

COURSES RELATED TO SOUTHEAST ASIA IN AMERICAN COLLEGES
AND UNIVERSITIES, 1955-1956

by

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THE CORNELL UNIVERSITY SOUTHEAST ASIA PROGRAM

The Southeast Asia Program was organized at Cornell University in the Department of Far Eastern Studies in 1950. It is a teaching and research program of interdisciplinary studies in the humanities, social sciences and some natural sciences. It deals with Southeast Asia as a region, and with the individual countries of the area: Burma, Cambodia, Indonesia, Laos, Malaya, Philippines, Thailand, and Vietnam.

The activities of the Program are carried on both at Cornell and in Southeast Asia. They include an undergraduate and graduate curriculum at Cornell which provides instruction by specialists in Southeast Asian cultural history and present-day affairs and offers intensive training in each of the major languages of the area. The Program sponsors group research projects on Thailand, on Indonesia, on the Philippines, and on the area's Chinese minorities. At the same time, individual staff and students of the Program have done field research in every Southeast Asia country. Study centers are maintained in Bangkok and Djakarta in addition to special library and other research facilities at Cornell.

A list of Program staff and publications is given at the end of this volume. Information on current course offerings, fellowships, and requirements for degrees will be found in an Announcement of the Department of Far Eastern Studies obtainable from the Director, Southeast Asia Program, Morrill Hall, Cornell University, Ithaca, New York.

PREFACE

In the curricula of American universities prior to World War II, Southeast Asia was undoubtedly one of the least represented of all major world areas. Possibly this situation was related to the fact that the six countries comprising this substantial part of the world--Burma, Malaya, Indochina, Indonesia, Philippines, and Thailand--were with one exception (Thailand) colonies, and that American contact with most of them was via their metropolises--London, Paris, and the Hague--rather than direct. However, following the Japanese occupation of these areas, their involvement in the struggles of World War II, and their subsequent nationalist explosions and independence movements, American attention came to be focused upon them to an extent unequalled before in our history. It may well be because of this that when we at Cornell drew up a report in 1952 on the status of courses relating to Southeast Asia in American colleges and universities we found that during the previous decade there had been a very considerable growth in their number.

As this recent report by Dr. Barbara Dohrenwend indicates, the increase has not been transitory. Since our report of 1952, the growth has continued, and apparently has continued apace. A long neglected part of Asia appears at last to have found a significant, if still relatively small, place in the curricula of American universities. Dr. Dohrenwend's report describes the extent of this growth, its character in terms of discipline and of countries emphasized, the proportion of students taking courses concerned with the area, and the types and locations of colleges and universities offering them.

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INTRODUCTORY SUMMARY

Our estimate is that about 40 per cent of universities and senior colleges in the United States offer at least one course substantially related to Southeast Asia. Apparently there has been an increase since 1952 in the number of institutions offering courses on this area. In 1952 Kahin reported that 21 institutions offered one or more courses exclusively on Southeast Asia, and another 176 offered one or more courses substantially but not exclusively on the area. A conservative estimate is that in 1955 about four times as many schools as in 1952 offered at least one course exclusively on Southeast Asia, and about half again as many as in 1952 offered at least one course partially on Southeast Asia. On the other hand, the number of universities offering Southeast Asian languages has decreased from eight in 1942 to five in 1952 and only three in 1955. At the last date only the University of California at Berkeley, Cornell University and Yale University offered both a program of Southeast Asian languages and a substantial number of courses related to the area.

As we might expect, along with the increase in the number of schools offering courses related to Southeast Asia, there has been considerable increase in the total number of courses offered. While we may be overestimating the increase, our results suggest that the number of courses dealing exclusively with Southeast Asia has increased about sixfold since 1942 when Heine-Geldern reported 27 such courses, and about twofold since 1952 when Kahin reported 72 courses. The increase in number of courses related substantially but not exclusively to the area has been somewhat smaller, but is nevertheless considerable. In 1942 Heine-Geldern reported about 300 courses of this type; in 1952 Kahin reported 400, and our results show about 800 courses dealing substantially but not exclusively with Southeast Asia in 1955.

Despite the increase in both the number of courses offered and the number of institutions offering them, we estimate that no more than four per cent of graduate and undergraduate students together in American colleges and universities take a course related to Southeast Asia. Since a decrease in enrollments is reported for only a small minority of courses related to Southeast Asia, we infer that in 1952 and 1942 the proportion of students taking courses related to this area was even smaller.

Relation of Courses on Southeast Asia to Size of Institution

The distribution of courses related to Southeast Asia among schools of different size is uneven. About two-thirds of large schools, with faculties over 200, teach courses more than incidentally related to Southeast Asia, but only about one-third of smaller schools, with faculties of less than 200, offer such courses. Moreover, courses related exclusively to Southeast Asia are taught by about a quarter of the large schools, by only about 10 per cent of schools of medium size, with faculties of 51 to 200 members, and, so far as we have determined, by no small schools, with faculties of 50 or less. There is no evidence that these proportions have changed in any substantial way since 1942. Our results do suggest, however, that small schools are less likely than medium or large schools to continue their courses on Southeast Asia over a period of years. In other words, while the relative number remains the same, the particular small colleges which teach courses related to Southeast Asia change from one year to the next.

Given the higher proportion of large schools which teach at least one course substantially related to Southeast Asia, it is somewhat surprising to find that it is in the smallest schools, with faculties of 50 or less, that the highest proportion of students take such courses on this area. Whereas in schools with over 50 faculty members no more than an average of about three per cent of the students take these courses, in small schools it appears that an average maximum of 10 per cent of the students take courses on Southeast Asia. This difference may be due to the greater variety of courses offered in any given discipline in large schools, with the consequent greater freedom of choice for the students as to which courses they will take. In a small school a student may, in effect, be required to take all, or practically all of the courses offered in a given discipline if he wishes to fulfill requirements for a major in that discipline. If this interpretation of the difference between small and larger schools is correct, it suggests that courses on Asia which include Southeast Asia have a limited appeal for students in American colleges and universities. We should note, however, that the difference between small and large schools may also be due in part to the fact that some of the larger schools are universities containing specialized technical colleges, such as engineering. The large number of required courses in these specialized technical colleges would usually prevent the student from taking courses on Asia and Southeast Asia even if they were interested. Therefore, the difference in maximum proportions of students taking courses related to Southeast Asia in small as against larger schools may indicate some lack of interest in these courses, but it may result as well from the inability of students in highly developed technical fields, taught primarily in large universities, to take any but a few courses outside of their speciality.

Relation of Courses on Southeast Asia to Location of Institution

Courses related to Southeast Asia are also distributed unevenly in different regions of the United States. Over half of the schools in the Northeast offer at least one course substantially related to Southeast Asia, whereas somewhat less than half of the schools in the Midwest and Far West, and only about a quarter of the schools in the South offer such courses. Furthermore, about a quarter of the schools in the Northeast offer at least one course exclusively on Southeast Asia, while about 10 per cent of Midwestern schools offer at least one such course, and only about 5 per cent of schools in the other two regions, the Far West and the South, offer at least one course entirely on Southeast Asia.

There is no evidence that these differences among regions of the United States have changed between 1942 and 1955. It does appear, however, that schools in the South are less likely than schools in other regions to continue courses related to Southeast Asia over a period of years. Moreover, schools in the Far West are more likely than those in the Midwest or the Northeast to offer courses on this area consistently over a period of time. It may be that, in the Far West, where interest in Asia might be expected to be stimulated by relative geographical proximity, there is more frequently a deliberate policy of maintaining courses on Asia, including Southeast Asia, as part of the curriculum.

Despite differences both in proportion of schools offering courses on Southeast Asia and in the stability of these courses in different regions, there is no evidence that the proportion of students who take such courses varies from one region to another. In each region, no more than about four per cent of both undergraduate and graduate students take course on Southeast Asia.

Disciplines of Courses on Southeast Asia

Courses related to Southeast Asia are taught in a number of disciplines both in the humanities and in the social sciences. Somewhere between one-third and one-half of all courses more than incidentally related to Southeast Asia are in history. Another 40 per cent or so are divided about equally between government (political science) and geography (including geology). Only about one-quarter of courses related to Southeast Asia are outside of these three disciplines. Relatively neglected are the disciplines of anthropology, sociology, art, literature, economics, philosophy and religion, as well as interdisciplinary area work. This relative emphasis on history, geography and government seems to be a consistent pattern with no evidence of marked change from 1942 on.

The disproportionate emphasis on history in courses related to Southeast Asia is greatest in schools where courses give least emphasis to this area, that is, where no more than one-third of any course is on Southeast Asia. In these schools half of the courses related to this area are in history. The distribution among other disciplines, while still very uneven, is somewhat better in schools which have at least one course in which more than one-third is devoted to Southeast Asia.

If we divide courses according to the level at which they are offered, we again find that the emphasis on history varies. About half of the courses open to undergraduates only are in history, while courses open to both undergraduates and graduates are somewhat more evenly distributed among disciplines, and courses open to graduates only are most evenly distributed.

Enrollments in courses on Southeast Asia vary according to the discipline of the course. Courses in history, geography and government draw the highest enrollments. Moreover, enrollment in almost half of the courses in history and in government is increasing, whereas in other disciplines the proportion of courses in which enrollment is tending to increase varies from one-third to as low as about 10 per cent.

Among courses which are more than incidentally related to Southeast Asia, we find that considerably over half give no more than a third of their time to Southeast Asia except among area courses and courses in government. The discrepancy between the closely allied disciplines of government and history is particularly striking. Judging from the large number of courses related to Southeast Asia which are taught within the discipline of history, the explanation of the difference does not seem to lie in lack of interest in the area among teachers of history.

Countries Included in Courses on Southeast Asia

Among the major countries of Southeast Asia, Malaya tends to be neglected. Burma, Indochina, Indonesia, the Philippines and Thailand are each included in five to 10 per cent more courses than Malaya. In 1942, and in 1952, much the same pattern was found, except that in 1942 the neglect of Malaya was apparently much more severe.

In courses open to graduate students only, not only Malaya but also the Philippines are neglected. Whereas Burma, Indochina, Indonesia and Thailand are each included in about 90 per cent of these courses, Malaya and the Philippines are included in 70 per cent or less.

There are no other striking differences among the major countries of Southeast Asia with regard to the types of courses in which they are included.

SOURCES OF DATA

In December of 1955 questionnaires were mailed by the Cornell Southeast Asia Program to 285 institutions. Of these 285 institutions, 203 were expected to have one or more courses related to the Southeast Asian area. Most of the 203 were institutions which had been found in previous surveys to offer some work in this area. A few others were included because a member of the faculty was known to have specialized in Southeast Asia. The remaining 82 institutions were selected randomly from the senior colleges in the United States listed in the 1954 edition of the World Almanac, after having eliminated from this list, the 203 expected to have courses on Southeast Asia.

The questionnaire was mailed again in February to the institutions which had not responded by that time. Of the 285 institutions, 261, or 92 per cent, responded to either the first or the second mailing. 193 of the 261 who responded were among those who had been expected to have an interest in Southeast Asia; that is, 95 per cent of the institutions in this group responded. In the random sample 68, or 83 per cent responded to the questionnaire.

Information on institutions which did not respond to the questionnaire was extracted from their catalogues when they were available. Data on seven institutions among those expected to have courses on Southeast Asia and five from the random sample were taken from catalogues. For these institutions, we probably underestimated the number of courses concerned with Southeast Asia since we took only courses which indicated clearly in the title, or, less often, in the course description, that this area was included. Responses to the questionnaire show, however, that Southeast Asia is included in many general courses on the Far East or Asia, even when Southeast Asia is not mentioned in the title of the course. A second problem with the data from catalogues is that the catalogue for 1955-56 was not always available. While the data from the questionnaires can be presumed to be current as of 1955-56, the data from catalogues may in a few instances be out of date for 1955-56. Finally, we were unable to obtain from the catalogues some of the information collected by questionnaire; for example, enrollment figures. The information extracted from catalogues is necessarily incomplete.

No data from either questionnaire or catalogue were available for one per cent (3) of the institutions expected to be interested in Southeast Asia, and from 11 per cent (9) of the institutions in the random sample. We have assumed that these institutions do not differ from those for whom data were available, rather than they offer no courses related to Southeast Asia. The basis for making this assumption is that replies to the second mailing of the questionnaire included about as many institutions giving courses related to Southeast Asia as did replies to the first mailing. Many other factors besides interest in the subject matter of the questionnaire seemed to determine when or whether it was answered.

Estimates have been made for all senior colleges and universities in the United States from the responses to the questionnaires and the data extracted from catalogues. We assume that the failure to include data on 12 of the 285 institutions does not bias these estimates seriously. The estimates are, of course, generalizations from the sample on which we do have information. Since the random sample was chosen by taking every tenth

institution from the list of senior colleges in the 1954 World Almanac, we multiplied the figures from the random sample by 10, before combining with figures from institutions expected to have courses related to Southeast Asia. These estimates are very rough since they are based on figures which undoubtedly contain considerable error, not excluding possibly, error introduced by the failure to obtain data on all institutions in the samples. All figures for 1955 reported are estimated by the procedure we have described.

There have been two previous studies of courses related to Southeast Asia offered in American colleges and universities. The first, in 1942, was done by Robert Heine-Geldern for the East Indies Institute of America.¹ Questionnaires were sent to 992 universities and colleges, and responses received from 359, or 36 per cent. It is noted that the majority of those who did not respond were small institutions. The second study was reported in a Data Paper of the Southeast Asia Program by George Kahin in 1952.² This study is based on the examination of 1400 catalogues of American colleges and universities, and responses to a questionnaire from 210 institutions. Questionnaires were mailed to 303 institutions, so the percentage responding was 69. It is pointed out, however, that 90 per cent of the 176 institutions identified from their catalogues as having courses on Southeast Asia responded to the questionnaire; only 18 institutions so identified did not respond to the questionnaire.

The Questionnaire

For the purpose of the questionnaire on courses related to Southeast Asia, this area was defined as including:

British Borneo
Burma
States of Indochina
Indonesia
Malaya
Philippines
Portuguese Timor
Thailand
Western New Guinea (West Irian)

Respondents were asked:

Please list all courses taught at your college or university in which any time is spent on Southeast Asia. Include courses which are not offered this academic year but have been taught in past years and will be taught again. For each course, please give the ten items of information requested below:

- (1) Title of course(s). (Include language as well as non-language courses.)

1. Heine-Geldern, Robert. A Survey of Studies on Southeast Asia at American Universities and Colleges. New York: East Indies Institute of America, 1943.
2. Kahin, George McT. Teaching and Research Relating to Southeast Asia in American Colleges and Universities. Ithaca, New York: Southeast Asia Program, Department of Far Eastern Studies, Cornell University, 1952. (Mimeographed.)

- (2) Department offering course.
- (3) In what year was the course:
 - (a) first taught?
 - (b) last taught?
- (4) What is or was the approximate enrollment for credit this year or the last year the course was taught?
- (5) Since the course was first taught, has enrollment: (check one, if "other" indicate nature of change)
 - increased
 - decreased
 - remained stable
 - other
- (6) Is the course offered to: (check one)
 - undergraduates only
 - graduates only
 - both
- (7) Are other courses prerequisite to this course? If yes, how many semester hours of prerequisite courses?
 - no
 - yes :hours
- (8) Does the course last one or two semesters? (If "other" specify)
 - one
 - two
 - other
- (9) In non-language course: What is the approximate percentage of course time spent on Southeast Asia?
- (10) If non-language course: What countries in Southeast Asia are studied?

NUMBER OF COURSES RELATED TO SOUTHEAST ASIA

Between 1942 and 1955 there seems to have been a substantial increase in the number of courses related to Southeast Asia. In 1942 Heine-Geldern reported only 27 courses dealing exclusively with this area, whereas in 1952 Kahin found 72 such courses. On the basis of the survey done in 1955, we estimate that about 160 courses dealing exclusively with Southeast Asia are being taught in American colleges and universities. We should note, however, that Heine-Geldern may have underestimated the number of courses taught in 1942, since only about one-third of the questionnaires he sent out were returned. We, in turn, may have overestimated the number taught in 1955, since we assumed that some of the schools which did not return our questionnaire taught courses related to the area rather than assuming, as Heine-Geldern did, that non-returns probably occurred because schools had nothing to report. Nevertheless, the differences in the results of the three surveys seem substantial enough to indicate an increase in the number of courses dealing exclusively with Southeast Asia.

As for courses dealing partially with Southeast Asia, we again find that the number has increased since 1942. In that year Heine-Geldern found about 300 such courses, and in 1952 Kahin found over 400. We estimate that about 1,000 courses dealing partially with Southeast Asia were being taught in 1955, 200 of this 1,000, however, only touched on Southeast Asia; that is, 10 per cent or less of the course dealt with this area. Again we should note, too, that Heine-Geldern may have underestimated and we may have overestimated the number of courses. The increase may not have been as large, then, as these figures would suggest, but there seems little doubt that there has been an increase in the number of more general courses on Asia which include some material on Southeast Asia.

PROPORTION OF STUDENTS TAKING COURSES RELATED TO SOUTHEAST ASIA

We have estimated the proportion of students taking courses related to Southeast Asia by dividing estimated total enrollment in all courses related to Southeast Asia by one-quarter of the estimated total student enrollment in American colleges and universities. By this procedure we have obtained a maximum estimate, for, in the first place, by adding together enrollments in all courses we have assumed that no single student takes more than one course related to Southeast Asia, which is surely not true, and have thus overestimated the number of students taking these courses. For another thing, when we divide total student enrollment by four we are assuming that each student, whether graduate or undergraduate, stays at the college or university for four years, and that each course is given every year, or four times in four years. Since graduate students usually do not take courses for as long as four years, and some courses related to Southeast Asia are not, in fact, given every year, both of these assumptions lead to overestimation of the proportion of students taking these courses. Thus, we shall be able to say that no more than a certain proportion probably take courses related to Southeast Asia, rather than precisely what proportion actually do take them.

We find that, in American colleges and universities as a whole, no more than about four per cent of the students take courses related to Southeast Asia. Moreover, there is little variation in this figure in different parts of the country. The estimated maximum percentages of students taking courses on Southeast Asia in four parts of the United States are:

Northeast	-	4%
South	-	3%
Midwest	-	3%
Far West	-	5%

There are, however, differences in percentage of students taking these courses among schools of different size. While only three per cent of the students in large schools, with over 200 on the faculty, and medium sized schools, with faculties between 50 and 200, take courses on this area, it is estimated that 10 per cent of the students in small schools, with faculties of 50 or less, take such courses. This difference, we should note, exists despite the fact that only about one-third of the small schools offer any courses related to Southeast Asia, whereas about two-thirds of the large schools offer such courses. However, large schools, and medium schools as well, are more likely than small schools to offer courses concentrating entirely on Southeast Asia, many of which draw only a small enrollment. Moreover, large and medium sized schools offer, in any given discipline, more courses in competition with the courses related to Southeast Asia than do small schools. In small schools, with a faculty of 50 or less, the student must, in many instances, in effect be required to take the course related to Southeast Asia in order to fulfill the requirements of a major in the discipline in which it is given. The difference between large and medium sized schools on the one hand, and small schools on the other suggests that, if given a choice of courses, many students will not choose those related to Southeast Asia.

THE TEACHING OF SOUTHEAST ASIAN LANGUAGES AND SOUTHEAST ASIA PROGRAMS

Professional training in an area specialty must include training in the language of the area. We can, then, see what facilities there are for the training of Southeast Asia specialists by looking at the institutions which offer languages of this area. It is possible, of course, for a student to do graduate work at an institution which does not offer the language of his area, going to another institution at some time specially for language training. For the most part, however, we may expect specialists in an area to be trained at the institutions which offer the necessary language training.

There are five institutions in the United States which we find to offer one or more Southeast Asian languages. Two are not academic, but specialized professional institutes: the Foreign Service Institute of the State Department, and the Kennedy School of Missions of the Hartford Seminary Foundation. Three universities, the University of California at Berkeley, Cornell University and Yale University teach two or more Southeast Asian languages each.

At the Foreign Service Institute, beginning courses in Burmese, Thai and Vietnamese were offered in 1955-1956. Courses on Southeast Asia other than language courses are not reported.

The Kennedy School of Missions reports four language courses, one each in Burmese, Indonesian, Tagalog and Thai. These courses were last taught, respectively, in 1952, 1955, 1951 and 1954. They will presumably be taught again if required. In addition to these four language courses, the Kennedy School reports one area course, on the Philippines.

Table 1 shows the Southeast Asian languages offered in 1955 at California (Berkeley), Cornell and Yale.

Table 1

Number of Southeast Asian Language Courses Offered in 1955
at Universities in the United States

Language	California (Berkeley)	Cornell	Yale
Burmese	--	2	1
Chinese dialects of Southeast Asia	--	1	--
Malay (Indonesian)	2	3	2
Tagalog	--	--	--
Thai	2	3	2
Vietnamese	--	1	--

One language, Tagalog, is not offered by any of the three universities. Two languages, Chinese dialects of Southeast Asia, and Vietnamese, are offered only at Cornell and only at the beginning level. The other three languages, Burmese, Malay (Indonesian), and Thai are offered at both beginning and advanced levels by at least one school each.

The number of courses, and number of schools offering courses in Southeast Asian languages in 1942, 1952 and 1955 are shown in Table 2. The 1942 data are taken from Heine-Geldern's report and the 1952 data from Kahin's.

Table 2

Number of Courses and Number of Schools Offering Courses
in Southeast Asian Languages in 1942, 1952 and 1955

Language	1942		1952		1955	
	Courses	Schools	Courses	Schools	Courses	Schools
Burmese	1	1	2	1	3	2
Chinese dialects of Southeast Asia	--	--	--	--	1	1
Malay (Indonesian)	9	7	7	4	7	3
Tagalog	1	1	4	2	--	--
Thai	1	1	6	2	4	2
Vietnamese	--	--	1	1	2	1
Any Southeast Asian language	12	8	20	5	17	3

The number of schools teaching Southeast Asian languages has declined from eight in 1942 to three in 1955. The number of courses has, however, increased. The change has been toward the concentration of teaching of Southeast Asian languages in a few universities, each university tending to offer more courses. Specifically, the teaching of Southeast Asian languages in 1955 has become concentrated in three centers of Southeast Asian studies: California (Berkeley), Cornell and Yale.

Since these three universities are unique in the field of Southeast Asian studies we shall describe them in some detail. Each one offers courses on Southeast Asia in a variety of disciplines. The courses on the area, aside from languages, are described in Table 3.

Table 3

Disciplines of Non-Language Courses on Southeast Asia
Reported by the Three University Centers
of Southeast Asian Studies in the United States

Discipline	California (Berkeley)	Cornell	Yale
Area (interdisciplinary)	2	8	6
Art and Literature	5	1	--
Anthropology and Sociology	4	1	2
Economics	1	2	2
Geography	2	--	3
Government	--	3	3
History	2	--	--
Linguistics	4	--	--
Philosophy and Religion	--	--	--
Number entirely on Southeast Asia	11	10	13
Number partially on Southeast Asia	9	5	3

At Cornell and Yale the greatest emphasis is on interdisciplinary area courses. Apparent deficiencies in disciplinary coverage are, in part, explained by this emphasis. At least the history and geography of the area are probably dealt with in these courses, as well as relevant anthropological material. The major omission in both programs seems to be in art and literature, and linguistics. California, on the other hand, has several courses in art and literature, and in linguistics, although about half are only partially devoted to Southeast Asia. In general, the pattern at California is somewhat different, with more courses in individual disciplines and fewer interdisciplinary area courses. In addition, the great majority of the courses at California on the area are at the undergraduate level, whereas the reverse is true at Cornell and Yale, where most of the courses are open either to graduates only or to both graduates and undergraduates. It is possible, however, for the student to obtain either undergraduate or graduate training with area emphasis on Southeast Asia at any of these three universities.

At California and Yale the number of non-language courses devoted exclusively to Southeast Asia has increased since 1952. Kahin found in 1952 that California offered six courses entirely on Southeast Asia, whereas in 1955 they reported 11 such courses. Yale increased the number of their courses exclusively on the area from nine in 1952 to 13 in 1955. Cornell had 10 courses entirely on Southeast Asia in 1952 and the same number in 1955.

TYPES OF AMERICAN COLLEGES AND UNIVERSITIES OFFERING COURSES
RELATED TO SOUTHEAST ASIA

We have seen that there are only three universities in the United States where a program of courses, including language, is offered for the professional training of Southeast Asia specialists. However, an estimated 40 per cent of American colleges and universities teach at least one course which more than touches on Southeast Asia. The remaining 60 per cent either offer no work on Southeast Asia at all or only have courses which devote 10 per cent or less of their time to Southeast Asia. We classify the latter institutions with those which offer no work on Southeast Asia largely because the reporting of courses giving very little time to Southeast Asia is quite irregular. Some institutions which report no courses related to Southeast Asia undoubtedly do teach one or more in which the area is mentioned. Whether an institution reports no courses or only courses touching on Southeast Asia probably reflects as often the detail in which the questionnaire was filled out as it does the actual content of courses in the school.

About one-quarter, approximately 80, of the institutions which offer courses on Southeast Asia have at least one course devoted entirely to this area. This represents an increase since 1952, when Kahin reported that only 21 institutions in the country taught a course devoted exclusively to Southeast Asia. This increase is not due simply to the fact that a random sample of institutions not known beforehand to have any courses on Southeast Asia was included in the more recent study but not in the earlier one. Even among the institutions expected to have courses related to Southeast Asia, usually because they had reported courses at the time of Kahin's survey, we found 33 schools offering one or more courses dealing exclusively with Southeast Asia, in contrast to the 21 Kahin found. Moreover, the estimate made for 1955 is almost certainly low since we are working with incomplete returns.

The number of institutions offering courses dealing in a substantial way with Southeast Asia, though not dealing exclusively with this area, has also apparently increased since the 1952 study. Whereas Kahin reported 176 institutions offering at least one course dealing partially with Southeast Asia, we estimate from the 1955 survey that at that time about 280 institutions were offering such courses. Again we should note that the correct estimate is probably higher than 280, since we are basing this figure on less than complete returns.

We might expect to find the greatest number of courses related to Southeast Asia concentrated in the colleges and universities offering one or more courses entirely on the area. In fact, such concentration occurs only at the extremes. The three universities which offer more than fifteen courses related to Southeast Asia are among those which offer some courses entirely on Southeast Asia. At the other extreme, 65 per cent of the schools not offering a course exclusively devoted to Southeast Asia offer only one or two courses related to the area, while about 80 per cent of the schools offering a course entirely on the area offer a total of two to four courses related to the area. If we take into account the whole range, however, we find that the average number of courses offered by institutions giving one or more courses entirely on Southeast Asia is four, while the average number given by those not offering such a course is three. Thus, we do not find an extreme concentration of courses related to Southeast Asia in institutions offering one or more courses entirely on the area. We do find, however, that the schools offering at least one course entirely on Southeast Asia

include all those giving more than 15 courses related to the area, and relatively few of those giving only one such course.

Schools which offer one or more courses devoted entirely to Southeast Asia are much more likely to have courses on this area at the graduate level than are schools which only offer courses partly devoted to Southeast Asia. An estimated 70 per cent of the latter group offer no graduate level course related to Southeast Asia, whereas only about 30 per cent of the former group do not offer any graduate course on the area.

We shall divide the senior colleges and universities in the United States into three groups which differ on the intensity and level of the courses they offer in relation to Southeast Asia, and on the number of courses they offer in this area. In the first group are institutions which offer one or more courses devoted entirely to Southeast Asia. In the second group are institutions which offer one or more courses devoted partially to Southeast Asia but do not offer a course devoted entirely to this area. In the third group are institutions which offer no course on Southeast Asia, or in some cases, courses touching on the area briefly. The first two of these three groups differ as to the level of the courses they tend to offer, the first group having a far higher proportion of schools offering graduate level courses on Southeast Asia. To a lesser extent the first group of schools differ from the second group in number of courses offered on the area. In general, the first group offer the most intensive work on Southeast Asia; the second group offer the opportunity to acquire at least some sort of general knowledge of the area; the third group do not provide the student with any opportunity of becoming acquainted with Southeast Asia. Let us see what types of institutions fall into these three groups.

Size of School

We have divided senior colleges and universities in the United States into three groups according to the size of the faculty. In the first group are the large colleges, with faculties of over 200; in the second group are the colleges of medium size, with faculties of 51 through 200; in the third group are small colleges with faculties of 50 or less. Table 4 shows the relation of size of faculty to concentration on Southeast Asia in colleges and universities in the United States.

Table 4

Concentration on Southeast Asia in Small, Medium and Large
Senior Colleges and Universities in the United States

Concentration of School on Southeast Asia	Size of School		
	Small	Medium	Large
No course on Southeast Asia	71	64	32
One or more courses partly on Southeast Asia, none entirely on Southeast Asia	29	26	43
One or more courses entirely on Southeast Asia	--	10	25
Total - per cent	100	100	100
(Weighted total - number of institutions)	(385)*	(335)*	(179)*

* (Table 4) These numbers should not be taken as estimates of the absolute number of schools in the United States falling into a particular category, e.g., small, medium or large. They underestimate the absolute numbers because of the omission from the sample of cases on which no information could be obtained. The same applies to numbers in parentheses in all tables in this report.

Not unexpectedly, institutions with a faculty of over 200 are more likely to provide courses related entirely to Southeast Asia than are institutions with smaller faculties. Apparently no institution with a faculty of 50 or under offers a course concerned entirely with Southeast Asia, and only about 10 per cent of institutions of medium size offer such a course. Approximately a quarter of the large institutions offer at least one such course.

If large schools do not offer a course dealing entirely with Southeast Asia, they are more likely than smaller institutions to at least offer courses dealing in part with this area. Only about one-third of the large institutions offer no courses related to Southeast Asia, whereas about two-thirds of small or medium institutions have no such offering.

Small schools seem to differ from schools of medium size only in that none of the small schools offers any course concentrating entirely on Southeast Asia, but about 10 per cent of schools of medium size offer one or more such courses. The proportions of schools in the two groups which offer no course related to Southeast Asia is not very different, nor is the proportion which offers one or more courses dealing in part with this area.

Another difference between small and medium sized schools shows up if we look only at schools which were teaching one or more courses related to Southeast Asia at the time of Kahin's survey to see how many are still teaching such courses. Table 5 shows the proportions of schools of various sizes which have either dropped their courses related to Southeast Asia since 1952, or are still teaching such courses.

Table 5

Relation of Size of Institution to Continuation or Discontinuation of Courses Related to Southeast Asia

Continuation or Discontinuation of Courses	Size of School		
	Small	Medium	Large
Courses discontinued between 1952 and 1955	53	10	24
Courses reported both in 1952 and 1955	47	90	76
Total - per cent	100	100	100
Number of institutions (includes only group expected on basis of previous information to have courses related to Southeast Asia)	(38)	(59)	(92)

We see that a much higher proportion of small schools than medium or large schools which were teaching one or more courses related to Southeast Asia before 1952 had, by 1955, dropped these courses. Not that there is necessarily a decline in the teaching of courses related to Southeast Asia in small schools between 1952 and 1955. In fact, Table 6 suggests that there may have been an increase in proportion of small schools among those which teach courses related to Southeast Asia.

Table 6

Proportions of Schools of Different Sizes Teaching Courses Related to Southeast Asia According to 1952 and 1955 Surveys

Size of School	1952 Survey	1955 Survey
Small	20	34
Medium	31	32
Large	49	34
Total - per cent	100	100
(Total - number of institutions)	(189)	(352)*

* Weighted total based on combination of institutions expected to have courses and random sample.

We see that the proportion of small schools among those reporting courses related to Southeast Asia is higher on the 1955 survey than on the 1952 survey, and the proportions of large schools correspondingly higher on the 1952 survey and lower on the 1955 survey. These results may, however, be due only to the fact that a random sample was included in the latter survey. It was in this sample rather than in the group of schools expected to have courses related to Southeast Asia that most of the small schools were included. Possibly, then, the 1952 survey underrepresents the small schools, thus artificially lowering the proportion of small schools among those teaching courses related to Southeast Asia. Nevertheless, the comparison of the results of the 1952 and 1955 surveys does suggest that, despite the high proportion of small schools which dropped courses related to Southeast Asia in the interim, there is no overall decrease in the proportion of small schools giving courses on this area between 1952 and 1955.

Looking at Table 5 again, we see that the difference between medium and large schools is somewhat surprising. It is in the large schools that the higher proportion dropped their teaching of courses related to Southeast Asia. We have no ready explanation for this difference.

In general, then, schools with faculties of over 200 are more likely to offer courses related to Southeast Asia than are schools with faculties

of 200 or less. The larger schools are undoubtedly better able to afford highly specialized courses which may require extra teaching staff yet not draw large numbers of students. Small schools and medium schools are about equally likely to offer courses related to Southeast Asia, but the offerings of the latter are more stable, that is, medium sized schools are more likely to continue their courses related to Southeast Asia over a period of time than are small schools. In small schools there seems to be no overall decrease in number offering courses related to Southeast Asia, but the particular schools offering these courses apparently change from year to year. We might suggest that small schools probably do not bring in teachers in order to be able to offer courses on Southeast Asia, but, rather, offer these courses when faculty members hired for other qualifications are able to do so.

Location of School

We have divided the United States into four areas: Northeast, South, Midwest and Far West. The states included in each of these areas are listed below.

Northeast	- Connecticut	Midwest	- Illinois
	Maine		Indiana
	Massachusetts		Iowa
	New Hampshire		Kansas
	New Jersey		Michigan
	New York		Minnesota
	Pennsylvania		Missouri
	Rhode Island		Nebraska
	Vermont		North Dakota
			Ohio
South	- Alabama		South Dakota
	Delaware		Wisconsin
	District of Columbia		
	Florida	Far West	- Alaska
	Georgia		Arizona
	Kentucky		Arkansas
	Maryland		California
	Mississippi		Colorado
	North Carolina		Hawaii
	South Carolina		Idaho
	Tennessee		Louisiana
	Virginia		Montana
	West Virginia		Nevada
			New Mexico
			Oklahoma
			Oregon
			Texas
			Utah
			Washington
			Wyoming

Table 7 shows the estimated proportions in each of these areas of institutions concentrating to different degrees on Southeast Asia.

Table 7

Concentration on Southeast Asia in Senior Colleges and Universities
in Four Areas in the United States

Concentration of School on Southeast Asia	Location of School			
	Northeast	South	Midwest	Far West
No course on Southeast Asia	45	74	56	57
One or more courses partly on South- east Asia, none entirely on Southeast Asia	29	24	33	39
One or more courses entirely on Southeast Asia	26	2	11	4
Total - per cent	100	100	100	100
(Weighted total - number of institutions)	(163)	(301)	(237)	(206)

We note first that a higher proportion of schools in the Northeast than in any other part of the United States offers courses concerned entirely with Southeast Asia. About one-quarter of the schools in this part of the United States offers one or more such courses. The proportion of schools providing courses entirely on Southeast Asia in the South and Far West is very low, while the Midwest falls between the Northeast on the one hand and the South and Far West on the other. In the Far West, however, the proportion of schools offering one or more courses concerned partly with Southeast Asia, though none concerned entirely with the area, is higher than in any other part of the country. Although schools in the Midwest are somewhat more likely to offer a course entirely on Southeast Asia than are schools in the Far West, the proportion of schools in the two areas which offers no courses on this area is about the same, half or a little over. In the Northeast the proportion of schools offering no courses related to Southeast Asia appears to be somewhat less than half. The largest difference is between the South and the other three areas, since about three-quarters of the schools in the South offer no courses related to Southeast Asia except, perhaps, touching on it incidently.

It might be suggested that the regional differences in courses related to Southeast Asia actually reflect differences in the sizes of schools in the various parts of the country. Although relatively fewer schools in the South have faculties of over 200, only one of the 18 large Southern schools included in the survey reported a course devoted entirely to Southeast Asia, whereas the estimate is that in the country as a whole about one-quarter of the schools of this size offer one or more courses entirely on Southeast Asia. Moreover, in the Northeast, where schools are more likely to offer one or more courses entirely on Southeast Asia, there are relatively fewer large schools than in the Midwest and Far West, where relatively fewer schools offer courses entirely on this area.

Another difference among schools in different regions of the country shows up if we look at the group which were expected, on the basis of previous information, to have courses, to see which ones discontinued teaching courses related to Southeast Asia between 1952 and 1955. The proportions of such schools in each of the four regions are shown in Table 8.

Table 8

Relation of Location of Institution to Continuation or Discontinuation of Courses Related to Southeast Asia

Continuation or discontinuation of courses	Location of School			
	Northeast	South	Midwest	Far West
Courses discontinued between 1952 and 1955	19	29	23	8
Courses reported both in 1952 and 1955	81	71	77	92
Total - per cent	100	100	100	100
Number of institutions (includes only group expected on basis of previous information to have courses related to Southeast Asia)	(53)	(45)	(61)	(48)

We see that the South has the highest proportion and the Far West the lowest proportion of schools which dropped their courses on Southeast Asia between 1952 and 1955. The difference between the Far West and the other three regions is quite striking. The relative stability of courses on Southeast Asia in schools in the Far West suggests that schools in this region may include courses on Southeast Asia in their curricula as a matter of deliberate policy more often than schools in other regions.

We should note that there is no evidence that there has been any change between 1952 and 1955 in the distribution by region of the United States schools teaching courses related to Southeast Asia. The results of the 1952 survey and the 1955 survey are compared in Table 9, and show very similar proportions in each region.

Table 9

Proportions of Schools in Different Regions Teaching Courses
Related to Southeast Asia According to 1952 and 1955 Surveys

Location of School	1952 Survey	1955 Survey
Northeast	26	25
South	22	21
Midwest	29	29
Far West	23	25
Total - per cent	100	100
(Total - number of institutions)	(207)	(361)*

* Weighted total based on combination of institutions expected to have courses and random sample.

In general, then, we find that schools in the Northeast are most likely to offer one or more courses related to Southeast Asia, and schools in the South are least likely to offer such courses. Moreover, the curricula of schools in the South seem to be less stable with respect to courses on Southeast Asia, since a high proportion of schools in this region which had such courses in 1952 had dropped them by 1955. While very few schools in the Far West offer courses entirely on Southeast Asia, and a smaller proportion of schools in this region than in the Northeast offer any courses on the area, those schools in the Far West which do offer courses related to Southeast Asia are more likely than the schools in any other region to continue these courses over a period of years.

DISCIPLINES OF COURSES RELATED TO SOUTHEAST ASIA

Disciplines of Courses Begun at Different Dates

We have divided the courses reported in the present survey into those begun in 1942 or earlier, those begun in 1952 or earlier, and those begun in 1955 or earlier. These categories are cumulative, the second category containing the first, and the third containing both the first and the second. In the first group are courses begun by the time of Heine-Geldern's survey in 1942; in the second group are courses begun by Kahin's survey in 1952; and in the last group are all courses begun by the time of the present survey. The disciplines of the courses in these three groups are shown in Table 10.

Table 10

Proportions of Various Disciplines in Courses Begun
 , During or Before 1942, 1952 and 1955

(Categories are cumulative; courses begun in 1952 or before, include those begun in 1942 or before; courses begun in 1955 or before, include those begun in 1952 or before and those begun in 1942 or before.)

Discipline	Beginning Date of Course		
	1942 or Before	1952 or Before	1955 or Before
Anthropology and Sociology	9	8	9
Area (interdisciplinary)	3	5	8
Art and Literature	--	1	1
Economics	--	4	4
Geography and Geology	30	31	26
Government	23	18	17
History	35	33	32
Philosophy and Religion	--	--	3
Total - per cent	100	100	100
(Weighted total - number of courses)	(93)	(441)	(677)

Apparently no marked change has occurred in the distribution of courses related to Southeast Asia among disciplines. In all three groups the majority of courses are in history, geography and geology, and government, with the largest single proportion in history.

Table 10 includes, of course, only courses which are still being offered. Courses which have been discontinued are not included in our data. If, then, courses in one discipline have been discontinued more than courses in some other discipline, Table 10 might be misleading. For this reason, we compare it with Table 11 which shows the proportions of courses related to Southeast Asia in various disciplines according to the surveys in 1942, 1952 and 1955.

Table 11

Proportions in Various Disciplines of Courses Related to Southeast Asia
According to Surveys in 1942, 1952 and 1955

Discipline	Year of Survey		
	1942*	1952	1955**
Anthropology and Sociology	6	12	9
Area (interdisciplinary)	11	7	8
Art and Literature	3	4	1
Economics	2	2	3
Geography and Geology	26	19	19
Government	21	21	16
History	29	34	41
Philosophy and Religion	2	1	3
Total - per cent	100	100	100
(Weighted total - number of courses)	(293)	(466)	(732)

* Courses devoted partially to Southeast Asia and titled by discipline rather than by area are not included because figures for these courses are not given in Heine-Geldern's report.

** Figures in this column differ slightly from those in the right-hand column of Table 10 due to the omission from Table 10 of all courses for which starting dates are **not** available. This omission seems to have a marked effect only on the figure for history.

Although there are some slight discrepancies between Tables 10 and 11, the similarity of the general pattern indicates that the absence of discontinued courses in Table 10 has not seriously distorted the picture. Apparently the distribution in various disciplines of courses related to Southeast Asia has remained about the same since 1942. The emphasis throughout has been on history, geography and geology, and government. Art and literature, economics, and philosophy and religion have been noticeably neglected.

Disciplines of Courses in Institutions Concentrating to Different Degrees on Southeast Asia

We have described in some detail the courses offered in institutions teaching Southeast Asian languages. Now we shall look at the more general picture of disciplines covered by courses in institutions concentrating to different degrees on Southeast Asia. For this purpose, we have divided schools into three groups:

- (1) Those giving one or more courses dealing exclusively with Southeast Asia.
- (2) Those giving no courses dealing exclusively with Southeast Asia, but giving one or more courses devoting over one-third of their time to Southeast Asia.
- (3) Those giving no course devoting more than one-third of its time to Southeast Asia, but giving at least one course devoting over 10 per cent of its time to Southeast Asia.

The disciplines of courses related to Southeast Asia in these three types of institutions are shown in Table 12.

Table 12

Proportions in Various Disciplines of Courses Related to Southeast Asia in Institutions Differing in Concentration of Courses on Southeast Asia

(Language courses and courses giving 10 per cent or less of their time to Southeast Asia are not included.)

Discipline	Maximum Concentration in Institution of Courses on Southeast Asia		
	100%	34%-99%	11%-33%
Anthropology and Sociology	11	5	11
Area (interdisciplinary)	11	2	10
Art and Literature	2	1	*
Economics	6	3	1
Geography and Geology	12	35	14
Government	21	20	9
History	32	33	51
Philosophy and Religion	5	1	4
Total - per cent	100	100	100
(Weighted total - number of courses)	(257)	(212)	(263)

* Less than one-half of one per cent.

We have already seen that the largest proportion of courses are in history. It is, however, in the institutions which offer the least concentrated courses that this disproportion is greatest. About half of the courses in such institutions are in this one discipline, whereas in institutions offering more concentrated courses only about one-third of the courses related to Southeast Asia are in history.

The second and third ranking disciplines are in the overall picture, respectively, geography and geology and government. In institutions offering the most concentrated courses and institutions offering the least concentrated courses on Southeast Asia, the emphasis on geography is not nearly as great as in the institutions falling between the two extremes. The pattern of government courses is different. The emphasis on this discipline seems to be related to the degree of concentration on Southeast Asia in the school. Higher proportions of government courses appear in schools which offer courses devoting more than one-third of the time to Southeast Asia than in schools offering no course devoting more than one-third of the time to Southeast Asia.

The remaining disciplines, anthropology and sociology, art and literature, economics, philosophy and religion, as well as interdisciplinary area courses, receive less attention than history, geography and government. It is, perhaps surprisingly, in the middle group of schools that these disciplines are most underrepresented. Only about 10 per cent of all courses related to Southeast Asia fall outside history, geography and geology, and government in these schools. In the school concentrating least on Southeast Asia about one-quarter of the courses are in disciplines other than history, geography and geology, and government, or are interdisciplinary. It is in the schools giving at least one course exclusively on Southeast Asia that courses outside history, geography and geology, and government receive most emphasis; they comprise about one-third of the courses related to Southeast Asia in these schools.

Disciplines of Courses at the Undergraduate and Graduate Levels

Courses related to Southeast Asia have been divided into three groups: those open to undergraduates only, those open to graduates only, and those open to both. Table 13 shows the proportion of courses in various disciplines in each of these three groups.

Table 13

Proportions of Various Disciplines in Courses Open to Undergraduates Only, to Graduates Only, and to Both Undergraduates and Graduates

Discipline	Courses Open to:		
	Undergraduates only	Both	Graduates only
Anthropology and Sociology	3	16	18
Area (interdisciplinary)	7	5	17
Art and Literature	1	2	--
Economics	*	4	13
Geography and Geology	26	24	29
Government	15	25	13
History	43	23	10
Philosophy and Religion	5	1	--
Total - per cent	100	100	100
(Weighted total - number of courses)	(401)	(243)	(98)

* Less than one-half of one per cent.

By far the largest proportion, almost half, of undergraduate courses are in history. About one-quarter are in geography and geology, and between 10 and 20 per cent are in government. All other disciplines together make up less than 20 per cent of undergraduate courses. There is somewhat more even division among disciplines in courses open to both undergraduates and graduate students. While history, geography and geology, and government still contain the largest proportions of courses, anthropology and sociology approach 20 per cent of the courses in this group. The most even division among disciplines, however, is in courses open to graduate students only. It is true that there are apparently no courses in either art and literature or in philosophy and religion in this group, while these disciplines do contain small proportions of the courses in the other two groups. In the courses open to graduate students only, however, courses are fairly evenly divided among anthropology and sociology, area work, economics, geography and geology, government and history.

Relation of Discipline to Enrollment and Enrollment Trend

Courses have been divided into those enrolling 10 or less, those enrolling 11 through 30, and those enrolling 31 or more. Table 14 shows the distribution of disciplines in these three groups.

Table 14

Proportions of Various Disciplines in Courses
with High, Medium and Low Enrollments

Size of Enrollment	Discipline								
	Anthropology & Sociology	Area	Art & Literature	Economics	Geography & Geology	Government	History	Philosophy & Religion	All Disciplines
10 or less	41	20	33	24	28	24	23	52	27
11 - 30	56	70	45	71	52	52	57	48	55
31 or more	3	10	22	5	20	24	20	--	18
Total - percent	100	100	100	100	100	100	100	100	100
(Weighted total - no. of courses)	(58)*	(50)*	(9)*	(21)*	(134)*	(131)*	(279)*	(23)*	(705)*

* These bases vary slightly among Tables 14, 15 and 16 due to the omission from each table of the courses on which relevant information is not available.

Before we look at Table 14, let us say that there is no marked relationship between size of institution and size of enrollment in courses related to Southeast Asia. In institutions of all sizes, the largest number of courses have enrollments between 11 and 30, and the smallest number have enrollments of over 30. There is no reason to assume that size of enrollment is primarily a function of the size of the institution in which the course is taught rather than the discipline of the course.

About half of the courses in anthropology and sociology report an enrollment of 10 or less. The same is true of philosophy and religion, but this figure is less certain since it is based on a small number of cases. In all other disciplines an enrollment of 10 or less is reported for between 20 and 30 per cent of the courses. At the other extreme of enrollment, we find that, except for art and literature which is based on an inadequate number of cases, the three groups of disciplines which include the highest proportions of courses related to Southeast Asia also have the highest proportions of courses with enrollments over 30. These disciplines are history, geography and geology, and government.

Courses have also been divided into three groups: those in which enrollment is reported as increasing, those in which it is reported as decreasing, and those in which it is reported as stable. The proportions of courses in various disciplines in each of these groups is shown in Table 15.

Table 15

Proportions of Various Disciplines in Courses with Increasing, Decreasing and Stable Enrollments

Enrollment Trend	Discipline								
	Anthropology & Sociology	Area	Art & Literature	Economics	Geography & Geology	Government	History	Philosophy & Religion	All Disciplines
Increasing	36	23	12	32	25	43	44	92	37
Stable	55	71	88	18	58	46	53	8	53
Decreasing	9	6	--	50	17	11	3	--	10
Total - percent	100	100	100	100	100	100	100	100	100
(Weighted total - number of courses)	(33)	(48)	(8)	(22)	(161)	(124)	(210)	(12)	(618)

We see that history and government are the disciplines in which the highest proportion, almost half, of the courses have increasing enrollments. The enrollment in geography and geology, which tends, like history and government, to be high, is not apparently increasing to the same extent. In most disciplines the proportion of courses reported as having decreasing enrollments is low. The exception is economics. About half of the courses in this discipline are in the group with decreasing enrollments, but this deviation may be an error resulting from the small number of cases on which the figures for economics are based.

Discipline and Proportion of Course Related to Southeast Asia

Included in the present report on courses related to Southeast Asia are all courses which devote more than 10 per cent of their time to this area. The per cent of time given to Southeast Asia ranges, then, from 11 to 100. Table 16 shows the relation between per cent of course devoted to Southeast Asia and discipline.

Table 16

Per cent of Course Devoted to Southeast Asia in Various Disciplines

Per cent of Course on Southeast Asia	Discipline								
	Anthropology & Sociology	Area	Art & Literature	Economics	Geography & Geology	Government	History	Philosophy & Religion	All Disciplines
11 - 33	66	46	80	60	62	40	66	84	60
34 - 99	10	8	10	20	34	33	18	12	22
100	24	46	10	20	4	27	16	4	18
Total-per cent	100	100	100	100	100	100	100	100	100
(Weighted total - number of courses)	(67)	(68)	(10)	(15)	(190)	(140)	(238)	(24)	(752)

More than half of the courses in all disciplines except area (inter-disciplinary) and government devote no more than one-third of their time to Southeast Asia. Area and government are the two types of courses, moreover, in which the highest proportions are devoted exclusively to Southeast Asia. The proportion of time devoted to Southeast Asia seems to be particularly low in courses on art and literature and on philosophy and religion, but these figures should not be given too much weight since they are based on very few cases, as are the figures for economics.

COUNTRIES IN SOUTHEAST ASIA COVERED IN COURSES RELATED TO SOUTHEAST ASIA

Countries Included in Courses Begun at Different Dates

Table 17 shows the proportions of courses begun by 1942, 1952 and 1955 in which various countries of Southeast Asia are included.

Table 17

Proportions of Courses Begun During or Before 1942, 1952 or 1955 in Which Various Countries or Regions of Southeast Asia Are Included

(Categories are cumulative; courses begun during or before 1952 include those begun during or before 1942; courses begun during or before 1955 include those begun during or before 1952 and those begun during or before 1942.)

Country or Subregion	Beginning Date of Course		
	1942 or Before	1952 or Before	1955 or Before
All of Southeast Asia	60	39	44
Parts of Southeast Asia			
Burma	26	44	40
Indochina*	27	46	45
Indonesia	33	42	43
Malaya	11	34	32
Philippines	30	41	36
Thailand	24	40	37
Other**	4	11	8
Totals- per cent***	215	297	285
(Weighted total - number of courses)	(91)	(309)	(601)

* Includes Cambodia, Laos and Viet Nam.

** Includes British Borneo, Portuguese Timor and Western New Guinea (West Irian).

*** These totals are greater than 100 because a course dealing with individual countries may include two or more countries.

We see that the proportion of courses described as concerned with the region as a whole rather than with any particular countries within Southeast Asia has decreased since 1942. Apparently there has been a trend toward dealing with particular countries within the region rather than with Southeast Asia as a unit.

All countries within Southeast Asia are included in a higher proportion of courses in 1955 than they were in 1942. All of the major countries in the region were included in one-quarter to one-third of the courses in 1942, with the exception of Malaya, which was apparently studied in only about 10 per cent of the courses. In 1955 we find that the major countries of Southeast Asia are each included in one-third to one-half of the courses not dealing with the entire region. Malaya is still, however, the one among the major countries included in the lowest proportion of courses. At all times, of course, the small subregions grouped together under the heading "other" (British Borneo, Portuguese Timor, Western New Guinea) are included in fewer courses than are the major countries of the region. We should also note that the small number of reports which differentiated among Cambodia, Laos and Viet Nam, rather than naming Indochina, suggest that Cambodia and Laos tend to be neglected.

Countries Included in Courses in Institutions Concentrating to Different Degrees on Southeast Asia

We shall use the same division of institutions into three groups as was used in discussing disciplines:

- (1) Those giving one or more courses dealing exclusively with Southeast Asia.
- (2) Those giving no course dealing exclusively with Southeast Asia, but giving one or more courses devoting over one-third of the time to Southeast Asia.
- (3) Those giving no course devoting more than one-third of the time to Southeast Asia, but giving at least one course devoting over 10 per cent of the time to Southeast Asia.

The proportions of courses in which various countries are studied in these three types of institutions are shown in Table 18.

Table 18

Countries Covered in Institutions Differing in Concentration
of Courses on Southeast Asia

Country or Subregion	Maximum Concentration in Institution of Courses on Southeast Asia		
	100%	34%-99%	11%-33%
All of Southeast Asia	44	54	23
Parts of Southeast Asia			
Burma	32	28	41
Indochina	35	30	48
Indonesia	32	29	46
Malaya	27	16	38
Philippines	31	19	44
Thailand	26	29	40
Other*	3	9	8
Total - per cent**	230	214	288
(Weighted total - number of courses)	(278)	(211)	(261)

* Includes British Borneo, Portuguese Timor and Western New Guinea (West Irian).

** These totals are greater than 100 because one course may include two or more countries.

Comprehensive courses dealing with the area as a whole are emphasized least in schools which concentrate least on Southeast Asia in single courses. On the other hand, in these schools the largest number of countries tend to be included in each course; each of the major countries is included in a higher proportion of courses in these schools than in either of the other two types of schools. The proportion of courses in which each of the major countries is included does not vary greatly within any one type of school. In the schools giving the least intensive courses on Southeast Asia, each country is included in about 40 per cent of the courses. In the middle group of schools, each country is included in about 30 per cent of the courses, except for Malaya and Thailand, which are included in fewer courses. Each major country is included in about 30 per cent of the courses in the schools giving the most intensive courses, and no country is neglected to any marked degree.

Countries Included in Undergraduate and Graduate Courses

The proportions including various countries of Southeast Asia and the region as a whole among courses open only to undergraduates, courses open only to graduate students, and courses open to both are shown in Table 19.

Table 19

Proportions Related to Various Countries among Courses Open
Only to Undergraduates, Only to Graduates, and to Both

Country or Subregion	Courses Open to:		
	Undergraduates only	Both	Graduates only
All of Southeast Asia	44	45	48
Parts of Southeast Asia			
Burma	38	38	41
Indochina	43	43	46
Indonesia	39	41	46
Malaya	30	38	19
Philippines	41	36	17
Thailand	33	38	41
Other*	10	5	--
Total - per cent**	278	284	258
(Weighted total - number of courses)	(358)	(220)	(83)

* Includes British Borneo, Portuguese Timor and Western New Guinea (West Irian).

** These totals are greater than 100 because one course may include two or more countries.

The proportion of courses in which Southeast Asia is studied as a whole in each of these three groups is approximately the same. Moreover, most of the major countries are studied in about the same proportion of courses in each group. The exceptions are Malaya and the Philippines, which are included less frequently in courses open only to graduate students than are the other major countries of Southeast Asia.

Relation of Country to Enrollment and Enrollment Trend

Table 20 shows the proportions of courses related to Southeast Asia as a whole, and to each country, with low, medium and high enrollments. Courses with low enrollment are all those enrolling 10 or less; medium enrollment is 11 through 30; and high enrollment is 30 or more.

Table 20

Proportions of Courses with Low, Medium and High Enrollments among Courses Related to Southeast Asia as a Whole and to Individual Countries

Size of Enrollment	All of Southeast Asia	Parts of Southeast Asia						
		Burma	Indochina	Indonesia	Malaya	Philippines	Thailand	Other*
10 or less	27	31	27	24	18	18	30	33
11 - 30	57	48	53	55	61	58	52	22
31 or more	16	21	20	21	21	24	18	45
Total - per cent	100	100	100	100	100	100	100	100
(Weighted total - number of courses)	(288)**	(246)**	(276)**	(258)**	(193)**	(234)**	(229)**	(46)**

* Includes British Borneo, Portuguese Timor and Western New Guinea (West Irian).

** These bases vary slightly among Tables 20, 21 and 22 due to the omission from each table of the courses on which relevant information is not available.

There are no striking differences in the enrollments of courses covering different parts of Southeast Asia, or between any of these and courses dealing with Southeast Asia as a whole, except that courses which deal with British Borneo, Portuguese Timor or Western New Guinea are more likely to have large enrollments than others. Since it is highly unlikely that the appeal of these little known parts of Southeast Asia accounts for the difference in enrollment, this relationship is perhaps spurious and certainly of no great moment.

The trend of enrollment, rather than its absolute size, in relation to part of Southeast Asia included in the courses, is shown in Table 21.

Table 21

Proportions of Courses with Increasing, Decreasing and Stable Enrollments among Courses Related to Southeast Asia as a Whole and to Individual Countries

Enrollment Trend	All of Southeast Asia	Parts of Southeast Asia						* Other
		Burma	Indochina	Indonesia	Malaya	Philippines	Thailand	
Increasing	27	49	49	43	55	52	53	46
Stable	52	48	48	54	43	46	44	46
Decreasing	21	3	3	3	2	2	3	8
Total - per cent	100	100	100	100	100	100	100	100
(Weighted total-number of courses)	(270)	(214)	(229)	(233)	(173)	(205)	(195)	(35)

* Includes British Borneo, Portuguese Timor and Western New Guinea (West Irian).

Again we find no striking differences. Apparently the content of the course, in terms of area of Southeast Asia, has little influence on enrollment in the course.

Countries in Southeast Asia Covered by Course and Proportion of Course Related to Southeast Asia

As in the discussion of disciplines, we have divided all courses giving more than 10 per cent of their time to Southeast Asia into three groups: those dealing exclusively with Southeast Asia, those giving 34 to 99 per cent of the time to the area, and those giving 11 to 33 per cent of the time to the area. The proportions of courses falling into each of these groups among those related to the area as a whole and to various parts within it are shown in Table 22.

Table 22

Per cent of Course Devoted to Southeast Asia among Those Dealing with Various Parts of the Area or with the Area as a Whole

Per cent of Course on Southeast Asia	All of Southeast Asia	Parts of Southeast Asia						Other*
		Burma	Indochina	Indonesia	Malaya	Philippines	Thailand	
11 - 33	48	56	60	65	64	66	57	69
34 - 99	32	22	19	20	11	12	22	23
100	20	22	21	15	25	22	21	9
Total - per cent	100	100	100	100	100	100	100	100
(Weighted total - number of courses)	(299)	(255)	(287)	(271)	(207)	(240)	(239)	(47)

* Includes British Borneo, Portuguese Timor and Western New Guinea (West Irian).

No very marked differences in proportion of course related to Southeast Asia exist among courses dealing with different parts of the area or with the area as a whole. There is some variation in the proportions given in Table 22, but no real indication that proportion of course related to Southeast Asia depends on the part of the area being studied.