

Report on the study tour undertaken by the
director in United States and Western Europe

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INDIAN SCHOOL OF INTERNATIONAL STUDIES
Sapru House, New Delhi.

A Report on the Study Tour undertaken by the Director
in United States and Western Europe - May-July 1956

INTRODUCTORY

1. I visited five Universities and nine Schools and Institutes in the field of International Relations and area studies in May-July 1956 and had the opportunity to meet scholars and discuss with them problems relating to the teaching of international relations and organization with special reference to regional studies and research in the subject. A list of the institutions and the scholars referred to above is given in the Appendix.

2. The main object of the visit and the discussions was

(a) The organization of studies at the School

(i) to examine whether the general pattern of studies outlined in the memorandum of the School submitted to the University of Delhi and approved by them

and later adopted in the Programme of Studies of the School - needs any revision in the light of the programmes adopted in Advanced Schools of International Studies in Western Europe and the United States for securing the objectives of the School.

(ii) to assess the place of field work, seminars and individual tuition in the programme of work of the students of the School; and

(iii) to study how far the course of study outlined in the School syllabus in specific subjects needs any revision;

(b) The work of teachers

to have a perspective of the relative place of individual and team research on the one hand, and of teaching and research guidance, on the other, in the work of the teachers of the institution, so that advanced research may be promoted;

(c) Training Special Fellows and field work for research students

to explore the facilities available in the institutions visited for the training of Special Fellows for senior positions in the School; and

(d) Acquisition of research material

to explore the possibilities of acquiring

research material on Asian countries with special reference to Vietnam, Cambodia, Laos and Indonesia.

THE ORGANISATION OF STUDIES AT THE SCHOOL

3. The object of the School is the advancement of knowledge of international affairs; the School, it is hoped, will be a centre of advanced studies of international affairs with special reference to political, economic and social development in the countries of Asia both for Indian students and for students from abroad.

The programme of studies now followed at the School provides for a three year course leading to the Ph.D. degree. The first year is devoted to a course of instruction in five subjects (in addition to a language) as follows :-

- i) International Organization
- ii) International Law
- iii) The History and Institutions of ONE of the following regions :
 - (a) East Asia;
 - (b) Southeast Asia;
 - (c) South Asia;
 - (d) West Asia;
 - (e) The United States
- iv) One language of the region selected for study

v and vi) Any TWO of the following :

- (a) Geography;
- (b) International Economics;
- (c) International Relations in the twentieth century;
- (d) Modern Indian History.

The second year and the third are devoted to research on a specific subject relating to one of the regions mentioned above, or to International Relations, International Organization or to International Finance.

I am glad to say that the scholars with whom I discussed the pattern were unanimously of the view that it is an excellent one, as likely to give the student specialized knowledge of a region or field of study on the basis of an adequate knowledge of those fundamental subjects which were essential to enable him to have a perspective of the general field of international relations.

Certain suggestions arose on matters of detail which may be summarised thus :-

(1) The period of instruction - Unless a student admitted to the School has already studied one subject at least (preferably two) out of the five, it may be necessary to extend the period of instruction to 18 months in order that his knowledge of the five subjects may be adequate. Some Professors felt that in such cases, it should be possible for the students to complete their

research in 18 months provided the subject chosen for research is chosen properly and in a narrow field.

(ii) The subjects studied - The possibility of combining International Relations in the twentieth century and International Organization into one compulsory subject of study may be considered; as it is, it would be possible for a student to complete his course without studying International Relations in the twentieth century.

It is not necessary to treat Modern Indian History as an optional examination subject; it would be adequate to the students to take a course of lectures on this subject.

If these suggestions are accepted, the subjects for study in the first year (or 18 months) will be :

- 1) International Law
- ii) International Relations and Organization
- iii) The History and Institutions of ONE of the

following regions :

- (a) East Asia;
- (b) Southeast Asia;
- (c) South Asia;
- (d) West Asia;
- (e) The United States

or

the specialized study of one of the following :

- (a) International Law;
- (b) International Relations;
- (c) International Organization;
- (d) International Economics

iv) Geograhly or International Economics.

It is also a point for consideration whether students specializing in a field of study - International Relations, International Organization, International Law, International Economics - (as distinct from the specialized study of a region) should have a compulsory course of study of a region in the first year.

4. Field work, especially for students taking up a regional study, would be extremely useful. Every attempt should be made to emphasize this and to secure financial assistance from as many sources as possible, so that the able students will not be compelled to forgo this essential part of his work.

It should, however, be possible to reduce the period of field work to manageable proportions if the School is able to secure adequate research material on which the student can work at Delhi itself. This needs careful planning and active efforts at implomontation. Instances are on record where an institution has, for the purpose of acquiring adequate research material, sent a member of the staff to the field, so that by such acquisition the

period of stay of several students in the field may thereby be reduced.

It should also be added that field work for students in India in regions nearer India should, financially, be more feasible than in more distant regions.

Regarding seminars, it is admitted that they should form an important means of learning, especially for the type of senior student whom we have in mind. Two or three specific points on the mode of conducting a seminar and the year or years when they should be most useful came up for discussion :

(i) The oral seminar - Especially in the first term and/or second term, when the student is still familiarising himself with the subject, and when lectures are delivered by the teacher on the subject, the most suitable seminar may be a two-hour period a week, when a subject is discussed without a written paper. Students may, however, be encouraged to jot down points before they came to the seminar. The object of the seminar of this type would be essentially to clarify points dealt with in lectures, to encourage the students to express themselves and to enable them to have an integrated view of a subject.

(ii) The written seminar - In the third term and

perhaps in the second term of the first year, discussion on the basis of a paper prepared by a student would be useful to give the student training in the art of writing an integrated Essay, gathering source material, evaluating evidence and the like.

It is, however, necessary to take care, as already decided by the Faculty of the School, that the student is not over burdened with the task of preparing papers on several subjects; perhaps the existing decision of the Faculty to restrict written papers on two subjects, viz., a regional study (or a field of study) and International Relations may stand.

It was also pointed out that in certain centres I visited, they tried with some success the practice of a team seminar, viz., splitting up a subject, say into four or five parts, and four or five students contributing to a joint paper. The advantage is a certain saving of time for each student, while he also gets the training in the preparation of papers.

(iii) Seminars during the second and third years, i.e., during the period of research.

Our Faculty has not yet considered the question. Some Professors whom I met asked me whether we intended to have seminars during this period of research. The

idea suggested was that two or three students, doing research on topics relating to the same region, might occasionally come together, with the Professor to compare notes, and to inform each other of the results of their work. The advantage, as suggested, was that a region has, presumably, some common problems; these might come up for discussion, to the advantage of all the students working on the same region.

(iv) It was the opinion of most scholars that some seminars on the methodology of research would be extremely useful early in the second year when the students take up subjects for research.

5. Individual tuition

All were agreed on the importance of this and there is no need to dwell on this, as problems of study and research, specially in the advanced stages, are essentially individual; the student meeting his teacher once a week or more often, if necessary, is an essential part of his work. Our School takes care of this adequately.

6. There was no time, - nor perhaps was it necessary or appropriate - to discuss the syllabus in any specific subject; the Professors of the School are

the best judges on this point. But on the broad discussion of the point, I got the impression that perhaps we should emphasize a little more than we have done on the institutions of the region; we have done adequate justice in framing the syllabus to the history of the region.

THE WORK OF TEACHERS

7. The Massachusetts Institute of Technology at Cambridge, St. Antony's College, Oxford, and the Centre for the study of American Foreign Policy at Chicago are perhaps the best examples I found where the teachers devote a good part of their time to research, as distinct from teaching and research guidance. That, of course, is possible only when the work of teaching and research guidance is lessened by restricting the number of students admitted. The Professors in the M.I.T. also get opportunities for doing research in the field.

It is an important point for our consideration whether we also should not, as an institution recognised for research, devote equal time to advanced research, at any rate after the first year. This would necessarily mean that we restrict admission to a maximum of three or four students in each regional study or field of study;

and thus enable the teachers to have more time for their own research.

TRAINING SPECIAL FELLOWS AND FIELD WORK FOR STUDENTS

8. I discussed primarily with the Professors of the Tropical Institute at Amsterdam and Dr. Vlekke, Professor of International Relations at the University of Leyden the possibility of getting facilities for training the special fellow in the History and Institutions of Southeast Asia more especially with reference to Indonesia. Both the institutions and the scholars concerned have agreed to give every facility for training a special fellow on the subject. Dr. Grayson Kirk, President of the Columbia University and other scholars in the United States will be glad to give similar assistance for training the Lecturer in American History and Institutions.

The training of special fellows apart, it is encouraging that for the field work of research students in the United States, in Britain and Holland, the scholars have agreed to give us every cooperation.

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ACQUISITION OF RESEARCH MATERIAL

9. The Harvard-Yenching Institute at Cambridge, The Center of Documentation in Paris, the Tropical Institute, Amsterdam and the Institute of International Affairs at The Hague have very kindly agreed to give us assistance in getting research material on China, Vietnam, Cambodia, Laos and Indonesia.

A p p e n d i x

Universities

Columbia
Harvard
American University, Washington
Chicago
Oxford

Schools of Advanced International Studies, Research
Institutes and Documentation Centres

Massachusetts Institute of Technology, Cambridge
The Harvard-Yenching Institute, Cambridge
School of Advanced International Studies of the Johns
Hopkins University, Washington
Middle East Institute, Washington
Centre for the Study of American Foreign Policy, Chicago
Foundation Nationale Des Sciences Politiques, Institut
d' Etudes Politiques de Paris
The Centre of Documentation, Paris
Royal Tropical Institute, Amsterdam
Institut Universitaire de Hautes Etudes Internationales,
Geneva

Scholars

Professor N. Mansergh, Cambridge
Professor Manning, London
Dr. Grayson Kirk, President, Columbia University
Professor L.M. Goodrich, Columbia University
Professor William T.R. Fox, Columbia University

Dr. Schuyler Crawford Wallace, Director, Columbia School
of International Studies

Mr. Mosley, Director of Studies, Council on Foreign
Relations

Mrs. Vera Micheles Dean, Foreign Policy Association

Mr. Max F. Millikan, M.I.T.

Professor Rupert Emerson, Harvard

Professor John Fairbank, Harvard

Professor William Langer, Director of Middle East Studies
Centre, Harvard

Mr. G.B. Baldwin, Assistant Professor, M.I.T.

Prof. Pitman B. Potter, Washington

Dean Philip W. Thayer, Washington

Mr. Marschal D. Rothe, Jr.

William C. Johnstone, Jr. Washington

Professor Robert I. Crane, Chicago

Professor Robert E. Osgood, Chicago

Professor William F. Ogburn, Chicago

Dr. Quincey Wright, Chicago University

Mr. G.F. Hudson, Oxford

Mr. F.G. Carnell, Oxford

Professor Alfred Grosser, Paris

Mr. T.H. Marshall, Director, Department of Social
Sciences, UNESCO

Dr. R.A. Beggman, Director of the Department of Cultural
and Physical Anthropology, Amsterdam

Dr. F. Hofstra, Professor of Sociology, Amsterdam
University

Dr. B.H.M. Vlekke, The Hague

Mr. John Goormaghtigh, Geneva.