

Summer 1974 Report

Before we get into criticism of and about the course work and program itself, let us first state what were thought to be the objectives, the goals of this past summer's institute. As with other intensive language courses, clearly the main purpose is to master as much of a given language as possible in a given amount of time. For us, of course, it was Bahasa Indonesia for ten weeks; at the end of which time, we theoretically were to know if not as much, then more than, one who took it for an academic year.

But the Indonesian Summer Institute was to be more than just the academic way briefly described above; this course was to be, rather than merely a language course, an "immersion" into (with a capital I) "Indonesianism". With the Friday evening meals and lectures, the conferences, and of course Wisma as a philosophy in itself, we were to become more than just students. And to a certain extent we did. We were allowed much personal interaction with the teachers, thereby breaking down to a certain extent the traditional pressure of/between student and teacher. Doing away with much of the role playing was a boon for the student. Such a program can naturally cause one to become very nervous and so in this respect we well as others, the program leaders are to be commended. The teachers of this past summer were patient and kind people, a most necessary requirement for teaching; but besides patience and other such abstractions, there are things to be mentioned that were lacking. The students' views differed but did intersect at certain points, which are the following:

- 1) Wisma Indonesia, an excellent idea and philosophy, could have been carried further: for example, speak only Indonesian at the supper table, and of course if those who can speak Bahasa fluently already, would try to use their Indonesian with the students at all other times, this would be beneficial. If Indonesian were spoken for example at the supper table, it would reinforce the day's and week's learning and would also teach the student simple table manners. "Pass the salt". "How is the chicken fixed?" Seemingly simple maybe, but are overlooked. Many of the students will be going to Indonesia and it would be better for them to know many of these "courtesies".

- 2) In connection with this, that Indonesian should be spoken as soon and as much as possible. But for the grammar section, it should not be necessary to use English. Students will be lax and so the teachers would have to exercise much patience.
- 3) (a commendation) The Friday evening meals and lectures were excellent. Language is a reflection of society and therefore to come to know or at least be exposed to different aspects of a culture is to more easily understand the whys and wherefores of a language. As was said, these nights were beneficial but . . .
- 4) We could not learn the "whys" just by Friday night lectures. And this is the point -- Unanimously the students felt that our understanding of the various grammatical forms, after 10 weeks, was only tenuous at best.
- 5) Suggestions
 - a) At least one "real" and prepared lecture a week concerning grammar, these lectures to be given if not before new constructions are presented, then at least in conjunction with and supplemented with handouts clearly showing the various constructions and other possibilities. Wolfe's book is completely inadequate in this area.
 - b) Wolfe's book should be used as a resource rather than the resource. The book is less than perfect in many ways but it is definitely most lacking in its grammar section. For those who do not already have a basic knowledge of languages and linguistics the book is miserable. The book itself is geared toward the speaker rather than the reader and thus it is the case when being presented a "not-too-well" glossed Bacaan section, the student is lost.
 - c) In conjunction with Bacaan²nya. In order to make the course more stimulating, more short stories could be used. Not only is a new list of vocabulary introduced, but there is of course a certain amount of "excitation" produced. Conversational dialogues are helpful and are necessary but chapter after chapter about the problems of buying a kelambu soon becomes boring as hell. The technique of giving glossed short stories with sentence composition following the stories was a boon to the student. This was only done at the very end. A bit sooner would have been better.
 - d) Other "stimulatories"

- 1) possibly verbal games -- give a verb and have the students quickly try to make up sentences using all possible forms (at least the ones introduced up to that point).
- 2) drills, drills and more drills. Tulup Buku of course unless the drill is exceedingly long (Audrey was excellent for us in this way).
- 3) Changing sentences around. Bana had one person answer a question that had a pretty definite answer and then each student would make their own variation. (Excellent)
- 4) Wolfe's book is highly structured, which can be either a hindrance or an attribute. If there is only one teacher, or if the student is trying to learn by himself, it is an attribute, but unless in the case where there is more than one teacher, it is or can be a hindrance. What happened or appeared to have happened was that the staff had no overall plan, no idea of what concepts were to be taught and so they relied on Mr. Wolfe. It isn't necessary that -- "How far did you get?" "Page 39, paragraph C". If the teachers know the concepts to be taught for a given period of time and they themselves are willing enough to be versed in the material that type of thing wouldn't have been necessary at all. As it is, that is how it was and it was confusing for all concerned.
- 5) As for tests. There was so much pressure concerning "those things" this summer many people became very angry. It seemed that the tests were not at all for the students' benefit, but for that "Big test evaluator in the sky". There was little if any feedback on them. Tests should be short and frequent, done in 5 or 10 minutes, corrected right away and the problems worked on within the same hour. Tests with a capital T have a way of pushing one off the edge if one happens to be there already. So grades are needed they say, as if it is the test that is the fruit and not knowledge itself.
- 6) Labs; suggestions: veer from the book in that area also. e.g. The informant could read a prepared piece and if necessary give the student a "glossing sheet" of words and idiomatic phrases not covered. The student tapes this recitation and either orally or on paper gives answers to questions following the text. Comprehension, not memorization is tested (though

memorization itself is a necessary requirement for much of the learning). Labs, as they were, were somewhat -- blah. If tired, they were a place to sleep.

- 7) more teacher-student conferences. Possibly during the week, during lab, students would meet for say 10-15 minutes with his/her teacher(s) so as to find out particular problems and errors.
- 6) A Summation:
 - a) more feedback
 - b) more Indonesian spoken
 - c) more teaching in the grammar

It is realized that much weight rests on the students' shoulders, and we did tend to try to shift it to the staff's. "Students will be students" is a generalization which could be used. It seems to be that the natural inclination is to do the easiest thing even when like in this case we all wanted very much to learn Bahasa. But then part of the teacher's duty is not to let us. All in all, the program's merits outweighed its faults, but with more "sabar" the program could become an even better one.

REVISED
 BUDGET OF THE INDONESIAN STUDIES INSTITUTE
 Summer 1974

A. SALARIES AND BENEFITS

1. Administrative

a. Toenggoel P. Siagian, \$1436
 summer salary is .2778 of \$10,300
 50% time

Total administrative salaries \$1436

2. Instructional: Indonesian Language

a. To be appointed* \$2778
 negotiated salary of \$2778
 100% time
 105-106 First and Second Semester Indonesian
 205-206 Indonesian Reading and Composition

b. Manasse Malo, Lecturer, \$2778
 summer salary is .2778 of \$10,000
 100% time
 105-106 First and Second Semester Indonesian
 Language Laboratory Monitor

c. Bana Kartasmita, Lecturer, \$2778
 summer salary is .2778 of \$10,000
 100% time
 105-106 First and Second Semester Indonesian
 Indonesia House Tutor

d. Machmoed Hamzah, Lecturer, \$2778
 summer salary is .2778 of \$10,000
 100% time
 215-216 Indonesian Conversation
 Language Laboratory Supervisor

e. Audrey Ungerer, Lecturer, \$2490
 summer salary is .2778 of \$10,000
 90% time
 215-216 Indonesian Conversation

f. Toenggoel P. Siagian, Lecturer, \$1436
 summer salary is .2778 of \$10,300
 50% time
 305-306 Fifth and Sixth Semester Indonesian

Total Indonesian Language Instruction \$15,038

*Professor Matthew Charles of Cornell, or Professor Koen de Heer from Hawaii.

3. Instructional: Indonesian Literature	
a. Boen Slamet, Visiting Professor,* negotiated salary of \$4000 100% time 350 A Survey of Modern Indonesian Literature 699 Graduate Seminar in Indonesian Literature	\$4000 (N.A.)*
4. Instructional: Javanese	
a. Subandi, Lecturer, negotiated salary of \$2778 100% time 111-112 First and Second Semester Javanese	\$2778
Total for salaries	\$19,252
B. SUPPLIES	
1. Office Supplies	\$ 50
2. Duplicating, xerox, etc.	\$ 50
3. Rental of films	\$150
4. Teaching material	\$ 50
5. Telephone and stamps	\$ 50
Total for supplies	\$300
C. PUBLICITY	
1. Printing of brochures	\$ 75
2. Stamps	\$ 25
Total for publicity	\$100
D. MISCELLANEOUS	
To be held in reserve	\$1848
GRAND TOTAL	\$21,500

*Dr. Boen Slamet is a Fulbright professor from the University of Indonesia.

E. FUNDS AVAILABLE FOR THE PROJECT

1. Summer School Budget	\$19,000
(See letter from Vice Chancellor I. Shain to Dr. C. A. Schoenfeld, dated February 20, 1974)	
2. Gift oil company	\$ 2,000
3. University of Michigan, Ann Arbor, Michigan	<u>\$ 500</u>
	\$21,500

The \$500 is pledged by the Center for Southeast Asian Studies, the University of Michigan, Ann Arbor, to support one extended weekend seminar on Indonesian Literature, or to supplement the project's budget. (The University of Michigan usually supports one faculty member for the summer project, with the understanding that Javanese will be taught.)

There is a "trade-off" between Fourth Year Indonesian and Elementary Javanese, since Javanese has a stronger program appeal and will attract more students. Since Javanese is not offered any place else, it is also more crucial to offer Javanese than Fourth Year Indonesian.