The basic concept of area studies is the application of many or all of the social science and humanistic disciplines, sometimes also natural science disciplines, toward a better understanding of a single region, well defined in both geography and time, preferably through attention to specific problems. An area program is thus a focus for the practical application of methods and concepts in the established disciplines, not a substitute or alternative to those disciplines. In this application of several disciplines to specific human problems, area studies are similar to the utilization of all branches of medical knowledge in the study of the specific ailments of patients in a medical clinic. Area studies provide a method of bringing both students and scholars down to earth from elaboration of theoretical and abstract principles to the study of real life in its practical complexities. They are one of the best means of demonstrating the inter-relationships between the various methods of studying man. It is because of practicality and escape from the limitations of single disciplines that area studies are particularly useful for better international understanding; either for war or for peace.

From this point of view, studies of regions both in the United States and in foreign countries can be considered "area studies." In fact, both are necessary and should be considered together. Comparison is essential. Our own problems cannot be understood without the perspective which study of a different culture provides. On the other hand, study of a foreign culture will be without insight if it is not based on practical knowledge of one's own. The student needs broad understanding of the American base and of at least one foreign area, in addition to the usual disciplines. This is a heavy requirement, however, which can hardly be met without a major reexamination and reformulation of curriculum, both courses and content. How to fuse these elements into some new viable educational pattern is the major problem of assimilation of the new area approach by the universities.

The American studies program of the Foundation has already achieved some success in encouraging interest in regional literature and regional research. As yet, however, neither of these developments has been effectively related to the normal educational programs of the universities or colleges. The recent grant to Occidental
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College in southern California is one attempt to achieve such integration, which
should be increasingly an objective of any further assistance from the Humanities
and American Studies programs.

If one considers only the study of foreign areas at institutions in the
United States, the RF program has had even more marked success. Work on the Far
East, Latin America, and the USSR is well established at number of institutions,
each. These programs, many of which owe their initiation to RF assistance, paved
the way for the Army area studies programs during the war and the increasingly
wide acceptance of the area study concept. More recently, this development has
brought new support on a considerable scale from the Carnegie Corporation. There
are also now government funds available for research along area lines.

The general fields of Far Eastern, Latin American, and Slavic studies
are now not only past the pioneering stage, but may have nearly reached the limit
of the amount of graduate training which can be justified until new outlets for the
Ph.D.'s so trained are developed. Humanities should, therefore, in the United States
refrain from general support to new graduate programs in these three fields and
should taper off fairly rapidly our support to existing programs.

There remain, however, four major lines of development in foreign area
studies which should still be considered.

The first is the extension of the area studies principle to the remaining
important, neglected areas of the world. Some of these neglected areas fall within
the general scope of the programs already developed. There is, for example, inadequate
work on Korea, despite the general programs of study on the Far East. For other
major areas, notably the Near East, India, Southeast Asia, and Central Asia, the pro-
grams now in operation in the United States are quite inadequate to meet national needs.
Finally, there are areas of considerable importance such as Africa and Australasia on
which there is no single center of coordinated study at any institution in the
country.

Second, as has been suggested above, a major obstacle to the production of
a larger number of scholars for an area field is the lack of teaching openings through
which they can be supported. This in turn is due to the fact that no effective place
for area work in undergraduate general education programs has yet been found. The
program at Occidental College already mentioned is a promising experiment in this
direction, as is also the general education course on Far Eastern civilization which
is to be developed at Columbia University under a Carnegie grant. The University of
Hawaii would seem to be an unusually promising place for experimentation in this
direction, if the proper leadership should develop there. The possibility should not
be ruled out of further RF assistance to one or more promising experiments in this
direction.

A third major opportunity is for introduction of materials on the unusual
areas into the established disciplines. The last ten years has seen some, but dis-
tressingly little, progress in this direction. On the whole, comparative government continues to pay attention to Europe alone, comparative literature continues to ignore
both the Near and the Far East, our philosophers are too little acquainted with other schools of thought than those of the West. This is the pattern into which several of the smaller Humanities projects fit; for example, the aid to Dr. Nightower at Harvard for a handbook of Chinese literature, the bibliography of translations from the Chinese being prepared under the auspices of the ACLS, the work of Ragini Devi on Indian dances. The major projects on Russian translations, Near Eastern translations, and the East-West Philosophers' Conference at Honolulu belong in this pattern as well. Much further work is needed in this field, which is the logical next step beyond our more general support to Slavic, Latin American, and Far Eastern studies. Here area studies merge with other phases of the Humanities program.

The fourth major line of further advance is the development of similar patterns of area studies at institutions in other countries. If the United States needs studies of the Far East, the Near East, Russia, etc., Japan also needs studies of the major areas of the world which impinge upon her economically or culturally. Humanities has recently secured appropriations to the University of Toronto and to the University of British Columbia for Slavic studies, to Tokyo University, the University of Stockholm, and the University of Leiden for Chinese studies, and to the University of Bordeaux for Latin American studies. Further developments in this direction are contemplated.

These are four new lines in which the RF can pioneer with profit. If they are pursued, they will keep budget needs in the field of area studies near the present level for some years, even if every effort is made to have as much of the burden as possible carried by other sources of funds such as the Carnegie Corporation, the Ford Foundation, the U. S. Government in the United States, or the University Grants Commission in Great Britain.