graduate students identified with the Program. The extent to which the University has provided financial support to students in the Program is indicated by Appendix II. By various means, including the weekly Seminar on Contemporary Africa, the faculty and students in the Program are provided the opportunity to establish multi-disciplinary contacts and to engage in cross-disciplinary discussions.

The continuing seminar has also permitted the students in the Program to acquire first-hand acquaintance with some of the leading Africanists in this country, Africa, and Europe. The list of speakers for the past four years is included in Appendix III. Each semester's seminar is organized around a specific theme. The seminar this fall, for example, has been devoted to exploring various facets of "Urbanization in Sub-Saharan Africa." This spring the seminar will examine "The Role of the Artist in African Societies."

The students from sub-Saharan Africa on the campus number over sixty. They have organized an African Students Association and at least once each year have an "Africa Night," in which they perform their national dances, songs, folk-telling, and display various kinds of art work. The wide variety of linguistic groups represented provides the Program with a fair chance of securing the native speaker desired for a course in African linguistics. Arrangements have also been made in the past to ensure that a speaker on a specific African language can be available on the campus.

APPENDIX I

Student Enrollment in African Studies, 1960-64

| <u>Year</u> | <u>Undergraduate</u> | <u>Graduate</u> | <u>Total</u> |
|-----------------|----------------------|-----------------|--------------|
| 1960-61 | | | |
| Anthropology | 10 | 10 | 20 |
| Geography | - | 6 | 6 |
| Government | <u>7</u> | <u>13</u> | <u>20</u> |
| Totals | 17 | 29 | 46 |
| 1961-62 | | | |
| Anthropology | 7 | 8 | 15 |
| Geography | 5 | 5 | 10 |
| Government | 9 | 7 | 16 |
| Journalism | <u>-</u> | <u>5</u> | <u>5</u> |
| Totals | 21 | 25 | 46 |
| 1962-63 | | | |
| African Studies | - | 20 | 20 |
| Anthropology | 10 | 37 | 47 |
| Fine Arts | 6 | 25 | 31 |
| Geography | 4 | 15 | 19 |
| Government | 8 | 13 | 21 |
| History | <u>18</u> | <u>31</u> | <u>49</u> |
| Totals | 46 | 141 | 187 |
| 1963-64 | | | |
| African Studies | - | 35 | 35 |
| Anthropology | 26 | 39 | 65 |
| Fine Arts | 18 | 28 | 46 |
| Geography | - | 20 | 20 |
| Government | 14 | 21 | 35 |
| History | 36 | 35 | 71 |
| Journalism | - | 14 | 14 |
| Swahili | <u>-</u> | <u>5</u> | <u>5</u> |
| Totals | 94 | 197 | 291 |

APPENDIX II

Financial Support for Graduate Students in African Studies

| | <u>1961-62</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> |
|---|----------------|----------------|----------------|----------------|
| African Studies Fellowship/Scholarship | 1 | 4 | 4 | 4 |
| University Fellowship | - | 2 | 3 | 2 |
| University Peace Corps Returnee Fellowships | - | - | - | 2 |
| Foreign Area Fellowship (Ford) | - | - | 1 | 1 |
| Woodrow Wilson Fellowship | - | - | - | 1 |
| Private Foundations | - | - | 2 | 1 |
| Army: FASTP | - | - | 1 | 2 |
| Resources of the Future | - | - | - | 1 |
| Departmental Assistantships | 1 | 2 | 11 | 14 |
| Foreign Government Scholarship | <u>-</u> | <u>-</u> | <u>1</u> | <u>1</u> |
| Totals | 2 | 8 | 23 | 29 |

APPENDIX III

Visiting Scholars and Lecturers to the African Studies Program

1961-62

Professor Daniel Crowley, University of California at Davis
Dr. Robert Goldwater, Museum of Primitive Art of New York
Dr. Klaus P. Wachsmann, Wellcome Historical Museum of London
Professor Roland A. Young, Northwestern University
Professor Aristide R. Zolberg, University of Wisconsin
Professor Charles F. Gallagher, American Universities Field Staff
Professor Roland Oliver, London School of Oriental and African Studies
E. A. Bayne, American Universities Field Staff
Ruben Frodin, American Universities Field Staff
Professor Hans Wolff, Michigan State University

1962-63

Professor Jan Vansina, University of Wisconsin
Miss Nadia Chilkovsky, Philadelphia Dance Academy
Professor James W. Fernandez, Smith College
Professor William R. Bascom, University of California, Berkeley
Professor Warren L. d'Azevedo, University of Pittsburg
Mr. Nicholas M. England, Harvard University
Mrs. Frances S. Herskovits, Northwestern University
Professor Douglas Fraser, Columbia University
Peter McEntee, American Universities Field Staff
George Golding, Principal, Ashley Street School, Cape Town
Philip Mayer, Head of the Department of African Studies, Rhodes University
Hamish Dickie-Clark, University of Natal
Ann Larimore Kolars, Rutgers University
Peter McLoughlin, Institute of Industrial Relations, UCLA
William Fagg, Keeper of Ethnography, British Museum
Max Gluckman, University of Manchester

1963-64

Professor Sayre Schatz, Nigerian Institute of Social and Economic Research
Professor Vernon McKay, Johns Hopkins University
Professor R. Bayly Winder, Princeton University
Professor Phoebe Ottenberg, University of Washington
Professor William Foltz, Yale University
Professor William Friedland, Cornell University
Victor DuBois, American Universities Field Staff
Professor William Fagg, British Museum
Professor Ethel Albert, University of California
Professor Igor Kopytoff, University of Pennsylvania
Professor Willard Rhodes, Columbia University
Mrs. Gertrude P. Kurath, Dance Research Center, Ann Arbor, Michigan
Professor James H. Vaughan, University of Cincinnati
Professor Philip Dark, Southern Illinois University
Professor A. C. Jordan, University of Wisconsin
Dr. Robert P. Armstrong, Northwestern University
Professor Charles Kraft, Michigan State University
Professor William J. Samarin, Hartford Seminary Foundation
Professor William Branford, University of Natal
Professor Vernon Dorjahn, University of Oregon
Professor Martin L. Kilson, Harvard University

1963-64 cont.

Professor Akin Mabogunje, University of Nigeria, Ibadan
Professor Robert Lystad, Johns Hopkins University
Professor William Lewis, Georgetown University

1964-65 (First semester)

Professor James Irving, Dean of Social Sciences, Rhodes University
Professor Daniel McCall, Boston University
Professor William B. Schwab, Temple University
Professor George Jenkins, University of Wisconsin, Milwaukee
Professor William Friedland, Cornell University
Professor Gilbert Schneider, Ohio University
Professor St. Clair Drake, Roosevelt University
Professor William J. Hanna, Michigan State University
Professor Leo Van Hoey, University of Kansas
Dr. Jane Murphy, Payne Whitney Psychiatric Clinic, New York City
Professor Fred Burke, Syracuse University
Professor William Watson, University of Virginia
Professor Marvin P. Miracle, University of Wisconsin
Professor Harm de Blij, Michigan State University

APPENDIX IV

Publications of Faculty Since Inception of Program and Affiliation with Indiana University

Floyd Arpan. Detailed report filed with the U.S. Department of State (classified) on African communications barriers and problems, 1962.

George Brooks. "A Salem Merchant at Cape Palmas, Liberia," ESSEX INSTITUTE HISTORICAL COLLECTIONS, XCVIII (July, 1962).

(With Norman R. Bennett and Alan R. Booth) "Materials for African History in the Peabody Museum and Essex Institute," AFRICAN STUDIES BULLETIN, V., No. III, (October, 1962).

"A Note on French Influence in The Oil Rivers in the 1840's and 1860's," JOURNAL OF THE HISTORICAL SOCIETY OF NIGERIA (forthcoming).

"American Merchants as a Factor in West African Trade and Politics in the Early Nineteenth Century: Senegal and the Gambia, 1815-1835," BOSTON UNIVERSITY PAPERS IN AFRICAN HISTORY, Volume III (forthcoming).

(With Norman R. Bennett) NEW ENGLAND MERCHANTS IN AFRICA: A COLLECTION OF DOCUMENTS (Boston University Press, spring 1965).

"American Legitimate Trade with West Africa, 1789-1914" Ph.D. dissertation, accepted for publication by Boston University Press.

Peter Hammond. "Management in Economic Transition," originally published in LABOR COMMITMENT AND SOCIAL CHANGE IN DEVELOPING AREAS, Moore and Feldman (eds.) now in revised edition of MAJOR SOCIAL PROBLEMS, Selznick and Raab (eds.) (Row Peterson, 1963).

"African Workers and European Administrators at the Niger Irrigation Project: Notes on Some Cultural Sources of Conflict," in CHANGING AFRICA, William H. Lewis (ed.) (Public Affairs Press, 1963).

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Appendix IV
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PROPOSED BUDGET FOR AFRICAN NDEA CENTER, INDIANA UNIVERSITY, 1965-66

| Categories | NDEA Support Requested | University General Fund | Ford Foundation Grant, 1961 | Other Sources | Total NDEA Request | Total University Contributions |
|-------------------------------------|---|---|---|--|--------------------|--|
| Salaries, faculty of African Center | 4 linguists (1 professor, 1 assoc. prof., 2 lecturers) <u>38,000</u> 2 area personnel at Assoc. Prof. level (1 from either African literature or pre-history; 1 from either sociology or econ.) <u>20,000</u> Total <u>58,000</u> | Pro-rated for 1964-65 on basis of contribution to African Pro. 1/3 pol. sci. 1/3 pol. sci. 1/2 anthro. 1/2 fine arts 1/3 ling. 1/2 geog. 1/6 journ. <u>32,023</u> | Pro-rated for 1964-65 on basis of contribution to African Program 1/3 chairman of program 1 hist. 1 librarian 1/2 anth. 1/6 folklorist Visiting Scholars <u>34,610</u> | Carnegie Seminar 1/3 pol. sci. 1/3 pol. sci. <u>6,895</u> | 58,000 | 32,023 34,610 6,895 <u>73,528</u> |
| Faculty Research and Travel | <u>20,000</u> | | balance for 1964-65, 1965-66 <u>49,099</u> | Midwest Universities Consortium grant 8,514 | 20,000 | 49,099 <u>8,514</u> 57,613 |
| Salaries, native speakers | 10 informants for 8 intensive, 2 regular courses <u>28,000</u> | | | Indiana University Foundation grant 4,092 | 28,000 | 4,092 |

| Categories | NDEA Support Requested | University General Fund | Ford Foundation Grant, 1961 | Other Sources | Total NDEA Request | Total University Contributions |
|---|---|--|-----------------------------------|--|--------------------|---------------------------------------|
| Grad. student fellowships, undergrad. scholarships | 4 Indiana grad. 2 Indiana undergrad. 4 grad., other univ. 19,000 | Based upon present year, 4 Univ. Fellow., 14 assistant-ships 31,000 | 3 Fellowships <u>7,830</u> | Unpredictable: this year 1 Woodrow Wilson, 1 Resources of the Future, etc. | 19,000 | 31,000 <u>7,830</u> 38,830 |
| Library Acquisitions | 5,000 | 4,500 | 1,047 | | 5,000 | 4,500 1,047 <u>5,547</u> |
| Publications | 2,000 | | 1,100 | | 2,000 | 1,100 |
| Administration of African Program | 2,500 | | excluding chairm. salary 4,170 | | 2,500 | 4,170 |
| Tapes and Lesson materials for language courses | 1,800 | | | I.U. Foundation 900 | 1,800 | 900 |
| Seminar on Contemporary Africa and visiting lecturers | 1,500 | Horizons of Knowledge, other departments 1,200 | 500 | I.U. Foundation 5,000 | 1,500 | 1,200 500 <u>5,000</u> 6,700 |
| TOTALS | 137,800 | 68,723 | 98,356 | 25,401 | 137,800 | 192,480 |