

Cornell University

ANNOUNCEMENTS

Asian Studies



1965-66

CORNELL UNIVERSITY ANNOUNCEMENTS

The Cornell Announcements are designed to give prospective students and others information about the University. The prospective student should have a copy of the General Information Announcement; after consulting that, he may wish to write for one or more of the following Announcements:

New York State College of Agriculture (Four-Year Course), New York State College of Agriculture (Two-Year Course), College of Architecture, College of Arts and Sciences, Department of Asian Studies, School of Education, College of Engineering, New York State College of Home Economics, School of Hotel Administration, New York State School of Industrial and Labor Relations, Officer Education (ROTC), Summer School.

Undergraduate preparation in a recognized college or university is required for admission to the following Cornell divisions, for which Announcements are available:

The Graduate School, Graduate School of Business and Public Administration, Law School, Medical College, Cornell University-New York Hospital School of Nursing, Graduate School of Nutrition, New York State Veterinary College.

Requests for the publications listed
above may be addressed to
CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall, Ithaca, New York 14850

Cornell University

Asian Studies

1965-66

DEPARTMENT OF ASIAN STUDIES

China Program and the East Asia Language
and Area Center – China, Japan

South Asia Program and the South Asia Language
and Area Center – Ceylon, India, Pakistan

Southeast Asia Program and the Southeast Asia Language
and Area Center – Burma, Cambodia, Indonesia, Laos, Malaysia,
Philippines, Thailand, Vietnam

104 Franklin Hall, Cornell University
Ithaca, New York 14850

Academic Calendar

	1965-66	1966-67
Freshman Orientation	S, Sept. 18	S, Sept. 17
Registration, new students	M, Sept. 20	M, Sept. 19
Registration, old students	T, Sept. 21	T, Sept. 20
Instruction begins, 1 p.m.	W, Sept. 22	W, Sept. 21
Midterm grades due	W, Nov. 10	W, Nov. 9
Thanksgiving recess:		
Instruction suspended, 12:50 p.m.	W, Nov. 24	W, Nov. 23
Instruction resumed, 8 a.m.	M, Nov. 29	M, Nov. 28
Christmas recess:		
Instruction suspended, 12:50 p.m. (10 p.m. in 1966)	S, Dec. 18	W, Dec. 21
Instruction resumed, 8 a.m.	M, Jan. 3	Th, Jan. 5
First-term instruction ends	S, Jan. 22	S, Jan. 21
Registration, old students	M, Jan. 24	M, Jan. 23
Examinations begin	T, Jan. 25	T, Jan. 24
Examinations end	W, Feb. 2	W, Feb. 1
Midyear recess	Th, Feb. 3	Th, Feb. 2
Midyear recess	F, Feb. 4	F, Feb. 3
Registration, new students	S, Feb. 5	S, Feb. 4
Second-term instruction begins, 8 a.m.	M, Feb. 7	M, Feb. 6
Midterm grades due	S, Mar. 26	S, Mar. 25
Spring recess:		
Instruction suspended, 12:50 p.m.	S, Mar. 26	S, Mar. 25
Instruction resumed, 8 a.m.	M, Apr. 4	M, Apr. 3
Second-term instruction ends, 12:50 p.m.	S, May 28	S, May 27
Final examinations begin	M, May 30	M, May 29
Final examinations end	T, June 7	T, June 6
Commencement Day	M, June 13	M, June 12

The dates shown in the Academic Calendar are tentative.

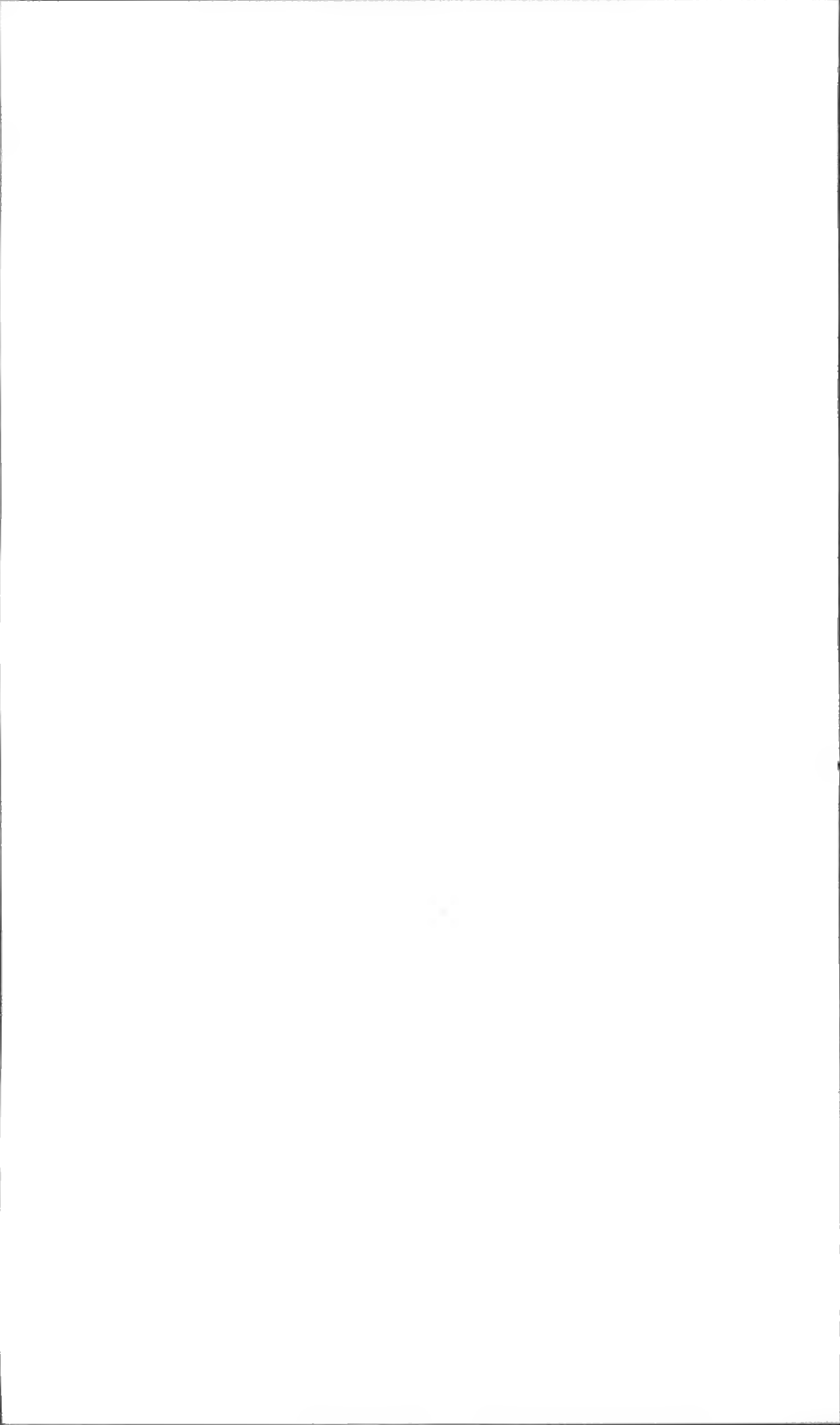
CORNELL UNIVERSITY ANNOUNCEMENTS

Volume 57. Number 10. October 14, 1965. Published twenty-one times a year: four times in August; three times in June and October; twice in March, April, July, and September; once in January, May, and December; no issues in February or November. Published by Cornell University at Edmund Ezra Day Hall, 18 East Avenue, Ithaca, New York. Second-class postage paid at Ithaca, New York.

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The data in this *Announcement*, while they relate primarily to the academic year 1965-66, provide also a general description of the resources and the normal repertory of courses in Asian Studies which are usually available at Cornell. Most language and area courses and most seminars in Asian Studies are offered regularly each year or, in some cases, in alternate years. However, changes do occur in the specific course offerings from year to year, and, particularly when faculty members are on leave, their courses may be temporarily omitted. The prospective student planning a curriculum should therefore consult the *Announcement of the College of Arts and Sciences*, issued annually in April, in which are listed, under the Department of Asian Studies, all courses relating to Asia to be given the following year in all divisions of Cornell University.



DEPARTMENT OF ASIAN STUDIES

OFFICERS, FACULTY, STAFF, AND FELLOWS

Officers

James A. Perkins, President of the University
Robert L. Sproull, Vice President for Academic Affairs
W. Donald Cooke, Dean of the Graduate School
Stuart M. Brown, Jr., Dean of the College of Arts and Sciences
Robert J. Smith, Chairman, Department of Asian Studies
Harold Shadick, Director, China Program, and Director, East Asia Language and Area Center
Morris E. Opler, Director, South Asia Program
Gordon H. Fairbanks, Director, South Asia Language and Area Center
George McT. Kahin, Director, Southeast Asia Program, and Director, Southeast Asia Language and Area Center

Faculty, 1965-66

Leonard P. Adams, Professor of Industrial and Labor Relations
Douglas E. Ashford, Associate Professor of Public and International Affairs
Allen C. Atwell, Associate Professor of Art (on leave, 1965-66)
Knight Biggerstaff, Professor of Chinese History
Nicholas C. Bodman, Professor of Linguistics
Harold R. Capener, Professor of Rural Sociology
Fu-Chung Chin, Instructor in Chinese
Arch T. Dotson, Associate Professor of Government
John M. Echols, Professor of Linguistics
Gordon H. Fairbanks, Professor of Linguistics
Harold Feldman, Professor of Child Development and Family Relationships
Maurice Freedman, Visiting Professor of Anthropology
James W. Gair, Assistant Professor of Linguistics
Frank H. Golay, Professor of Economics, and Associate Director, Southeast Asia Program (on leave, 1965-66)
D. G. E. Hall, Visiting Professor of Southeast Asian History
Michael Hugo-Brunt, Associate Professor of City and Regional Planning
R. B. Jones, Jr., Associate Professor of Linguistics
George McT. Kahin, Professor of Government, and Director, Modern Indonesia Project (on leave, 1966-67)
Gerald Kelley, Associate Professor of Linguistics (on leave, 1965-66)
Kenneth A. R. Kennedy, Assistant Professor of Anthropology
John W. Lewis, Associate Professor of Government
Nicolaas G. M. Luykx, Assistant Professor of Public Administration
Ta-Chung Liu, Professor of Economics
William J. McCoy, Jr., Assistant Professor of Linguistics
John W. Mellor, Professor of Agricultural Economics
Harriet C. Mills, Assistant Professor of Chinese (on leave, 1965-66)
Pei S. Ni, Instructor in Chinese

6 FACULTY, STAFF, AND FELLOWS

Stanley J. O'Connor, Assistant Professor of History of Art
Morris E. Opler, Professor of Anthropology
Robert A. Polson, Professor of Rural Sociology
Harold Shadick, Professor of Chinese Literature
Lauriston Sharp, Professor of Anthropology, and Director, Cornell Thailand Project
James T. Siegel, Assistant Professor of Anthropology
Maurice L. Sill, Assistant Professor of Rural Sociology
Robert J. Smith, Professor of Anthropology (on leave, 1966-67)
Ling Wang, Visiting Professor of Chinese Literature
Arthur P. Wolf, Assistant Professor of Anthropology
John U. Wolff, Assistant Professor of Linguistics
O. W. Wolters, Professor of Southeast Asian History
Martie W. Young, Associate Professor of History of Art, and Curator of Asian Art, White Art Museum

Visiting Faculty, 1950-65

A. Aiyappan, Superintendent, Government Museum, Madras (1954-55)
Michael Blackmore, University of Hong Kong (1961-62)
John F. Cady, Ohio University (1951-52)
Charles D. Cowan, University of London (1960-61)
Shyam Charam Dube, Osmania University, Hyderabad (1955-56)
J. D. Frodsham, University of Malaya (1964-65)
John S. Furnivall, Ministry of National Planning, Rangoon (1954-55)
Teg C. Grondahl, American Universities Field Staff (1951-52)
D. G. E. Hall, University of London (1959-1960; 1962-64)
Brian Harrison, University of Hong Kong (1956-57)
Henry Henne, International Christian University, Tokyo (1963-65)
Claire Holt, Department of State, Washington (1956-59)
Patrick J. Honey, University of London (1963-64)
Anthony H. Johns, Australian National University (1964-65)
Arthur Lall, formerly Permanent Representative to United Nations from India (1963-64)
Edward E. LeClair, Jr., Rensselaer Polytechnic Institute (1955-57)
D. N. Majumdar, University of Lucknow (1952-53)
Joan P. Mencher, Columbia University (1964-65)
Hla Myint, Oxford University (1960-61)
Hadji Agus Salim, formerly Minister of Foreign Affairs, Djakarta (1952-53)
Soedjatmoko, President, Pembangunan Publishing Co., Djakarta (1961-62)
Hugh Tinker, University of London (1958-59)
Donald J. Tugby, University of Queensland (1964-65)
Walter F. Vella, University of Hawaii (1955-56)
Peter N. Vukasin, Harpur College (1955-57)
Barbara E. Ward, University of London (1963-64)
Charles Wolf, Jr., Rand Corporation (1953-54)
Tooi Xoomsai, Chulalongkorn University, Bangkok (1955-56)
Tatsuro Yamamoto, University of Tokyo (1962-63)

Teaching, Research, and Library Staff, 1965-66

- Mary V. Barnes, Teaching Assistant in Burmese, and Cataloguer of Burmese materials
- Noel A. Battye, Teaching Assistant in Asian Studies
- Frances A. Bernath, Assistant Catalogue Librarian and Thai Cataloguer
- Joseph Chen, Teaching Assistant in Hokkien
- Komkai Chongcharoensuk, Teaching Assistant in Thai
- Carrie K. W. Chu, Teaching Assistant in Asian Studies
- Phan My Chuong, Teaching Assistant in Vietnamese
- A. K. Danda, Research Assistant in Anthropology
- Gussie E. Gaskill, formerly Curator of the Wason Collection
- Jane R. Hanks, Research Associate, Thailand Project
- Lucien M. Hanks, Senior Research Associate, Thailand Project
- Claire Holt, Senior Research Associate, Indonesian Arts Project
- Richard Howard, Curator of the Wason Collection
- Phan Huy Kiem, Cataloguer of Vietnamese materials
- Chieko Kobayashi, Teaching Assistant in Japanese
- Kazumi Kobayashi, Teaching Assistant in Agricultural Economics
- William C. Hu, Chinese Bibliographer and Chief Cataloguer for Chinese and Japanese, Wason Collection
- Ruth T. McVey, Research Associate, Modern Indonesia Project, and Center for International Studies
- R. V. Miranda, Teaching Assistant in Linguistics
- Chung-Ling Mu, Chinese Cataloguer
- Etsuko Murata, Japanese Cataloguer
- Sat P. Narang, Indian Cataloguer
- Giok Po Oey, Southeast Asia Bibliographer and Chief Cataloguer for Southeast Asian languages, Wason Collection
- Judy Olson, Principal Library Assistant, Wason Collection
- A. Timothy Peterson, Teaching Assistant in Economics
- Douglas R. Pickett, International Agricultural Development Assistant in Extension Education
- Herbert C. Purnell, Teaching Assistant in Linguistics (Thai)
- Chekuri Ramarao, Teaching Assistant in Linguistics
- George A. Ridenour, Teaching Assistant in Rural Sociology
- Aliena H. L. Shiah, Indonesian Cataloguer
- Toenggoel Siagian, Teaching Assistant in Indonesian
- Prem Singh, Teaching Assistant in Linguistics
- Poedjosoedarmo Supomo, Teaching Assistant in Javanese
- Lian Hwa The, Indonesian Cataloguer
- Tjiang Ling Thung, Indonesian Cataloguer
- Stephen Umemoto, Teaching Assistant in Agricultural Economics
- A. Van Marle, Research Associate, Southeast Asia Program
- John C. Wang, Teaching Assistant in Chinese
- Shi-Yu Wu, Chinese Cataloguer
- Mrs. Judy Olson, Principal Library Assistant, Wason Collection

Supporting Staff, 1965-66

- Gerry Bowman, Administrative Aide, London-Cornell Project
- Florence E. Finch, Secretary, Southeast Asia Program
- Margaret S. Merrell, Administrative Secretary, China Program
- Cathy O. Merz, Publications Secretary, Southeast Asia Program

Susan Rapaport, Secretary-Editorial Assistant, Cornell Thailand Project
 Audrey Richey, Administrative Aide, Modern Indonesia Project
 Elizabeth A. Showacre, Administrative Secretary, South Asia Program
 Helen E. Swank, Administrative Aide, Southeast Asia Program
 Tazu E. Warner, Administrative Secretary, Department of Asian Studies

Fellows, 1964-65

Taufik Abdullah, Harvard-Ford Fellow (Southeast Asian History)
 Partap Aggarwal, East-West Center Fellow (Anthropology)
 Dennis Altman, Cornell Graduate Fellow (Government)
 Benedict R. O'g. Anderson, Southeast Asia Program Fellow (Government)
 John Arbuckle, American Institute of Indian Studies Fellow (Linguistics)
 Albert S. Bacdayan, London-Cornell Fellow in the Philippines (Anthropology)
 Noel A. Batty, Southeast Asia Program Fellow (Southeast Asian History)
 Prem S. Bhargava, Ford Foundation Fellow (Linguistics)
 Parker Borg, Ford International Development Fellow (Business and Public Administration)
 Brian Sean Brady, China Program Fellow (History)
 Frederick P. Bunnell, Foreign Area Training Fellow in Indonesia (Government)
 Padma Chari, Ford International Development Fellow (Extension Education)
 Hsiang Chen, Cornell Graduate Teaching Fellow (Linguistics)
 Carrie K. W. Chu, China Program Fellow (Anthropology)
 Jay B. Crain, National Defense Foreign Language Fellow (Anthropology)
 Lawrence Crissman, Cornell Graduate School Fellow (Anthropology)
 Michael M. Ehrmann, National Defense Foreign Language Fellow (Government)
 David R. Gahan, President White Fellow in History
 Katherine L. Hanson, National Institute of Mental Health Fellow (Anthropology)
 Paul F. Harper, London-Cornell Field Research Grantee in Hong Kong (Government)
 Irving Franklin Holoher, China Program Fellow (Linguistics)
 Alfred B. Hudson, Foreign Area Training Fellow (Anthropology)
 Franklin E. Huffman, National Defense Foreign Language-Fulbright-Hays Fellow in Thailand (Linguistics)
 Stanley G. Huskey, National Defense Foreign Language Fellow (Linguistics)
 Jeannine B. Hutchings, New York State Regents College Teaching Fellow (Economics)
 Helga E. Jacobson, Southeast Asia Program Fellow (Anthropology)
 Graham Johnson, China Program Fellow (Sociology)
 Delmos J. Jones, Foreign Area Training Fellow in Thailand (Anthropology)
 Karen Jones, National Institutes of Health Fellow (Anthropology)
 George S. Kanahale, Foreign Area Training Fellow in Indonesia (Government)
 Yinmaw Kau, Center for International Studies Fellow (Government)
 Jeremy Kemp, London-Cornell Fellow (Anthropology)
 Charles F. Keyes, Foreign Area Training Fellow (Anthropology)
 Joo Swee Khoo, Agricultural Development Council Fellow (Agricultural Economics)
 Kazumi Kobayashi, Kyoto University Southeast Asia Center Fellow (Agricultural Economics)
 Ella F. Laffey, Gertrude A. Gillmore Research Fellow (History)
 Richard J. Landry, National Defense Foreign Language Fellow (Government)
 Edwin S. C. Lee, Southeast Asia Program Fellow (Southeast Asian History)

- Michael B. Leigh, Southeast Asia Program Fellow (Government)
 Jane H. Leonard, National Defense Foreign Language Fellow (History)
 Neville J. Lincoln, National Defense Foreign Language Fellow (Linguistics)
 Thomas E. Lux, National Defense Foreign Language Fellow (Anthropology)
 Nancy T. Ma, Altrusa International Foundation Scholar (Government)
 Bonnie L. G. MacDougall, Fulbright Scholar (Linguistics)
 Robert D. MacDougall, South Asia Program grantee (Anthropology)
 Ron Maduro, Fulbright Scholar (Anthropology)
 S. B. Mani, Agency for International Development Research Assistant (Anthropology)
 Donna Markham, National Defense Foreign Language Fellow in Thailand (Anthropology)
 William J. McCoy, Foreign Area Training Fellow (Linguistics)
 Arthur T. Mosher, Jr., National Defense Foreign Language Fellow (Government)
 Norman K. Nicholson, National Defense Foreign Language Fellow (Government)
 Stephen M. Olsen, National Defense Foreign Language Fellow in London (Sociology)
 Milton E. Osborne, Southeast Asia Program Fellow (History)
 Roger K. Paget, National Defense Foreign Language Fellow (Government)
 William L. Parish, National Defense Foreign Language Fellow (Sociology)
 A. Timothy Peterson, Ford International Development Fellow (Economics)
 Robert M. Pringle, London-Cornell Fellow in Sarawak (History)
 Akin Rabibhadana, Rockefeller Foundation Fellow (Anthropology)
 Anne R. Rauch, National Defense Foreign Language Fellow (Government)
 J. Eliseo Rocamora, National Economic Council Fellow (Government)
 Marion W. Ross, National Defense Foreign Language Fellow (Linguistics)
 Robert J. Rourke, Ford International Development Fellow (Business and Public Administration)
 R. Shanmugam, Ford Foundation Fellow (Linguistics)
 Grace Horowitz Sharma, National Defense Foreign Language Fellow (Economics)
 Hari Prakash Sharma, South Asia Program Fellow (Rural Sociology)
 Habibur R. Siddiqui, International Population Program Fellow (Sociology)
 Sheldon R. Simon, American Institute of Indian Studies Fellow (Agricultural Economics)
 Kay Sinclair, National Defense Foreign Language Fellow (Chinese Literature)
 Raghubar Singh, Argicultural Development Council, New York (Education and Rural Education)
 Paul W. Staneslow, National Defense Foreign Language Fellow (Linguistics)
 Stephen Umemoto, Ford International Development Fellow (Agricultural Economics)
 G. S. Vidyarthi, Ford International Development Fellow (Education and Rural Education)
 Donald E. Voth, National Defense Foreign Language Fellow (Rural Sociology)
 John C. Wang, Cornell Graduate Teaching Fellow (Chinese Literature)
 Jack H. Ward, London-Cornell Fellow in Indonesia (Linguistics)
 Vicki Weinstein, China Program Fellow (History of Art)
 John K. Whitmore, National Defense Foreign Language Fellow (Anthropology)
 Constance M. Wilson, Foreign Area Training Fellow in Thailand (History)
 Edwin F. Winckler, National Defense Education Act Title IV Fellow (Government)
 Paul C. Winther, South Asia Program Fellow (Anthropology)
 Alexander B. Woodside, Foreign Area Training Fellow (Sino-Vietnamese Studies)

Cornell University

ASIAN STUDIES

The Department of Asian Studies in the College of Arts and Sciences serves to coordinate for the University diversified academic resources for instruction, training, research, and publication on Asia as these are developed in the several other departments and divisions of Cornell. Since 1870, when the first Chinese language course was taught at Cornell, the interests of the University in Asia have been greatly expanded. Beginning with the standard liberal arts subjects, Cornell has extended its concern with Asia to include: work on agricultural development in China, Southeast Asia, and South Asia; applied work in linguistics and anthropology in Ceylon, Hong Kong, India, Indonesia, Taiwan, and Thailand; city and regional planning and community development studies in India, Laos, and the Philippines; work in industrial and labor relations in Southeast Asia and India; research in demography in China and in nutrition and public health in South Asia and Southeast Asia; studies of educational development in modern China and of political socialization in Communist China; and, for New York State social studies teachers, a special summer study program on Southeast Asia and China. These and other interests in Asia in the humanities and social sciences have led to a systematically planned and continuing University-wide organization of work in which emphasis lies in three particular regions of the Orient. Since 1946 Cornell has concentrated the intensive development of its scholarly resources in the Asian field on China, South Asia, and Southeast Asia.

As a means for strengthening its work on these contiguous and inter-related regions, the University maintains three multi-disciplinary area and language programs which are teaching, research, and administrative units of the Department of Asian Studies. A primary aim of the China Program, the South Asia Program, and the Southeast Asia Program is to make available to the entire student body extensive coverage of these areas in a variety of discipline courses, seminars, and tutorial work. Encouraged at the graduate level is specialized interdisciplinary area and language training for students concurrently mastering a disci-

pline and with interest in teaching, research, or other professional careers relating to these regions. A further aim of the three programs is to increase knowledge of these three Asian areas through faculty and student research both on the campus and abroad. Related to these main objectives is the building up of teaching and research materials and the dissemination of information and insights beyond the Cornell community through publications, off-campus consultantships, and lectures.

In each of the three programs the specialized knowledge and methods of a number of fields or disciplines are brought together and focused on the history and contemporary affairs of the peoples and cultures of the areas. The advanced student or research worker has readily available to him faculty and staff from several different departments, as well as the resources of special collections of library and museum materials. He also benefits from the intangible assets of experience and associations built up by the programs in the three geographic areas and in academic and other institutions all over the world. In this area and language approach acquisition by the student of a general command of the scholarly tools and materials relating to his region of specialization is stressed. At the same time he must deal with the area in terms of the pertinent methods and theory of the particular discipline in which he is majoring or taking his degree. The student's disciplinary training is not postponed while he spends all of his first few years of advanced work on language and generalized area studies. Instead, the student in one of the Cornell programs pursues from the start both discipline studies and language and area work as mutually supporting aspects of an interdependent program of study and research. Even at the undergraduate level the upperclass major in Asian Studies must concentrate in a sequence of discipline courses while working on an Asian area and language.

Among the faculty members of the Department of Asian Studies are specialists in anthropology, art, bibliography, economics, government and international relations, history, history of art, linguistics, literature, psychology, public administration, and sociology. Other professors in the various divisions of the University who have a special knowledge of Asia also participate in the work of the Department. Some of these, especially those in agricultural technology, nutrition, and similar fields, have had years of valuable field experience in the Orient. Visiting experts, many from Asia or Europe, are brought regularly to the campus to supplement the work of the resident faculty.

Staff members of the three Asian area and language programs work closely together. Students in each program are encouraged to take advantage of the opportunities offered by the others. Notable cases in point are combinations of work in Sino-Vietnamese studies, in the history of Asian art, or in work on the overseas Chinese in Southeast Asia and elsewhere. Any student can readily draw on the resources of all the programs. The advanced student finds the University's wealth of resources on all three of these adjacent and closely related areas to be one of the great strengths of Cornell's organization of Asian studies.

The facilities and resources of the three Cornell programs are described in a later section. In addition, and particularly in support of advanced studies on China or Southeast Asia, some area and language

courses and adequate library materials are provided scholars wishing to study the Japanese language or Japan; no concentration of advanced work is offered on this area, however.

Asian languages are taught initially at Cornell by intensive methods which were developed at the University during World War II in a pioneering program supported by the Army and the American Council of Learned Societies. This solid basis for language learning is enhanced by the constant association of the student with a native speaker in small classes under the guidance of professional scholars who are the sole instructors in more advanced language work. Instruction is regularly offered at Cornell in the following Asian languages: Burmese, Chinese (Mandarin), Fukiense (Hokkien), Hindi, Indonesian, Japanese, Javanese, Malay, Pali, Sanskrit, Sinhalese, Tagalog, Telugu, Thai, Urdu, and Vietnamese. Many of these languages are offered in a cooperative program of intensive summer courses held at Cornell or Yale University in alternate years. They are also offered at Columbia University and elsewhere. South Asian languages particularly are taught at summer institutes held on different American university campuses each year.

In 1959 the federal government recognized all aspects of Asian studies work at Cornell as contributing to a national effort to increase knowledge and understanding of foreign areas and languages. Under Title VI of the National Defense Education Act of 1958 three language and area centers were established at Cornell with government aid which has been renewed each subsequent year: the East Asia Language and Area Center deals with China and Japan; the South Asia Center, with Ceylon, India, and Pakistan; and the Southeast Asia Center, with all the countries of the intervening region.

RESOURCES FOR ADVANCED STUDY AND RESEARCH

The most important continuing resource for scholarly work in Asian studies at Cornell is the outstanding Asian collection of the Cornell University Library, one of the half-dozen great university libraries in the country. The Wason Collection, the nucleus of which was given in 1918 and endowed by Charles W. Wason '76, includes a library of Western language books, pamphlets, periodicals, and manuscripts on China and the Chinese unique in size and scope and in the number of its rare items. A working library of more than 70,000 volumes in Chinese, particularly strong in Ch'ing period and contemporary China is being rapidly expanded by purchases and gifts. Among recent gifts is one from the Academia Sinica given as a memorial to its past head, the distinguished Cornell alumnus, Dr. Hu Shih.

Also housed in the Wason Collection is the most comprehensive library of vernacular and Western language materials on Southeast Asia found in this hemisphere. These include not only the well-known Indonesian and Thai language holdings which attract scholars from all over the world, but important materials on other parts of the region as well. Examples of the latter are the valuable personal papers and books of

Cornell's third President Jacob Gould Schurman, who headed the first Philippine Commission and on whose initiative Cornell began to acquire what has become a comprehensive set of official Philippine documents. It has been estimated that in recent years, through participation in the Farmington Plan and an active supplementary purchasing program, the Wason Collection annually acquires about 60 per cent of all books and 50 per cent of all serials being published in Southeast Asia. Similarly, Cornell is one of a few American universities which regularly receives all important books published in India, which are added, together with special purchases of older works, to the Library's already excellent holdings of Hindi and other vernacular and Western language materials on the countries of South Asia.

These collections are shelved in the new John M. Olin Library for graduate study and research. Here, too, are the Wason Reading and Conference Rooms and the offices of the curator, bibliographers, and cataloguers of the Asian collections, who also serve as valuable resource persons for scholars in the Asian field. In the same building are the Human Relations Area Files containing systematically organized data, translations, and bibliographies on many Asian societies. Much valuable material on Asia is also found in special libraries on the campus, such as the Mann Library of the College of Agriculture and the libraries of the College of Architecture and the School of Industrial and Labor Relations; the holdings in all such specialized collections, which are international in scope, are included in a general catalog in Olin Library. These facilities make Cornell an ideal location for the preparation of the *Bibliography of Asian Studies*, the largest annual bibliography on Asia published in this country. The Bibliography, under the editorship of Miss Gussie Gaskill from 1946 to 1955 and now of Mr. Richard C. Howard, Curator of the Wason Collection, is issued each year by the national Association for Asian Studies.

The work of the Department of Asian Studies on the campus, in Asia, and elsewhere is closely linked not only with the activities of other departments and with development of library resources, but also with the programs of a series of projects at Cornell or other institutions concerned wholly or in part with studies of Asian problems.

Important among such intramural links is that with the Cornell Center for International Studies. Through the Center, students specializing in Asian studies are brought into association with a wide variety of local or outside programs which may have relevance to their work. An illustrative sample of programs includes: a series of projects on low-income countries carried on by various departments, schools, and colleges of the University, such as the International Agricultural Development Program, the International Program in Nutrition, the International Population Program, the interdisciplinary research seminars and the colloquia of the Modernization Workshop; the Cornell field projects in applied anthropology or in industrial and labor relations; comparative studies of international law conducted by the Law School; and the Cornell studies of the Soviet Union and its foreign policies. Study and research in the Asian field at Cornell are also aided by the resources of

the Social Science Research Center, the Statistics Center, the Computing Center, and the Center for Aerial Photographic Studies, which has conducted important surveys for natural resources development and regional planning in parts of Asia.

Cornell and the Department of Asian Studies have also developed a number of formal and informal extramural associations designed to facilitate the work of staff and students. Notable among these is a unique British and American joint venture in the study of Asian societies on which the Department embarked in 1962. Under this arrangement supported by American and English foundation grants, Cornell University, the London School of Economics and Political Science and the School of Oriental and African Studies, the latter two both schools of the University of London, share their faculties of nearly sixty specialists and their language teaching, research, and other resources to conduct a combined social science program of graduate training and field research on China and Southeast Asia. Funds support field research of graduate students from both universities, support Cornell students at London and London students at Cornell where this would have special value, enable students of each university to be guests of the other enroute to or from field work in East Asia, support faculty research in the field, provide for the exchange of faculty between Cornell and the two schools at London, and finance periodic field seminars of student and faculty research workers. The first two such seminars were held in 1963 in Bangkok and Kuala Lumpur under the direction of Professors Lauriston Sharp and Raymond Firth, respectively.

In the South Asia field, Cornell is one of the small group of American universities which founded, helps maintain, and participates in the work of the American Institute of Indian Studies at Poona, recently organized to facilitate study and research in India by Indian and American scholars specializing on various aspects of Indian civilization and contemporary affairs. The University also maintains close links with a number of research agencies, programs, and institutions of higher learning in India, such as the Deccan College Linguistic Programs, The University of Delhi Linguistics Department, the Central Institute for Labor Research in New Delhi, and agencies of the Indian government, the U.S. Department of Agriculture, and foundations concerned with research in agricultural development in the area.

Cornell's interest in international agriculture has also involved the University in a long-term association with the College of Agriculture of the University of the Philippines. Elsewhere in Asia, and notably in Japan, Taiwan, Hong Kong, Indonesia, and Thailand, Cornell has established close cooperative ties with learned societies and educational and research institutions. Cornell also maintains close relations with other American institutions: it collaborates with Harvard in supporting Sino-Vietnamese studies; with Yale in organizing intensive summer courses in Southeast Asian languages; with neighboring universities and colleges in holding annual conferences on Asian affairs; and with the Library of Congress in a purchasing and cataloguing program which reciprocally increases the usefulness of the Asian holdings in both the national and the Cornell libraries.

The many Cornell resources for advanced study and research in the Asian field have been developed primarily by a faculty actively interested in its own research projects and programs. But Asian research at Cornell, whether on the campus or abroad, is not conducted in isolation from teaching and training activities. Students at Cornell working on Asia may participate in Cornell research projects whether in the library or in the field; the problems, methods, and results of the many interrelated Cornell research activities are dealt with in courses and seminars and special training programs designed for students in Asian studies or for others enrolled at Cornell planning to work in foreign cultures. The international interests and activities of a university such as Cornell, combining on one campus an unusual range of disciplines, organization of and the Cornell's resources for intramural and extramural instruction, training, and research, provide among American universities a unique context of stimulation and support for students pursuing Asian studies.

GRADUATE WORK ON CHINA, SOUTH ASIA, AND SOUTHEAST ASIA

The Graduate School at Cornell is devoted to developing creative scholars and scientists who will be prepared for independent research, responsible teaching, or other fully professional activities in their fields of specialization. The faculty believes that this goal cannot be achieved simply by extension of the undergraduate system of formal courses and course credits. Instead, the aim is to release the student from formal requirements as soon as he is sufficiently well-grounded in the fundamentals of his field to pursue advanced studies motivated by his goals and interests, and aided by the advice and guidance of the faculty.

The most distinctive feature of the Cornell plan for graduate study is the provision for supervision of each student's program of study by a Special Committee selected by the student. Thus candidates for the Ph.D. degree choose areas of concentration or specialization in one major and two minor subjects or fields. The Special Committee, then, consists of three faculty members, one to represent each subject. The composition of this Special Committee may be changed at any time on the initiative of the student.

The principal requirement of a candidate for an advanced degree at Cornell is to satisfy his Special Committee that his general and specialized knowledge of his major and minor fields meets a high standard of excellence and that he is capable of conducting independent research and reporting on it as demonstrated by the completion of an original research project and a thesis which are acceptable to his Committee.

This committee system at Cornell provides a kind of apprenticeship in which the student learns the skills of a scholar and scientist by practicing these skills under the guidance of experienced persons. There are no set course requirements in the Cornell Graduate School. The student, in consultation with his Special Committee, plans a program of courses, seminars, informal study, independent reading, and original research based upon his own background, interests, and objectives. Under this system faculty members and students get to know each other well so that the student may be advised and his progress evaluated intelligently. The size of the graduate student body at Cornell is kept small. In Asian Studies a ratio of some one hundred graduate students, some of whom at any given time are doing field research abroad, to over thirty faculty members is now maintained.

A candidate working in the field of Asian Studies for an advanced degree must do his major work in one of the relevant discipline fields of the humanities, social sciences, or certain natural sciences as recognized by the Graduate School. *It is in this major field that he receives his degree.* Cornell University offers no advanced degrees in Chinese, South Asian, or Southeast Asian studies as such. The student may take a major or minor in Chinese, South Asian, or Southeast Asian history, in Asian art history, in Chinese linguistics, or in Chinese literature; he may elect Asian studies as one of his two minor subjects and concentrate his area study on China, South Asia, or Southeast Asia; or he may in some cases

concentrate on an Asian area within his major. The integration of discipline with area knowledge is to be demonstrated in his dissertation, written to satisfy the requirements for his degree in a discipline field, but on a topic relating to his special area interest.

The Ph.D. candidate working in the field of Asian Studies will be examined on his specialized knowledge of China, South Asia, or South-east Asia. Details of the requirements are given in the description of the three programs which follows..

For a Master of Arts candidate, less specialized knowledge is expected, and the amount of reading and the number of courses recommended are appreciably fewer. Study of an Asian language is not mandatory for the M.A. except in Chinese literature.

The candidate for a Ph.D ordinarily is expected to attain sufficient proficiency in an Asian language so that he will be able to utilize it in his research and in the preparation of his dissertation. The language requirements of the Graduate School are fully stated in its Announcement. Because of the special language study and the field research frequently required, the Ph.D. candidate specializing in Asia often takes more than the stipulated minimum six terms of residence to complete his training. The M.A. frequently takes longer than the minimum two terms also, since candidates seldom enter with adequate preparation for advanced work in Asian studies. The extra burden imposed by area and language work in addition to the full program of study in a discipline may lead graduate students in Asian studies to devote one or more summers to intensive language study. Indeed, prospective graduate students who must begin the study of an Asian language are strongly urged to take one of the intensive summer Asian language courses offered at Cornell or elsewhere each year.

The minor in Asian Studies is open also to graduate students who are not candidates for degrees and who wish to devote their entire time to area or language study. Particularly welcome are those preparing for definite assignments in Asia, such as the foreign service officers who have been coming to Cornell since 1946 for special training in Asian studies, and the various agricultural specialists and missionaries who have taken intensive work in China, South Asia, or Southeast Asia.

FELLOWSHIPS

Information concerning financial assistance available to graduate students in Asian studies from funds at the disposal of the three Cornell Asian area and language programs will be found in the following pages and in the *Announcement of the Graduate School*. Graduate students in the Asian field may also apply for the many other fellowships, scholarships, and teaching and research assistantships offered by the University and by its various departments.

The attention of interested seniors and graduate students who are American citizens or U.S. residents is also directed to the National Defense Foreign Language Fellowships offered by the United States Office of Education for language study together with area and discipline work.

Application forms for these N.D.F.L. Fellowships should be obtained directly from the Graduate School of Cornell University. Also available to the same groups and to Canadian citizens are Foreign Area Training Fellowships administered by the Foreign Area Fellowship Program, 444 Madison Avenue, New York, New York, 10022. These are granted on a competitive basis for on-campus study in the United States and for study or field research overseas. Students should also note that United States government awards under the Fulbright-Hays Act are available to American citizens to support predoctoral research in Ceylon, Hong Kong, India, Japan, Malaysia, Pakistan, the Philippines, Singapore, Taiwan, and Thailand. Applications for awards under the Fulbright-Hays Act should be made to the Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington, D. C., 20025. The Ford Foundation has made available a number of fellowships, on a competitive basis, for returning Peace Corps volunteers, who plan to major in some aspect of international development. Application should be made to Study Fellowships for International Development, 115 Sackett Building, Pennsylvania State University, University Park, Pennsylvania, 16802.

CHINA PROGRAM

Staff: Mr. Harold Shadick, Director; Messrs. Knight Biggerstaff, Nicholas C. Bodman, Fu-chung Chin, Maurice Freedman, Richard Howard, John W. Lewis, Ta-Chung Liu, William C. Hu, William J. McCoy, Jr., Miss Harriet C. Mills (on leave, 1965-66), Mrs. Pei S. Ni, Messrs. Ling Wang, Arthur P. Wolf, Martie W. Young.

The China Program is at once a comprehensive area training institute and the sponsor of research on China. It brings together faculty members from nine fields of the Graduate School to develop and coordinate both endeavors.

To be a member of the China Program eligible for a China Program fellowship a graduate student must undertake to fulfill the following conditions: (1) If majoring in anthropology, economics, government, linguistics, psychology, or sociology, he must either concentrate on China in his major or must take a minor in Asian Studies (China) or in modern Chinese history, Chinese linguistics, Chinese literature, or Chinese art history; or he must major in modern Chinese history, Chinese literature, or Chinese art history. (2) He must pass either a written or an oral examination in some Chinese language during the course of his graduate study. (3) He must utilize sources in the Chinese language in the writing of his dissertation. (This last requirement applies to M.A. candidates only in the case of majors in literature.)

Requirements and Recommended Courses

The requirements of the majors and minors possible under the China Program are as follows:

MINOR IN ASIAN STUDIES (CHINA)

The Ph.D. candidate shall demonstrate in the A Examination a broad multi-disciplinary knowledge of modern China. Ordinarily he will be expected to have taken a minimum of three one-semester advanced courses or seminars on China in at least two disciplines and to have done additional reading in consultation with the member of his Special Committee responsible for this minor.

The M.A. candidate ordinarily will take a minimum of two one-semester advanced courses or seminars on China.

MAJOR IN MODERN CHINESE HISTORY (NINETEENTH AND TWENTIETH CENTURIES)

For the Ph.D.: Command of the primary sources and monographic literature in Chinese and Western languages, and completion of a dissertation using Chinese source materials. Ordinarily a minimum of four one-semester advanced courses or seminars on China, including one in another discipline, is recommended.

For the M.A.: Familiarity with the monographic literature in Western languages, and an M.A. essay. Ordinarily three one-semester advanced courses or seminars on China, including one in another discipline, are recommended.

MINOR IN MODERN CHINESE HISTORY

For the Ph.D.: The candidate shall demonstrate in the A Examination a thorough knowledge of the primary sources and monographic literature in Western languages and shall have written a research paper in modern Chinese history. Ordinarily he will be expected to have taken a minimum of three one-semester advanced courses or seminars on China including one not in history.

For the M.A.: A minimum of two one-semester advanced courses in modern Chinese history.

MAJOR IN CHINESE LITERATURE

Graduate work in Chinese literature assumes at least two years of Chinese language study prior to admission.

For the Ph.D.: (1) Familiarity with representative works in classical and vernacular Chinese and with critical studies in Chinese; (2) broad knowledge of the available translations of Chinese literature and critical studies in other languages; (3) specialized knowledge of at least two subfields such as the Confucian or Taoist classics, poetry, drama, fiction, classical prose, or twentieth-century writings; (4) writing of a dissertation.

For the M.A.: Roughly the same as (1) and (2) under the Ph.D. and and the writing of an essay.

MINOR IN CHINESE LITERATURE

For the Ph.D.: Roughly the same as (1) and (2) under the Ph.D. major.

For the M.A.: At least two one-semester courses in classical texts.

MAJOR IN CHINESE ART HISTORY

For the Ph.D.: (1) a comprehensive knowledge of the major periods of Chinese art in the areas of painting, sculpture, and the related minor arts; (2) familiarity with the basic literature on Chinese art available in Western languages; (3) a demonstrated command of the critical literature on art in Chinese; in the case of a student who shows command of such literature in Japanese, the requirement in Chinese material will be reduced; (4) at least one advanced course on China in a related discipline such as literature, history, philosophy, or religion; (5) the completion of the dissertation.

For the M.A.: Ordinarily (1) and (2) under the Ph.D. major plus the writing of an M.A. essay.

MINOR IN CHINESE ART HISTORY

For the Ph.D.: Normally (1) and (2) under the Ph.D. major.

For the M.A.: A minimum of two advanced courses on Chinese art.

MINOR IN CHINESE LINGUISTICS

For the Ph.D.: The candidate shall demonstrate in the A Examination a thorough knowledge of the primary sources and monographic literature in Western languages and shall have written a research paper in Chinese linguistics. Ordinarily he will be expected to have taken a minimum of three one-semester advanced courses or seminars on Chinese linguistics.

For the M.A.: A minimum of two one-semester advanced courses in Chinese linguistics.

Instruction is regularly offered at Cornell in modern Chinese (Mandarin and Hokkien) and in classical Chinese. Through the London-Cornell Project the advanced student may obtain instruction at the London School of Oriental and African Studies in Cantonese and Hakka. China Program students are encouraged to develop a reading knowledge of Japanese. Three years of regular instruction in Japanese are provided at Cornell.

Research and Field Training

Research under the China Program is conducted in each of the eight associated disciplines. The focus of much of the research is the society, polity, and economy of modern and contemporary China. Projects cur-

rently being carried on by staff members include the following: (1) *anthropology*: child-training and personality, marriage and adoption; (2) *art history*: Ming and Ch'ing painting; (3) *economics*: national income and economic growth in the Republican and Communist period; (4) *history*: education during the late nineteenth and early twentieth centuries; (5) *linguistics*: comparative studies of Chinese and Tibeto-Burman languages and of Chinese dialects, syntax of literary and colloquial Chinese, and historical phonology of Chinese; (6) *literature*: the twentieth-century literary revolution; (7) *political science*: leadership techniques of the Communist Party; political socialization; urbanization; and (8) *social psychology*: personality and child-training practices.

Quite apart from the projects listed above, the staff in the social sciences and history is prepared to direct doctoral research on appropriate topics in Ch'ing, Republican, and Communist China. Students of art history and literature may specialize in any period or genre.

Research under the program is carried on both at the University and in East Asia. Research at Ithaca makes use of the library resources of the Wason Collection on China and the Chinese, of special documentary collections, and of empirical data collected by social scientists in East Asia. Field research has been carried on under auspices of China Program in Taiwan and Hong Kong and among Chinese communities in Southeast Asia. Program policy holds that direct contact with Chinese society is valuable for all students of China. From it the student of art history, history, or literature gains background knowledge and acquaintance with Chinese scholars, archives, museums, and libraries. While benefiting in these various ways, the student of a social science also relies on direct contact with Chinese communities for the substantive data of his doctoral dissertation.

Exceptional opportunities for field research are assured to China Program students through the London-Cornell Project. This will make it possible for social scientists in the China Program, whether faculty or student, to spend extended periods of time in the field, to participate in field seminars, and to benefit from formal and informal contacts with China specialists on the staff of the University of London.

Fellowships and Assistantships

Several China Program fellowships are offered each year to students beginning work toward an advanced degree under the Program. These awards carry stipends of up to \$2700 plus tuition and fees. Research assistantships are available from time to time.

London-Cornell Studentships are available for advanced Ph.D. candidates in the social sciences (including modern institutional history) who have already had at least one year of resident study in the China Program. These fellowships are tenable for further study during an academic year at the London School of Economics and Political Science or at the School of Oriental and African Studies at the University of London. Stipends range up to \$3,000, plus air fares and tuition and fees.

London-Cornell Field Research Grants are open to China Program Ph.D. candidates in the social sciences (including modern institutional history) after they have had appropriate training at Cornell or at Cornell and London. They are tenable for up to 22 months for the purpose of dissertation research. Recipients of London-Cornell Field Research Grants may conduct their research in any part of East Asia where Chinese communities or materials on modern and contemporary China are accessible. Stipends range up to \$12,000, including travel and research expenses.

Prospective graduate students of the China Program as well as students in residence may apply for various assistantship, fellowship, and scholarship awards offered by Cornell University and administered by the Graduate School and the academic departments. Additional information about the China Program may be obtained by writing to the Director, China Program, Franklin Hall, Cornell University. Application forms for admission and financial aid should be addressed to the Graduate School.

SOUTH ASIA PROGRAM

Staff: Mr. Morris E. Opler, Director; Messrs. Leonard P. Adams, Douglas E. Ashford, Allen C. Atwell (on leave, 1965-66), Harold R. Capener, Arch T. Dotson, Gordon H. Fairbanks, Harold Feldman, James W. Gair, Michael Hugo-Brunt, Gerald B. Kelley (on leave 1965-66), Kenneth A. R. Kennedy, John W. Mellor, Stanley J. O'Connor, Robert A. Polson, Maurice L. Sill.

The increasing importance of the peoples of the Indian subcontinent and of the role they play in world affairs enhances the need in America for training and research in the field of Indic studies. The South Asia Program at Cornell, dealing primarily with India, Pakistan, Ceylon, and Nepal, is organized and equipped to help meet this need. Since 1948 it has sponsored a series of research projects on India and Ceylon, and it has trained a distinguished group of younger American and South Asian scholars in South Asian area and language studies. The program faculty includes members from the field of agricultural economics, anthropology, art, government, history of art, child development and family relationships, business and public administration, rural sociology, industrial and labor relations, and languages. Sanskrit, Pali, Hindi, Urdu, Telugu, and Sinhalese are languages regularly offered at Cornell. Arrangements may be made for the intensive study of other South Asian languages at summer institutes held on different American university campuses each year.

Qualified graduate students who are interested in specializing in the South Asian field will minor in Asian studies with concentration on South Asia, or in South Asian art history, or in South Asian linguistics. Advanced degree requirements for this minor are roughly comparable in terms of South Asian materials to those for the Southeast Asia concentrations given below. The doctoral candidate must have a reading knowledge of Hindi or, some other important language of South Asia, depending upon the subarea of his specialization.

Research and Field Training

The doctoral dissertations of students in the South Asia Program are normally based on research done in India, Pakistan, Ceylon, or Nepal. Students' field research may benefit from the advice and guidance of a program staff member in the field. At least one member of the faculty of the South Asia Program has been in South Asia for each of the last several years. Cornell is a charter member of the American Institute of Indian Studies, organized to facilitate study and research in India by advanced American students and by faculty specializing on various aspects of Indian civilization and contemporary affairs. The University also maintains close links with a number of research agencies, programs, and institutions of higher learning, such as the Deccan College Linguistic Program. Staff members of these institutions have provided valuable assistance to Cornell students working in India. Opportunities exist for graduate students to become associated with Cornell-sponsored research in South Asia or to carry on independent research abroad. Every effort is made by the program staff to aid qualified students to obtain financial support for a field training or research project in one of the countries of the area.

Research interests under the South Asia Program are focused largely on recent or contemporary developmental problems of the countries of the area — on changes taking place in the economic, political, social, religious, artistic, and intellectual life of the region. A long-term research project in progress in India is primarily concerned with the ramifying problems of introducing technological changes and the influence of such changes when adopted. For this research program, faculty and students in anthropology have conducted, since 1949, an extended and varied series of rural and urban community studies in several different regions of India from the Deccan into the Himalayan foothills. A major related project, the Cornell International Agricultural Development Program which is supported by Ford Foundation funds, is concerned with the development of the entire agricultural sector of the Indian economy. At the same time other studies in urban renewal and regional planning, public administration, the role of government in cultural change, and recent movements in the arts and in religions and ideologies are in process. Additionally, Cornell is making special studies of the Sinhalese language and of linguistic problems of Ceylon, a nation so far much neglected by American scholars, and of Oriya, an important regional language of eastern India. The new nations of South Asia present so many problems for study that the areas of inquiry open to students and staff members are limited only by availability of research means.

Fellowships and Assistantships

Fellowships and assistantship awards are available to qualified graduates minoring in Asian studies with a concentration on South Asia. The

South Asia Program awards fellowships to incoming graduate students with South Asia interests. Students in the South Asia Program are also eligible for assistantships in their major discipline departments, for fellowships and scholarships offered by the Cornell Graduate School, for National Defense Foreign Language Fellowships, and for Foreign Area Training Fellowships. Additional information on financial aid may be obtained by writing to the Director, South Asia Program, White Hall, Cornell University.

SOUTHEAST ASIA PROGRAM

Staff: Mr. George McT. Kahin, Director; Messrs. Allen C. Atwell (on leave, 1965-66), John M. Echols, Frank H. Golay (on leave 1965-66), D. G. E. Hall, Robert B. Jones, Jr., Nicolaas G. M. Luykx, Stanley J. O'Connor, Giok Po Oey, Robert A. Polson, Lauriston Sharp, James T. Siegel, John U. Wolff, O. W. Wolters.

The Southeast Asia Program was established in 1950 for the further development of instruction and research on Southeast Asia as a region and on the individual countries of the area: Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. Substantial facilities for study and research enable the Program to offer both the undergraduate and graduate student exceptional opportunities for general or specialized work on all of Southeast Asia in various fields of the humanities, social studies, and some natural sciences, as well as in interdisciplinary area courses and seminars. An understanding of the revolutionary changes taking place in the region lying between China, India, and Australia requires special knowledge and guided field experience in the area. Much fundamental and pioneering research remains to be done there, and a need continues for students trained in Southeast Asian studies in both academic and nonacademic professions. The Cornell Southeast Asia Program is well organized and equipped to help meet such needs.

The candidate for a graduate degree who is interested in specializing on Southeast Asia will major in a discipline (e.g., agricultural economics, anthropology, business and public administration, economics, education, government, linguistics, nutrition, or sociology) and will take as a minor Asian Studies (with concentration on Southeast Asia). The only exceptions to this pattern are in the fields of history and of the history of art. If the candidate's interest is Southeast Asian history or Southeast Asian art history, he may major or minor in either one. If he majors in one, he may choose a minor in Asian Studies only if his minor concentration is on China or South Asia rather than Southeast Asia. In all cases, it will be noted, the applicant is accepted as a candidate for a degree only in a discipline field. A candidate who is accepted for major work in Southeast Asian history, for Southeast Asian art history, or for a major field other than these with a minor in Asian studies (with concentration on Southeast Asia) automatically becomes a member of the Southeast Asia Program.

Requirements and Recommended Courses

The Ph.D. candidate in the Southeast Asia Program is expected to develop a general knowledge of the cultures and history of the area; a specialized knowledge of one or more Southeast Asian countries; and, except in special circumstances, a reading knowledge of a language of the area. The M.A. candidate is expected to develop a substantial, but less extensive, knowledge of the area and one of its countries, and is not required to have a knowledge of one of its languages.

The student normally prepares himself to meet these requirements by taking: (1) Asian Studies 501-502 (Southeast Asia) in which the countries of the region are studied in the view of several disciplines, both in depth with a single-country focus and comparatively; (2) other seminars or courses in which the student follows a specialized discipline approach to the area; (3) appropriate language work. It is expected that the dissertation of the candidates for the Ph.D. and the essay of the M.A. candidate will be substantially concerned with Southeast Asia or one or more of its component countries. The number of area seminars to be taken is decided in consultation with the student's Special Committee, but the Ph.D. candidate usually takes no less than three semesters of such work, including Asian Studies 501 or 502, and the M.A. candidate no less than two, including Asian Studies 501 or 502.

Instruction is regularly offered at Cornell in the following important languages of the region: Burmese, Chinese (Mandarin), Fukienses (Hokkien), Indonesian, Javanese, Malay, Tagalog, Thai, and Vietnamese. Also available at Cornell are Dutch, Portuguese, and by special arrangement, such other living languages of Southeast Asia as Cebuano or some of the Tibeto-Burman languages. Through the London-Cornell Project the advanced student may obtain instruction at the London School of Oriental and African Studies in Cambodian, Cantonese, Hakka, Mon, Sea Dyak, and Sundanese.

Research

Research activities under the Southeast Asia Program have been and continue to be concerned primarily with (1) cultural stability and change, and especially the consequences of modern Western influences, including developments resulting from various American, United Nations, or other technical aid programs in the region; (2) political behavior and political organization; (3) international relations between Southeast Asia and the Chinas, India, the Soviet Union, and the United States; (4) economic development; (5) economic nationalism; (6) comparative linguistics of Southeast Asia; (7) the organization and role of the major Asian minorities in the region, particularly the Chinese; (8) tribal peoples and their acculturation. A number of the seminars at Cornell and research projects in the field are concerned with one or another of these areas of inquiry. The work of students and staff members, however, is by no means restricted to these problems. The program has sponsored long-term interdisciplinary research projects on

Thailand, Indonesia, and the Philippines, and on the area's Chinese minorities. At the same time, staff members or students of the program have done field work in every Southeast Asian country.

Field Training

The advanced graduate student in the Southeast Asia Program will normally go to one of the Southeast Asia countries to carry out research for his doctoral thesis. Such field experience is considered an essential part of the student's education as well as a demonstration of his ability to combine his training in a discipline with his Southeast Asia area and language knowledge. Normally each year staff members from Cornell or London will be in Southeast Asia carrying on research. They may convene London-Cornell Project seminars and, when practicable, stand ready to provide guidance or supervision to advanced students from Cornell or elsewhere. The program maintains cordial and close relations with universities, learned societies, research institutions, and government agencies in Southeast Asia.

Fellowships and Assistantships

A limited number of Southeast Asia Program fellowships are offered each year to incoming or established graduate students undertaking work in residence in the Southeast Asia Program. The fellowships carry stipends up to \$2700 plus tuition and University fees. Fellowships are open only to qualified candidates for an advanced degree at Cornell. They may be awarded to Americans or Canadians, nationals of Southeast Asian countries, or, in exceptional cases, nationals of other countries.

In all cases these awards will be made only to applicants who are able to demonstrate a serious scholarly interest in Southeast Asian studies, who show the greatest promise of becoming qualified Southeast Asian regional experts with specialization in a relevant discipline of the humanities, social sciences, or certain natural sciences, and who are admitted to the Cornell Graduate School for advanced work in such a discipline. Previous experience in Southeast Asia or in the study of that area is not necessarily required. It is important that the applicant be able to show that advanced work in a major subject offered at Cornell combined with work in the Southeast Asia Program will make his future professional activities more effective. This requirement is particularly important for a student in the natural sciences. Except for London-Cornell Studentships (noted below), fellowships are offered only for study in residence at Cornell and cannot be held while the student is in the field. Appointments are made for one academic year at a time. Reappointment is subject to reapplication and review.

A student under the program at Cornell will be given every assistance in preparing applications to foundations or other sources for grants-in-aid to help finance his period of field training and research in Southeast Asia.

The primary purpose of the Southeast Asia Program awards is to encourage graduate students to acquire a substantial knowledge of Southeast Asia while majoring in one of the discipline fields of the Graduate School. Accordingly, they are offered only to students who, while working in such a field, participate fully in the Southeast Asia Program. The recipient of a fellowship may be asked to devote up to six hours each week under faculty supervision to work connected with the Program.

London-Cornell Studentships are available for advanced Ph.D. candidates in the social sciences (including modern institutional history) who have already had at least one year of resident study in the Southeast Asia Program. These fellowships are tenable for study during an academic year at the University of London's School of Economics and Political Science or at the School of Oriental and African Studies. Stipends range up to \$3000, plus air fares and tuition and fees. London-Cornell Field Research Grants are open to Southeast Asia Program Ph.D. candidates in the social sciences (including modern institutional history) after they have had appropriate training at Cornell or at Cornell and London. They are tenable for up to 22 months for the purpose of dissertation research. Recipients of London-Cornell Field Research Grants may conduct research in any part of Southeast Asia. Stipends range up to \$12,000 for 22 months including travel and research expenses.

Prospective graduate students of the Southeast Asia Program as well as students in residence may apply for various assistantship, fellowship, and scholarship awards offered by Cornell University and administered by the Graduate School and the academic departments. Additional information and application forms for Southeast Asia Program fellowships may be obtained by writing to the Director, Southeast Asia Program, Franklin Hall, Cornell University. Application forms for admission and other financial aid should be addressed to the Graduate School.

SUMMARY OF REQUIREMENTS OF THE GRADUATE SCHOOL

Applicants for graduate work in the Field of Asian Studies must file the regular application form supplied by the Graduate School, together with the required transcripts and recommendations. Applicants in some fields are asked to submit their scores on the Graduate Record Examination. It should be remembered that candidates for a degree may not major in Asian Studies, although this is an acceptable field of concentration for non-candidates. Degree candidates must major in one of the regular discipline fields of the Graduate School, which include Chinese literature; Chinese, South, and Southeast Asian history; and the history of Asian art.

To be admitted to the Graduate School and to the major field of study, an applicant must hold a baccalaureate degree from a college or university of recognized standing or have work equivalent to that required

for such a degree. He must show promise of ability to pursue advanced study and research and must have had adequate preparation to enter upon graduate study in the field chosen. For admission in the fall term, applications should be filed before February 1, although later application does not necessarily bar admission.

The minimum residence requirement for a Master's degree is two full terms. The language requirement for the Master's degree is specified for each field of instruction separately in the *Announcement of the Graduate School*. Requirements for the M.A. degree include work in a major and one minor subject, the writing of a thesis acceptable to the candidate's Special Committee, and the passing of a final examination conducted by the same committee.

The minimum residence requirement for the Ph.D. degree is usually six terms, but is seven terms if the candidate does not pass an examination in one foreign language on beginning candidacy at Cornell University. A candidate must pass language examinations in two foreign languages. Additional requirements include work in a major and two minor subjects, the successful passage of a qualifying examination before formal admission to candidacy, passage of Final Examinations A and B, and the acceptance of a dissertation by the student's Special Committee.

Tuition is \$735 a term and the General Fee \$165 for students in the endowed colleges. Tuition is \$200 a term and the General Fee \$187.50 for students whose major chairman is on the faculty of a state-supported division (Agriculture, Home Economics, Industrial and Labor Relations, and Veterinary), or of the School of Nutrition, or (generally) of the School of Education.

A deposit of \$28 must be made by every applicant for admission after he has received notice of acceptance unless the applicant has previously matriculated at Cornell. This deposit is used to pay the matriculation fee, chest X-ray and examination-book charges, and covers certain expenses incident to graduation if the student receives a degree. Prospective applicants should consult the *Announcement of the Graduate School*, which may be obtained by writing to the Graduate School, Sage Graduate Center, or to the Announcements Office, Edmund Ezra Day Hall, Cornell University, Ithaca, New York 14850.

UNDERGRADUATE WORK IN ASIAN STUDIES

An important function of the Department of Asian Studies is to offer general and specialized courses open to undergraduates in the languages, history, cultures, and contemporary developments of the countries of East, South, and Southeast Asia. Approximately 25 per cent of the undergraduates in the College of Arts and Sciences elect at least one of these courses, as do many students from other colleges of the University.

A few students each year are accepted as majors in Asian Studies. The applicant for admission to the major must have completed at least one course selected from among those listed in this Announcement and be recommended by the instructor in charge of that course. He must have received a minimum grade of 75 in this and in all other courses taken in the Department.

The candidate for the Bachelor of Arts with a major in Asian Studies is required to complete at least eighteen hours in one of the Asian languages offered at Cornell. The major consists of at least thirty additional hours (which may include further language work), selected by the student in consultation with his adviser from among the courses listed under the Department of Asian Studies and numbered 300 and over. Majors normally concentrate in one of the following areas: China, Japan, South Asia, Southeast Asia.

The candidate for Honors must maintain a cumulative average of 85 in courses in the humanities and social sciences. He must also maintain an average of 85 in courses in the Department. In his senior year, the Honors candidate will take a two-term graduate seminar selected from among those listed below in consultation with his adviser. Normally such a seminar relates to the area in which the candidate's studies have been concentrated.

The Honors candidate will also take the Honors Course (Asian Studies 401) in which he writes his Honors paper. He may wish to enroll in Asian Studies 402 in the spring semester of his senior year, but this course is not required of him. At the end of his junior year, the student should consult with the professor with whom he plans to write his paper to obtain permission to register for the Honors course. There will be a comprehensive written examination in May of his senior year, administered by the supervisor of his Honors work.

For details of tuition and fees, the student should consult the Announcement of the school or college in which he is enrolled.

COURSES OF INSTRUCTION

For detailed listing of hours offered and credit, consult the *Announcement of the College of Arts and Sciences*, or the appropriate Announcements of other divisions where indicated.

ASIA, GENERAL

SEMINAR: COMPARATIVE SOCIAL RESEARCH ON CHINA AND JAPAN (Anthropology 546)

Mr. Smith and Staff.

Consideration will be given to the sociocultural factors which conditioned the differential responses to pressures for change in nineteenth-century Ch'ing China and Tokugawa Japan. The seminar will endeavor to define and account for the striking differences in the subsequent timing and patterning of modernization in the two societies. On the basis of this comparison, hypotheses will be sought which can be tested in other modernizing societies.

COMPARATIVE ECONOMIC SYSTEMS: JAPAN, INDIA, CHINA (Economics 365)

Mr. Golay.

Capitalism, democratic socialism, and authoritarian socialism in the Far East. Comparative study of major Asian economies in terms of cultural environment, organization of production, social goals, institutions, policies, and economic growth.

THE UNITED STATES AND ASIA (Government 377)

Mr. Kahin.

An analysis of the relations of the United States with the major states of Asia and with those smaller countries with which it is particularly concerned; attention is also given to the relationship of American policy to the Asian policies of France, Great Britain, and Soviet Russia. Deals primarily with the period since 1945.

SEMINAR IN THE INTERNATIONAL RELATIONS OF ASIA (Government 577)

Mr. Kahin.

COMPARATIVE RURAL SOCIETIES (Rural Sociology 420, College of Agriculture)

Mr. Polson.

A comparison of the social organization of rural life in selected countries. The emphasis is on the social structure and the value systems of societies undergoing rapid change. Prerequisite, a course in general sociology or anthropology.

ECONOMICS OF AGRICULTURAL DEVELOPMENT (Agricultural Economics 364, College of Agriculture)

Mr. Mellor.

A discussion of the special problems of agricultural development, in low per capita income areas and countries. Attention will be devoted to the relationship between development in agriculture and in other sectors of the economy, capital and capital formation, the role of land and land reform, increasing efficiency in resource use, coordination problems in agricultural development, and the like.

SEMINAR ON COMPARATIVE RURAL GOVERNMENT (Agricultural Economics 630, College of Agriculture)

Mr. Luykx.

An examination of formal and informal institutions which play a part in the management of rural public affairs in developing countries. Emphasis will be placed on the analyses of their functions, organizations, and means of support in specific situations. Open only to graduate students.

SEMINAR ON THE ECONOMICS OF TROPICAL AGRICULTURE (Agricultural Economics 667, College of Agriculture)

Mr. Poleman.

An examination of the production, distribution, and consumption of agricultural commodities in tropical countries. Emphasis will be on statistical sources and methods for their appraisal. Student participation will be stressed. Open to seniors with permission of the instructor. Prerequisite, basic economics and a course in economic development.

INTRODUCTION TO ASIAN ART (History of Art 281)

Mr. O'Connor.

A consideration of the major artistic achievements of India, Southeast Asia, China, and Japan, with particular reference to the aesthetic and religious principles underlying the development of the art of these countries. Attention will be focused on selected masterpieces of painting, sculpture, and architecture in order to exemplify the main stylistic and cultural trends of the most important periods.

ART OF INDIA AND SOUTHEAST ASIA (History of Art 386)

Mr. O'Connor.

A survey of painting, sculpture, and architecture in India and Southeast Asia from the earliest times to the present, with some consideration of the early periods of art in Iran and Central Asia. Both the physical and metaphysical aspects of the arts will be studied, with particular attention to the development of Buddhism and Hinduism and their influence in formulating aesthetic expression in these areas.

METHODS OF RESEARCH IN ASIAN ART (History of Art 483)

Mr. Young.

An introduction to advanced study. The methods involved in stylistic and iconographic analysis as applied to Asian art. Readings in the basic sources and a discussion of the main aesthetic theories. Original works of art will be used where applicable.

PROBLEMS IN ASIAN ART (History of Art 484)

Mr. Young.

Studies in selected topics in the history of Asian art. Discussions and reports.

ARCHITECTURE AND PLANNING IN THE FAR EAST (Architecture 435, Planning 704, College of Architecture)

Mr. Hugo-Brunt.

An introduction to the evolution of architecture and urbanization in India, China, Thailand, Cambodia, and Japan.

STUDIES IN ASIAN ART (Art 353, College of Architecture)

Mr. Atwell.

Consideration of specific topics relating to the painting and sculpture of South, Southeast, and East Asia, with emphasis on the ideas, practices, techniques, and interrelationships in the various areas of concentration.

HONORS COURSE (Asian Studies 401)

Staff.

This course, in which the student writes an Honors essay, is required of all Honors students in their senior year. It is normally taken with the student's major adviser.

DIRECTED READING (Asian Studies 402)

Staff.

This course, which is open only to majors in the Department in their senior year, provides the student with the opportunity to read intensively in a selected area under the direction of a member of the staff.

SEMINAR: FIELD RESEARCH (Asian Studies 591-592)

Staff.

Field research seminars for selected advanced students are conducted in South Asia, Southeast Asia, Hong Kong, Taiwan, or Japan by staff members who are themselves working in these areas.

Other courses dealing extensively with Asia are Agricultural Economics (College of Agriculture) 364, 630, 664, 667; Anthropology 303; Nutrition (Graduate School of Nutrition) 100, 250.

CHINA

Area Courses

CHINESE CULTURE AND SOCIETY (Anthropology 343)

An analytical survey of the social structure and non-material culture of late traditional China. Attention is given to cultural geography and population, family and kinship, stratification and mobility, religion and values, economic institutions, and the power structure.

SEMINAR: CHINESE CULTURE AND SOCIAL STRUCTURE (Anthropology 444)

Messrs. Freedman and Wolf.

Selected problems in the analysis of Chinese cultural and social systems. In 1965-66, the seminar will be concerned primarily with problems in the analysis of religion and ritual, but opportunity will be provided to consider recent work of a more general character. The material used will be drawn from both China and the overseas Chinese.

THE ECONOMY OF CHINA (Economics 676)

CHINESE GOVERNMENT AND POLITICS (Government 347)

Mr. Lewis.

General introduction to the politics of modern China with particular emphasis on the political processes of the People's Republic of China.

THE FOREIGN POLICY OF CHINA (Government 478)

Mr. Lewis.

An analysis of Chinese concepts of foreign relations and the policy-making process in the People's Republic of China. Emphasis will be placed on such topics as the contemporary Chinese view of their position in the international community and a comparison of the making and implementation of con-

temporary Chinese policies with respect to such areas as the Soviet bloc, Afro-Asian countries, and the West.

SEMINAR IN THE POLITICS OF CHINA (Government 547)

Mr. Lewis.

SEMINAR IN THE FOREIGN POLICY OF CHINA (Government 583)

Mr. Lewis.

HISTORY OF CHINESE CIVILIZATION PRIOR TO THE NINETEENTH CENTURY (History 323)

Mr. Biggerstaff.

A rapid survey of the more significant Chinese cultural developments from earliest times until the establishment of formal relations with the West.

HISTORY OF CHINESE CIVILIZATION: NINETEENTH AND TWENTIETH CENTURIES (History 324)

Mr. Biggerstaff.

A detailed survey of the modernization of Chinese civilization under the impact of the West. After a brief examination of early nineteenth-century China, the Western political, economic, and ideological invasion is considered, followed by a more thorough study of the revolutionary changes that have culminated in the People's Republic.

MODERNIZATION OF CHINA (History 491-492)

Mr. Biggerstaff.

Topical study of the impact of Western civilization upon traditional China and of the changes in China during the first half of the twentieth century.

SEMINAR IN MODERN CHINESE HISTORY (History 691-692)

Mr. Biggerstaff.

ART OF CHINA (History of Art 383)

Mr. Young.

A survey of painting and sculpture from earliest times to the present, with some consideration of ceramics and the minor arts. The role of Buddhism, Taoism, and Confucianism in determining the aesthetic expression of China will also be discussed.

CHINESE PAINTING: THE FIRST MILLENIUM (History of Art 485)

Mr. Young.

A detailed examination of Chinese painting to the beginning of the Ming Dynasty, with particular attention to the conflict of styles and theories in the Sung period.

CHINESE PAINTING: THE LATER CENTURIES (History of Art 486)

Mr. Young.

A consideration of painting from the Ming Dynasty to the present. Emphasis on the development of critical theories, the rise of the various schools and conflicts, and the problems of the modern period.

SINO-TIBETAN LINGUISTICS (Linguistics 581-582)

Mr. Bodman.

Descriptive and comparative studies of Chinese dialects and Tibeto-Burman languages.

CHINESE HISTORICAL AND PHILOSOPHICAL LITERATURE
IN TRANSLATION (Literature 321)

Mr. Shadick.

Philosophical and historical literature, including Confucian, Taoist, and Buddhist writings.

CHINESE IMAGINATIVE LITERATURE IN TRANSLATION
(Literature 322)

Mr. Shadick.

Imaginative literature, including poetry, classical prose, fiction, drama, and the new writing of the twentieth century.

Other courses dealing extensively with China are Anthropology 241, 546; Economics 365, 371; Geography 314; Government 377; History of Art 281.

Language Courses

ELEMENTARY CHINESE (Chinese 101-102)

Mr. Bodman.

ELEMENTARY HOKKIEN CHINESE (Chinese 221-222)

Mr. Bodman.

INTERMEDIATE CHINESE I (Chinese 201-202)

INTRODUCTION TO CLASSICAL CHINESE (Chinese 213)

Mr. Shadick.

Systematic analysis of basic patterns in classical Chinese; study of texts; exercises in composition. An introduction to the literary style, primarily for students intending to work in classical literature, history, or art history.

INTERMEDIATE CHINESE II (Chinese 301-302)

Messrs. Shadick and a second staff member to be appointed.

Readings and drill in modern expository Chinese, two hours; introduction to classical Chinese, two hours. The latter is intended to prepare students of modern Chinese to understand classical forms and quotations occurring in vernacular texts and to use dictionaries and reference works.

INTERMEDIATE CLASSICAL CHINESE (Chinese 312)

Mr. Shadick.

Study of texts in a variety of styles, ancient and modern.

CHINESE HISTORICAL AND PHILOSOPHICAL TEXTS (Chinese 313)

Mr. Shadick.

Selections from the standard histories, the classical philosophers, and early modern reformers.

HISTORY OF THE CHINESE LANGUAGE (Chinese 402)

Mr. Bodman.

LINGUISTIC STRUCTURE OF CHINESE (Chinese 403)

Mr. Bodman.

ADVANCED READINGS IN MODERN CHINESE (Chinese 411-412)
Mr. McCoy.

CLASSICAL CHINESE PROSE (Chinese 414)
Mr. Shadick.

CLASSICAL CHINESE POETRY AND DRAMA (Chinese 416)
Mr. Shadick.

READINGS IN THE TRADITIONAL CHINESE NOVEL (Chinese 420)
Mr. Shadick.

ADVANCED READINGS IN CLASSICAL CHINESE (Chinese 521-522)
Mr. Wang.

SEMINAR IN CHINESE LITERATURE (Chinese 571-572)
Mr. Wang.

SINO-TIBETAN LINGUISTICS (Linguistics 581-582)
Mr. Bodman.

JAPAN

Area Courses

JAPANESE CULTURE AND SOCIETY (Anthropology 345)
Mr. Smith.

A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Attention will also be devoted to the historical development and present social context of graphic arts, literature, music, and drama.

ART OF JAPAN (History of Art 384)
Mr. Young.

A survey of painting, sculpture, and architecture from earliest times to the modern era. Attention will be paid to the development of the various forms of folk art, wood-block prints, and the decorative tradition.

Other courses dealing extensively with Japan are Anthropology 546 and Economics 365.

Language Courses

ELEMENTARY JAPANESE (Japanese 101-102)

JAPANESE READING (Japanese 201-202)

JAPANESE COMPOSITION AND CONVERSATION (Japanese 203-204)

SELECTED READINGS IN JAPANESE (Japanese 301-302)

Emphasis is on Koogo style but Buñgo style is introduced in the second term.

INTRODUCTION TO CLASSICAL JAPANESE (Japanese 305-306)

Emphasis is on Buñgo and Kañbuñ styles of literature.

SOUTH ASIA

Area Courses

CULTURE AND SOCIETY IN INDIA AND SOUTH ASIA (Anthropology 341)

Mr. Opler.

A survey of the social, economic, political, and religious institutions of India and other countries of South Asia. Both traditional cultures and present changes are considered.

SEMINAR: THE AGRICULTURAL DEVELOPMENT OF SOUTH ASIA (Agricultural Economics 664, College of Agriculture)

Mr. Mellor.

INDIA AS A LINGUISTIC AREA (Linguistics 331)

Mr. Fairbanks, Mr. Gair, or Mr. Kelley.

INDO-ARYAN STRUCTURES (Linguistics 432)

Mr. Fairbanks, Mr. Gair, or Mr. Kelley.

COMPARATIVE INDO-EUROPEAN LINGUISTICS (Linguistics 521-522)

Mr. Fairbanks.

DRAVIDIAN STRUCTURES (Linguistics 436)

Mr. Kelley.

COMPARATIVE INDO-ARYAN (Linguistics 534)

Mr. Fairbanks.

COMPARATIVE DRAVIDIAN (Linguistics 536)

Mr. Kelley.

HISTORY OF HINDI (Hindi 401)

Mr. Fairbanks.

SEMINAR: SOUTH ASIAN LINGUISTICS (Linguistics 600)

Mr. Fairbanks.

Subject to the needs of students and to the limitations of staff time, advanced seminars are set up in a variety of topics in South Asian linguistics.

Other courses dealing extensively with South Asia are Agricultural Economics (College of Agriculture) 364, 664, 667; Art 353; Economics 365, 371; Geography 314; Government 343, 377, 577; History of Art 386, 483, 484; Nutrition (Graduate School of Nutrition) 100, 250.

Language Courses

ELEMENTARY HINDI (Hindi 101-102)

Mr. Fairbanks.

HINDI READING (Hindi 201-202)

Mr. Fairbanks.

HINDI COMPOSITION AND CONVERSATION (Hindi 203-204)

Mr. Fairbanks.

READINGS IN HINDI LITERATURE (Hindi 301-302)

Mr. Fairbanks.

ADVANCED HINDI COMPOSITION AND CONVERSATION
(Hindi 303-304)

Mr. Fairbanks.

ADVANCED HINDI READINGS (Hindi 305-306)

Mr. Fairbanks.

Intended for those who wish to do readings in history, government, economics, etc., instead of literature.

ELEMENTARY PALI (Linguistics 530)

Mr. Fairbanks.

ELEMENTARY SANSKRIT (Linguistics 531-532)

Mr. Fairbanks.

ELEMENTARY SINHALESE (Sinhalese 101-102)

Mr. Gair.

ELEMENTARY TELUGU (Telugu 101-102)

Mr. Kelley.

ELEMENTARY URDU (Urdu 101-102)

Mr. Fairbanks.

SOUTHEAST ASIA

Area Courses

ETHNOLOGY OF SOUTHEAST ASIA (Anthropology 334)

Mr. Sharp and Mr. Siegel.

The development and distribution of major sociocultural systems in mainland and island Southeast Asia. Discussion of selected groups and of the fate of traditional cultural characteristics following the expansion of Chinese, Indian, Moslem, and Western civilizations into these areas.

SEMINAR: RELIGIOUS SYSTEMS (Anthropology 523)

Mr. Siegel.

Selected social, cultural, and religious aspects of Islam will be considered.

SEMINAR: SOUTHEAST ASIAN ANTHROPOLOGY (Anthropology 548)

Mr. Sharp.

Selected cultural problems of the region will be studied comparatively and historically.

PUBLIC POLICY AND ECONOMIC DEVELOPMENT (Economics 371)

Mr. Golay.

Study of the role of the state in initiating and maintaining accelerated economic growth in less developed countries. Problems of capital accumulation, interaction of culture change and economic growth, outside participation in economic modernization, and the role of international specialization are emphasized. The course is focused on case studies and field research in Southeast Asia.

SEMINAR: ECONOMIC GROWTH IN SOUTHEAST ASIA (Economics 675)

Mr. Golay.

GOVERNMENTS AND POLITICS OF SOUTHEAST ASIA (Government 344)

Mr. Kahin.

Analysis of the organization and functioning of government and politics in the countries of Southeast Asia, with attention given to the nature of the social and economic environments which condition them.

SEMINAR IN POLITICAL PROBLEMS OF SOUTHEAST ASIA (Government 644)

Mr. Kahin.

SOUTHEAST ASIAN HISTORY TO THE FOURTEENTH CENTURY (History 495)

Mr. Wolters.

SOUTHEAST ASIAN HISTORY FROM THE FIFTEENTH CENTURY (History 496)

Mr. Wolters.

SEMINAR IN SOUTHEAST ASIAN HISTORY (History 695-696)

Mr. Wolters.

SOUTHEAST ASIAN ART AND ARCHAEOLOGY (History of Art 488)

Mr. O'Connor.

Studies of selected monuments and art traditions of Southeast Asia.

SEMINAR IN SOUTHEAST ASIAN LINGUISTICS (Linguistics 571-572)

Mr. Jones.

Descriptive and comparative studies of mainland Southeast Asian languages are dealt with in alternate terms. Topics may be selected in accordance with the interests of the students.

SEMINAR: MALAYO-POLYNESIAN LINGUISTICS (Linguistics 573)

Mr. Echols.

SOUTHEAST ASIAN LITERATURE IN TRANSLATION (Literature 318)

Mr. Echols.

A survey of the literatures of Southeast Asia with some attention to several masterpieces.

SOUTHEAST ASIA (Asian Studies 501-502)

Staff.

A graduate-level survey of the cultures and history of Southeast Asia covering the pre-European, colonial, and postcolonial periods, but with particular emphasis on postwar developments and contemporary problems. Occasional focus on a problem common to the area as a whole, but usually deals with a different country of Southeast Asia each term. In 1965-66: Fall term, Islam in Southeast Asia (Mr. Siegel); Spring term, Burma (Mr. Hall). In 1966-67: Fall term, Communism in Southeast Asia (Miss McVey); Spring term, Philippines (Mr. Majul).

Other courses dealing extensively with Southeast Asia are Agricultural Economics (College of Agriculture) 630, 667; Anthropology 241, 444; Art 353; Geography 314; Government 377, 577; History of Art 281, 386, 483, 484; Linguistics 521-522; Nutrition (Graduate School of Nutrition) 100, 250.

Language Courses**ELEMENTARY BURMESE (Burmese 101-102)**

Mr. Jones.

BURMESE READING (Burmese 201-202)

Mr. Jones.

BURMESE COMPOSITION AND CONVERSATION (Burmese 203-204)

Mr. Jones.

ADVANCED BURMESE READING (Burmese 301-302)

Mr. Jones.

Selected readings in Burmese writings in various fields.

ELEMENTARY CEBUANO (BISAYAN) (Cebuano 101-102)

Mr. Wolff.

ELEMENTARY DUTCH GRADUATE READING COURSE (Dutch 151-152)

Mr. Echols.

ELEMENTARY INDONESIAN (Indonesian 101-102)

Mr. Wolff.

INDONESIAN READING (Indonesian 201-202)

Mr. Echols.

INDONESIAN COMPOSITION AND CONVERSATION (Indonesian 203-204)

Mr. Wolff.

READINGS IN INDONESIAN AND MALAY (Indonesian 301-302)

Mr. Echols.

ADVANCED INDONESIAN CONVERSATION AND COMPOSITION (Indonesian 303)

Mr. Echols.

ADVANCED READINGS IN INDONESIAN AND MALAY LITERATURE (Indonesian 305)

Mr. Echols.

LINGUISTIC STRUCTURE OF INDONESIAN (Indonesian 403)

Mr. Wolff.

ELEMENTARY JAVANESE (Javanese 221–222)

Mr. Echols.

INTERMEDIATE JAVANESE (Javanese 223–224)

Mr. Echols.

ELEMENTARY TAGALOG (Tagalog 101–102)

Mr. Wolff.

ELEMENTARY THAI (Thai 101–102)

Mr. Jones.

THAI READING (Thai 201–202)

Mr. Jones.

THAI COMPOSITION AND CONVERSATION (Thai 203–204)

Mr. Jones.

ADVANCED THAI (Thai 301–302)

Mr. Jones.

Selected readings in Thai writings in various fields.

THAI LITERATURE (Thai 305–306)

Mr. Jones.

Reading of some of the significant novels, short stories, and letters written since 1950.

ELEMENTARY VIETNAMESE (Vietnamese 101–102)

Mr. Jones.

VIETNAMESE READING (Vietnamese 201–202)

Mr. Jones.

VIETNAMESE COMPOSITION AND CONVERSATION (Vietnamese 203–204)

Mr. Jones.

ADVANCED VIETNAMESE (Vietnamese 301–302)

Mr. Jones.

Selected readings in Vietnamese writings in various fields.

VIETNAMESE LITERATURE (Vietnamese 305–306)

Mr. Jones.

Reading of some of the significant novels, short stories, and letters.

CORNELL UNIVERSITY ANNOUNCEMENTS

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

Date of filing: October 1, 1965. *Title of publication:* Cornell University Announcements. *Frequency of issue:* Twenty-one times a year: four times in August; three times in June and October; twice in March, April, July, and September; once in January, May, and December; no issues in February or November. *Office of Publication and also headquarters of the publisher:* Day Hall, 18 East Avenue, Ithaca, Tompkins County, New York 14850. *Publisher:* Cornell University, Ithaca, New York 14850. *Editor:* Fatanitza Schmidt, 114 Day Hall, Cornell University, Ithaca, New York 14850. *Managing Editor:* None. *Sole Owner:* Cornell University (an educational institution), Ithaca, New York 14850.

I certify that the statements made by me above are correct and complete.
Fatanitza Schmidt, Editor.