

issues. Concurrent panels and roundtables were held for the first time on a wide variety of topics, and three speakers--Doak Barnett, Linda Lim, and Joseph Lake--made presentations at plenary sessions. During the Sunday morning business meeting, three new Board members were elected: Jyoti Grewal, Eleanor Zelliott, and Gilbert Johnson.

At the fall 1994 meeting of the Board of Directors at Hickory Ridge, a plan of leadership succession was developed. Greg Guldin was appointed to follow me as the Chair of the Board, beginning in January 1995, and Greg was to be succeeded by Madeline Chu. Attention was also given to the future headquarters of ASIANetwork. I had left St. Andrews and begun my work at Green Mountain College, and Jerry Bron, my secretary at St. Andrews, who had provided stellar administrative service to ASIANetwork during its formative years, was moving to Presbyterian College. Temporarily homeless, the Board decided to accept an invitation to locate its home office at Colorado College. In addition, recognizing a significantly increased administrative work load for ASIANetwork, the Board decided to create the position of Executive Director and to invite Marianna McJimsey to add this role to her ongoing work as the Editor of the *ASIANetwork Exchange*. Marianna accepted the invitation to serve and began her years of highly effective service to ASIANetwork.

The Board understood that the move to Colorado College and the creation of the Executive Director position would require an expanded revenue base. With this need in mind, I was pleased to report at the fall 1994 Board meeting

that substantial progress was being made in the development of a major grant with the Ford Foundation--an initiative facilitated through David Vikner's contacts at the Foundation. I outlined for the Board the elements of a multi-year grant proposal that I had drafted and discussed with Sheila Biddle at Ford. The grant would provide a two-year development experience for faculty who had little or no background in Asian studies. The program would be by and for ASIANetwork institutions, and it would focus on four areas: China, Japan, South Asia, and Southeast Asia. As with the Luce grant, the Ford proposal would provide valuable overhead support for the Network's administrative costs. The Board made a number of important suggestions for improving the grant proposal and gave its approval to a revised draft.

The Ford grant was approved at the end of 1994 for \$435,000. With the programmatic and financial lift of this significant grant and with the establishment of a professionally organized headquarters at Colorado College under the leadership of an Executive Director, ASIANetwork had come of age. In accounting for the early success of ASIANetwork, one explanation was sufficient: a remarkable team of Board members--individuals with faith in an idea and the willingness to work hard for its realization. Many challenges lay ahead, but few of us doubted, as we looked toward the spring 1995 conference at Eckerd College, that the future of ASIANetwork was full of promise--a promise well beyond what David Vikner and I imagined at our luncheon meeting in the summer of 1991.

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### **MARIANNA McJIMSEY: ASIANetwork AT THE MILLENNIUM**



Expansion, enrichment, and extension, the three E's of Asian studies at undergraduate liberal arts colleges that propelled the establishment of ASIANetwork, were also characteristic of its early growth. (The three E's were introduced

by the author in an article about ASIANetwork in the February 1996 issue of *Education About Asia*.) Curricular expansion of Asian studies was built upon grants from the Henry Luce Foundation, the Ford Foundation, and the Freeman Foundation. Enrichment was woven with the hundreds of threads contributed by the annual conference attendees, the authors of articles published in the *ASIANetwork Exchange*, and the website, [www.asianetwork.org](http://www.asianetwork.org). Extension was driven by the conviction that study and travel experience are at the core of the study of Asia, by the interaction between the visiting scholars from Asia of the United Board for Christian Higher Education in Asia and ASIANetwork host institutions, and by facets of the Henry Luce, Ford, and Freeman foundations' grants.

In his discussions of education and of civil society and discourse, the English political philosopher, Michael Oakshott, illustrates, by his own example, his intimation that education is an ongoing conversation. Indeed, Oakshott's varied use of the word "intimation" suggests generous elasticity in the breadth of our understanding of education as conversation. For ASIANetwork, the conversations (of the sort perhaps envisioned by Oakshott), at the heart of education about Asia, have flourished. The informed, democratic, open, friendly, and inquiring nature of these conversations

among colleagues from across the country associated with colleges and universities with Asian studies programs at different stages of development are among the attributes that have made ASIANetwork something of a beacon for not only Asian studies, but for excellence and leadership in undergraduate teaching.

#### **HEADQUARTERS AT COLORADO COLLEGE**

In the fall of 1994, the multiple demands on resources, time, and talents led ASIANetwork to expand its administrative framework, and at its October 1, 1994 Board meeting, the members revised the organizational leadership structure, establishing separate posts of Executive Director and Chair of the Board of Directors.

Gregory Guldin, Pacific Lutheran University, was elected Chair to serve through the April 1996 Annual Meeting. At the invitation of the Asian Studies Program of Colorado College and Colorado College President Kathryn Mohrman, the headquarters of ASIANetwork moved from St. Andrews Presbyterian College, where it had been nurtured by Thomas Benson, to Colorado College. Marianna Presler McJimsey, Colorado College, editor of the *ASIANetwork Exchange*, was appointed Executive Director, a part-time appointment. Sandra Papuga, History Department Secretary, Colorado College, gave part-time administrative support.

Colorado College offered a home for the fledgling ASIANetwork, an organization that operates with minimal administrative overhead. The college provided a furnished office, utilities, housecleaning, and maintenance. Purchasing arrangements through the college's established vendors, bulk mailing privileges, Internet access and computing services, and print shop expertise and oversight in publishing the newsletter were included. The Asian Studies Program supported publication of the *ASIANetwork Exchange* from 1992-1994, contributed a copy machine, and was a steady source of encouragement. In the five years during which ASIANetwork affairs were directed from the Asia House Carriage House on its campus, Colorado College was a bulwark of support.

#### **BOARD OF DIRECTORS AND ADVISORY COUNCIL**

Greg Guldin, Marianna McJimsey, and the 1994-1995 Board were charged with establishing the new administrative structure. Each succeeding Board Chair has fine tuned and regularized procedures, has been an ASIANetwork voice nationally in the field of Asian studies, has organized conference programs that have drawn ever-increasing numbers of attendees, and has worked closely with the Executive Director on everything from finances to membership. Chairs Madeline Chu, Kalamazoo College (1996-1997); Van Symons, Augustana College (1997-1998); Suzanne Barnett, University of Puget Sound, (1998-1999); and Stanley Mickel, Wittenberg University, (1999-2000) received the generous encouragement and support from their home institutions for the time commitments that leadership in ASIANetwork extracts.

The ASIANetwork Chair and nine member Board leadership have served the organization with extraordinary commitments of time and thought with concentration upon the central purpose of ASIANetwork, "to help prepare a new generation of undergraduates for a world in which Asian societies will play more and more prominent roles." The ASIANetwork Board is a hard-working Board, not a passive or merely honorary one. Board meetings are held each April and October. Board members conduct committee business throughout the year on the Internet and by telephone. In proposing a slate of nominees, each year's nominating committee takes into account balance in a number of criteria: in the nature and variety of ASIANetwork institutions represented by the faculty and their respective Asian studies programs, in the geographic regions in the United States represented by members, in the academic disciplines and areas of Asia studied by members, and in gender, age, and ethnicity. Additional considerations are a commitment to a three year term of office and, since Board Chairs are chosen from the ranks of Board membership, potential scope for leadership.

Gratitude for the service of Board members who have given so generously of their time from the establishment of the Colorado College headquarters of ASIANetwork to the present can be expressed only in small measure by acknowledging them in the text of this history. They include: Teodora Amoloza, Illinois Wesleyan University; Suzanne Barnett, University of Puget Sound; Thomas Benson, Green Mountain College; Catherine Benton, Lake Forest College; Richard Bodman, St. Olaf College; Timothy Cheek, Colorado College; Madeline Chu, Kalamazoo College; Thomas Coburn, St. Lawrence University; Charles Ess, Drury College; Gregory Guldin, Pacific Lutheran University; Jyoti Grewal, Luther College; Gilbert Johnston, Eckerd College; Richard Killough, Drury College; Rita Kipp, Kenyon College; James Lochtefeld, Carthage College; Stanley Mickel, Wittenberg University; Steven Nussbaum, Earlham College; Molly Ransbury, Eckerd College; Caroline Reeves, Williams College; Henry Rosemont, Jr., St. Mary's College of Maryland; Joel Smith, Skidmore College; Deborah Sommer, Gettysburg College; Van Symons, Augustana College; Yoko Ueda, Spelman College; Mark Unno, Carleton College; and Eleanor Zelliot, Carleton College.

In addition to the organizational leadership provided by the Board of Directors, ASIANetwork draws upon the experience and advice of a distinguished Council of Advisors. These include Thomas Benson, President, Green Mountain College; Elizabeth Bentzel Buck, Director of Asian and Pacific Studies, University of Hawaii and Co-Director, Asian Studies Development Program, East-West Center; Mary Brown Bullock, President, Agnes Scott College; Ainslie T. Embree, Professor Emeritus of History, Columbia University; Donald P. Gregg, Former U.S. Ambassador to Korea; Chairman of the Board, The Korea Society; Timothy Light, Provost and Vice President for Academic Affairs, Western Michigan University; and David Vikner, President, The United Board for Christian Higher Education in Asia.

The leadership of the Board and the wide partici-

pation in ASIANetwork endeavors by Asian studies faculty and administrators on ASIANetwork member campuses have impelled the expansion, enrichment, and extension of Asian studies.

## **EXPANSION**

Conduits for the curricular expansion of Asian studies on ASIANetwork member campuses have been the ASIANetwork Luce Foundation Consultancy Program, the ASIANetwork Ford Faculty Curricular Development on Asia for the 21st Century Seminars, the ASIANetwork Freeman College in Asia Institute and the Student/Faculty Fellows Program, and the ASIANetwork Luce grant to support the annual conferences, the newsletter, the initial operation of an ASIANetwork website, and the writing of and publication of a book to explore the role of Asia in undergraduate liberal arts education.

ASIANetwork is deeply indebted to the Henry Luce, Ford, and Freeman foundations whose grants support programs created cooperatively by members of the organization. Indeed the grant writing process illustrates the way things get done. The ideas for each of the grants have sprung from conversations about undergraduate teaching about Asia that have taken place during ASIANetwork conferences, following late night Board meetings, over coffee at Association for Asian Studies meetings, in e-mail, and over the telephone. The stated purposes of ASIANetwork and practical considerations initiate the ideas; a deep-seated collegiality hones the proposals; sometimes travel and certainly the expenditure of time and energy characterize the research for, writing, rewriting, and submission of the final grant proposals.

The grants have also included limited administrative funds and thus have helped to cultivate the diverse nature of the membership, a fundamental attribute of the organization from its inception. The modest annual institutional membership dues of \$200 do not fully cover the administrative costs of ASIANetwork. Membership in ASIANetwork represents an important commitment to undergraduate study of Asia, and a foundation stone of the organization has been that of keeping the dues affordable for undergraduate liberal arts institutions of vastly varying means.

### **ASIANetwork Luce Consultancy Program**

The first conduit for expansion of Asian studies was the ASIANetwork Luce Consultancy Program, inaugurated in 1994-1995. Selected faculty experienced in establishing and developing Asian studies programs visited and provided assistance to ASIANetwork institutions planning to establish or strengthen their programs.

The subjects discussed during the consultancies reflected common concerns, including faculty development to infuse Asian culture into the curriculum, program integration, faculty retooling, and establishment of Asian studies minors and majors. These broad headings encompassed specific issues of student recruitment, library resources, language teaching, study abroad, cross-cultural understanding,

the fine arts, language houses, long-range planning, and resource development.

The Consultancy Program, directed successively by Madeline Chu, Kalamazoo College, and Dorothy Borei, Guilford College, concluded in February 1998, by which time twenty-one colleges and universities had benefited.

The participating institutions were: Albion College, Associated Colleges of the Twin Cities, Birmingham Southern College, Butler University, Carthage College, Drew University, Drury College, Eckerd College, Elms College, Elon College, Goucher College, Guilford College, John Carroll University, Illinois Wesleyan University, Muhlenberg College, North Central College, Pacific Lutheran University, Presbyterian College, Westminster College, Whittier College, and the University of Redlands.

In a 1997 ASIANetwork Conference panel, "The Luce Canon: The Impact of On-Campus Consultancy Programs," Dorothy Borei and participant Matthew Levey, Birmingham-Southern University, concluded that the ASIANetwork Luce Consultancy program had highlighted the important characteristics of effective Asian studies programs. Among these are strong administrative support, a core of faculty leaders in Asian studies, an administrative structure of a director or committee, funds for public events and library materials, and opportunities for student study abroad in Asia, preferably conducted by a college's own faculty.

The success of the Henry Luce Foundation funded consultancy program warranted its rebirth as the ASIANetwork Consultancy Advisory Program under the direction of each year's ex officio Past-Chair of the Board. Drawing from a list of thirty experienced colleagues who participated in the original program, the director recommends possible consultants and suggests effective ways to prepare for their visit. Thus the momentum of the consultancy program has been maintained.

### **ASIANetwork Ford Faculty Development Program**

The second conduit for Asian studies expansion has been the ASIANetwork Ford Foundation Faculty Curricular Development on Asia for the 21st Century Seminars. The program, directed by Gregory Guldin, Pacific Lutheran University, targeted faculty who are new to the study of Asia, but are in positions where they can implement curricular change, thereby expanding Asian studies within the existing faculty framework.

Four area seminar cycles focused on Japan (directed by Steven Nussbaum, Earlham College), China (directed by Richard Bodman, St. Olaf College), South Asia (directed by Job Thomas, Davidson College), and Southeast Asia (co-directed by Rita Kipp, Kenyon College and Leedom Lefferts, Jr., Drew University). Each cycle was two years in duration with participants spending three weeks at the host campus in the United States during year one and three weeks in study and travel in Asia during year two. Faculty received training by area specialists both in the United States and on-site in their countries or regions of study. Ten ASIANetwork faculty participated in each of the four areas of Asia.

China Seminar participant, Kaushik Bagchi, Goucher College, reflected the experience of the forty faculty who engaged in the four seminars. The only Asianist in the Goucher history department, Bagchi's primary research and teaching interests are in the areas of South and East Asia colonialism as well as postcolonial and Third World history. He applied for the China Seminar in order to broaden the scope of his teaching of Chinese history and culture. He noted, "The principal impact of attending the seminar with this diverse group has been to make my courses more multifaceted and thus more exciting for my students. The format of the seminar fostered this approach. This makes perfect sense since the goal of the seminar was not to produce China specialists, but to raise the level of interest in and awareness of China among the participants, which they then transmitted to their students and the curriculum at large."

### ENRICHMENT

The second E of the emerging role of ASIANetwork has been enrichment, keeping faculty in touch with a network of professionals concerned with teaching and learning through the annual conferences, the ASIANetwork Exchange, and the website. The two Henry Luce Foundation grants have contributed toward the fostering of communications within the network.

### Conferences

Conferences are held in April alternately between the geographically central site of the Hickory Ridge Conference Center, near Chicago in suburban Lisle, and, other points of the compass in the United States. The 1995 conference, held at the TradeWinds Resort, St. Petersburg Beach, Florida and hosted by Eckerd College drew 115 participants. The Hickory Ridge Conference Center accommodated 120 attendees in 1996. The 1997 conference was hosted by Green Mountain College, and 133 participants enjoyed the facilities of the Equinox in Manchester Village, Vermont. For the 1998 conference, 193 conference registrants traveled to the Hickory Ridge Conference Center. The 1999 conference, held at the Sheraton Tacoma Hotel, drew 218, a record number of conferees. The Presidents of the University of Puget Sound and Pacific Lutheran University hosted a reception in the Rotunda at the University of Puget Sound.

The conferences focus on teaching. An examination of the programs finds no sessions entitled "papers," nor names of attendees as "readers" or "discussants." Rather the programs have developed over the years to include sixteen panels organized by ASIANetwork members to promote conversations about teaching. In addition to the panels, the programs include two keynote addresses, two plenary sessions, a business meeting, and performances that have included Korean drama, South Asian dance, and Indonesian gamelan. For the first time in the history of seven conferences, the 1999 ASIANetwork Conference included a pre-conference tour and a poster session.

Seventy panels have been organized for ASIANetwork conferences from 1995 through 1999. Fif-

teen of them included the words "teach" or "teaching" in their titles, from "The Use of Art to Teach About Asia" (1995), "Focus on Teaching Vietnam" (1996), "Teaching Asian Courses Through Disciplinary Courses" (1997) to "Teaching About Asia Through Global Issues" (1998) and "Teaching Asia in World History" (1999).

Curriculum issues have been addressed including "Getting Started: Asian Studies from the Ground Up" (1995), "Creating an Asian Studies Major" (1996), "Nurturing the Staple Crops: Teaching the Modern China and Japan Survey Course" (1997), "Asian Studies Across the Curriculum" (1998), and "Students as Scholars: Original Research and Writing in Undergraduate Asian Studies" (1999).

In 1996, the program reflected the increasing use of technology in the panel, "The Internet, ASIANetwork, and Your Classroom." The theme continued with "Advanced Technology and Liberal Arts Education" (1997), "The ASIANetwork Website and the ASIANetwork Internet Group" (1998), and "Technology and Democracy: Asian Perspectives" (1999).

Panels on teaching about Asia via visual arts, music, or film, and literature, religion and philosophy have been on the program each of the five years. Participants in the ASIANetwork Ford Faculty Development seminars and in the ASIANetwork Freeman programs have talked about the direct impact that their studies and experiences have had on the study of Asia at their respective institutions. Descriptions of and evaluative discussions of study abroad programs are an annual staple.

The ASIANetwork conferences were summed up by Suzanne Barnett's invitation to attend the 1999 conference in Tacoma, "The program follows the pattern of ASIANetwork conferences in creating opportunities for productive conversation at many levels, as part of formal sessions and in informal exchanges over what promises to be a series of appealing and refreshing meals. Shared knowledge and insights serve the goal of connecting ideas and excellence in teaching and learning."

### *ASIANetwork Exchange*

The *ASIANetwork Exchange*, *A Newsletter for Teaching About Asia* appeared first in December 1992 as *The Asian Exchange*, *A Newsletter for Teaching About Asia*. Published by the Asian Studies Program of Colorado College, *The Asian Exchange* continued the conversations that began during the February 1992 conference, "The Asian-Pacific Challenge: Options for Curriculum Innovation at Liberal Arts Colleges," held at Colorado College.

When the consortium was established in April 1993, the newsletter became its voice. Publication has been partially supported by the two Henry Luce Foundation grants. Nineteen issues have been published in all. Robert McJimsey, Colorado College, has voluntarily produced the camera-ready pages moving from rather primitive to increasingly sophisticated desktop publishing programs.

Ainslie Embree, emeritus, Columbia University, unknowingly set the tone for the philosophy of the newsletter

when he commented to the Editor during the 1993 conference: "I seldom have been with a more agreeable and stimulating group of people. I met lots of old friends, and, I hope, made some new ones." Could the newsletter then continue the conversations that Embree and others had enjoyed, only also in print?

The prospectus for the newsletter stated that its four-fold purpose was to keep in contact with colleagues involved in Asian studies, i.e., to continue communication and to build and support the network; to increase the possibilities of sharing visiting faculty and special speakers; to keep current about the work of faculty and to communicate suggestions of faculty with regard to resources; and to circulate information about study abroad programs.

The *ASIANetwork Exchange* has printed the conference keynote addresses (e.g., "The Confucian World View: Uncommon Assumptions, Common Misconceptions," Roger T. Ames, University of Hawaii, 1997) and summaries of conference panel discussions (e.g., "Hands On! Material Culture and Teaching About Asia," Y.K. Lo, Grinnell College, Caroline Reeves, Williams College, Stefanie Jandl, Williams College Museum of Art, 1998). Course syllabi (e.g., "Science and Our Global Heritage I and II," Guru Rattan K. Khalsa, Thiel College, 1995) and case studies of the development of Asian studies programs (e.g., "Creating an East Asian Studies Major," Richard Lyman, Simons College, 1997) have been resources for faculty developing new courses and grappling with the establishment of major and minor fields in Asian studies. Administrative descriptions of study abroad programs (e.g., "Pacific Rim/Asia Study-Travel Program," Elisabeth Benard, University of Puget Sound, 1996) have gone hand-in-hand the reflections by undergraduates who have studied in Asia (e.g., "St. Olaf College's Term in Asia Includes Immersion in Thai Culture," Amy Grunewald, 1996).

The newsletter has been the organ for dissemination of information about ASIANetwork members, ASIANetwork conference programs and administrative tasks such as by-law revisions, Board nominations and the application procedures for the grant-funded programs. Board Chairs have welcomed new academic years with messages of invitation to renewing and new members. Technology columns, first by Alice Chin Myers, Simon's Rock College of Bard, and recently by Charles Ess, Drury College, have kept readers abreast of new developments and controversial challenges.

**Website: [www.asianetwork.org](http://www.asianetwork.org)**

A recent source of enrichment for ASIANetwork members is the website, initially funded by a 1998 grant from the Henry Luce Foundation. During the 1996 ASIANetwork conference, the ASIANetwork Internet Group or AIG gathered informally, and then was designated by the Board of Directors to do the ground work to establish a website.

As is customary with ASIANetwork initiatives, the grant proposal to the Henry Luce Foundation and the subsequent agreement with St. Olaf College to host the website

for an inaugural three years was a group endeavor. At the 1998 ASIANetwork conference, AIG Chair Timothy Cheek, Colorado College, announced the registered website address, [www.asianetwork.org](http://www.asianetwork.org) and the design of an informational homepage.

The creation of a website and the fluid nature of the web immediately necessitated the establishment of website policies to govern oversight, responsibility, content, and linkages, a task the AIG has undertaken under the chairmanship of Charles Ess, Drury College. Meticulous planning at all stages has characterized the ASIANetwork website, and now the potential of the website and forms of Internet classroom communication for ASIANetwork conversations are at the threshold of realization.

## EXTENSION

The extension of learning about Asia in the form of travel and study opportunities for American undergraduates abroad and for Asian scholars in the United States has been propelled and enhanced for member institutions by the ASIANetwork Freeman Foundation programs and those of the United Board for Christian Higher Education in Asia.

### ASIANetwork Freeman Programs

In a conversation with the ASIANetwork Executive Director in the spring of 1998, Houghton Freeman, President of the Freeman Foundation, spoke of his own experience as a businessman in Asia. He is convinced that a most effective way of establishing firm foundations of understanding and knowledge about Asia is to create opportunities for American students and faculty to study and travel there. In other words, examining a map of China in a college classroom in Colorado is no substitute for traveling by train through Sichuan province, engaging in conversations with one's fellow travelers, and studying in Chengdu.

The ASIANetwork Freeman programs, directed by Madeline Chu, Kalamazoo College, are designed to make such travel and study possible. The Student-Faculty Fellows program, specifically directed by Teodora Amoloza, Illinois Wesleyan University, supports collaborative research of ten student-faculty pairs in which the student works with a faculty member and both go to Asia for three weeks or longer. Students develop research proposals with the advice of faculty.

Among the teams during the summer of 1998 was that of Skidmore College. Elizabeth Noble, a junior, interviewed nuns in Ladakh to discern the role and status of nuns in Tibetan Buddhism. Her mentor was Professor of Philosophy, Joel Smith. Eckerd College anthropologist, Victoria Baker, traveled to Sri Lanka with junior Jan Brunson asking the question, "How and why is Sri Lanka at the forefront among South Asian nations in solving its population dilemma?" From Butler University, Deborah Sommer, Philosophy and Religious Studies, and junior Ashley Anderson examined contemporary applications of traditional medicines in China and compared them with the pharmaceuticals of conventional Western medicine.

The second ASIANetwork Freeman program is the College in Asia Summer Institute, directed by Norm Moline, Augustana College. Using the successful Augustana program as a model and experienced Augustana faculty as guides, the ASIANetwork College in Asia Summer Institute provides training for liberal arts institutions to establish on-site study programs in Asia.

Each institute involves five ASIANetwork colleges or universities, each represented by a faculty member and an administrator. 1998 seminar participant Bernice Scott, Spelman College, noted, "Not until after my participation in the 1998 College in Asia Summer Institute did I make the connection with what was missing from my Japanese economics course. There is no better way to prepare to teach international courses than to be there."

Scott described the content of the seminar. "While the personal and professional development benefits should not be marginalized, the institute is designed to provide more widespread benefits to colleges. The visit to Asia allowed the college representatives the opportunity to witness firsthand the logistics of planning and implementing a Semester-in-Asia program. In so doing, colleges would have the necessary information as they considered launching study abroad programs for their students. The institute included, inter alia, examining housing facilities, developing relationships with individuals and organizations, and getting a sense of what student and faculty life would be in a new and different environment."

#### **United Board for Christian Higher Education in Asia**

The United Board for Christian Higher Education in Asia was founded in the 1920s by North American Protestant denominations working in China. Today the United Board is affiliated with leading colleges and universities in Asia, and is dedicated to initiatives that foster academic excellence such as innovative programs, rigorous interdisciplinary studies, leadership training for administrators, and women's education. United Board President David Vikner was one of the visionaries at the founding of ASIANetwork, and ASIANetwork has been enriched by its association with the United Board ever since.

Under the United Board Visiting Scholars program, ASIANetwork institutions are invited to host one of about fifteen visiting scholars from Asia for an academic year. Most of the program costs are covered by the United Board, and the scholars conduct research, audit courses, work with faculty counterparts from the host institution, and may teach or team-teach one course in the spring semester. As the scholar from Asia joins in the student and faculty life of the American college and its community, the opportunities for the conversations of education increase. Indeed the extension of the study of Asia moves beyond simply the Asian studies cohort to the campus at large.

Not only do the host institutions benefit during the residency of the visiting scholars, so also do the attendees at ASIANetwork conferences for the visiting scholars are active conference participants. At the 1998 conference, a panel

on popular culture of South and Southeast Asia included Manohar Samuel, Madras Christian College, spending the year at St. Augustine's College; Patricia Gabriel, Stella Maris College in Madras, visiting scholar at William Woods University; and Carla Gay Romarate, Central Philippine University, teaching and studying at Hope College. The visiting scholars led a discussion of popular culture in contemporary India, women in Indian culture, and images of Filipino families as portrayed on Philippine television.

Traditionally, ASIANetwork conferences come to an end with a Sunday lunch hosted by the United Board. Over the concluding meal, faculty who were strangers at the opening banquet have become ASIANetwork colleagues, exchanging e-mail addresses, discussing course offerings, and planning panels for next year's conference.

Other opportunities offered by the United Board include the visiting professors program for North American faculty to teach in China and a program that sends new graduates of ASIANetwork colleges to China as English teachers. In 1997, under the latter program, two students each from Drake University, Kenyon College, Union College, Wellesley College, and Augustana College were selected to teach English in China. Karla Loveall, Augustana College, '96, taught at Huazhong Normal University. She wrote: "I am certain I will continue my relationship with China. I learned that relationships are very important. I also learned that mutually beneficial relationships are the best kind. The friendships and memories will last a lifetime. The decision I made at Augustana to embark on this path will definitely take me even further."

#### **CONCLUSION**

ASIANetwork enters the year 2000 buoyed by the breadth and depth of undergraduate study of Asia that the organization has encouraged, fostered, and supported throughout its first seven years. It is an affiliate of the Association for Asian Studies, and its 1998-1999 membership roster includes 137 institutions and thirty affiliate individuals. Throughout its energetic growth and activity, ASIANetwork has been nourished by the centrality of a collegial administrative approach and above all, by the enduring conversations about teaching and learning about Asia that engage its members.

**The deadline for College in Asia application is November 30, 1999. Need more information? See pages 6-7. You won't want to miss this opportunity.**