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Columbia Univ.  
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REPORT OF THE COMMITTEE  
ON A  
SCHOOL OF INTERNATIONAL AFFAIRS AND REGIONAL STUDIES

The Committee which was appointed by the Committee on Educational Policy to explore the question of establishing at the University a School of International Affairs and Regional Studies has come to the following conclusions:

(1) That the University has a greater opportunity and responsibility for training and research in the field of international and regional studies than is now being met.

(2) That this opportunity lies particularly in the training of those who seek to fit themselves for the staff and managerial posts in our society which impinge on international or foreign affairs.

(3) That this opportunity and obligation can best be met by the creation, in accordance with the general structure and organization of the University, of a professional graduate School of International Affairs and Regional Studies, together with a series of Regional Institutes supplementary thereto.

The considerations which have led the Committee to these conclusions are as follows:

Need for Trained Personnel

The increased efficiency and rapidity of transportation and communication have ended for this country the possibility of isolation, either as a physical fact or as a national policy. As a result, those responsible for the management of the interests of the United States, whether in governmental or non-governmental

capacities, will of necessity be increasingly concerned with the institutions, mores, and policies of other nations and peoples. There must therefore be developed within the United States a body of men and women with a broad understanding of international affairs who have in addition training as functional or regional specialists. Only a body of men and women so trained will provide a reservoir from which experts capable of handling the increasingly complex and intricate problems of international affairs can be drawn. (The need of such a reservoir of expert personnel has been dramatically illustrated by the makeshifts and improvisation which have characterized many aspects of our handling of the present crisis.)

It is proper to ask whether the shortage of expert personnel is not a phenomenon peculiar to the war and thus one which will disappear upon the day of victory or shortly thereafter. In the opinion of your Committee, it is not. It is a problem that will persist throughout the decades which lie ahead and that may indeed become more pressing.

The demand for personnel trained in various aspects of international affairs will, in large measure, come from four main sources. First will be the demands of government itself. In time of peace as well as in time of war, men will be needed by the State Department for diplomatic and consular posts. Less important, but of increasing significance for the future, are the recurring demands for trained personnel which may be expected from the

Departments of Agriculture, Commerce, Interior and Treasury, and from such agencies as the Foreign Economic Administration and the Federal Reserve System. To these must be added the requirements of these international bodies - regional, functional and world-wide - which exist now or which will be developed after the war. It is impossible, of course, to discover the exact size of this demand. There is some evidence, however, that as many as eighteen hundred posts will exist in the foreign service of the State Department alone.

Second, and most important numerically, will be the demand for trained personnel for American business. For the most part these needs will be of three kinds: first, a demand for individuals trained in the intricacies of international finance and exchange for service overseas; second, a demand for Americans capable of managing the overseas interests of American manufacturing, transportation and other business organizations; and third, the demand for qualified persons at home to take charge of foreign departments and divisions of the many American business organizations which, in the post-war era, will have financial, trading or other interests abroad.

Employees of American business who serve abroad become in effect unofficial representatives of this country. It is important both to the nation and to the firms with which they are affiliated that they be well-trained and well-informed. No less significant than the training of personnel for overseas service is the training

of that large group who will handle foreign business affairs at home. Indeed, in its influence on business policy, this latter group, by virtue of the strategic position it will hold in American business, may be even more important than the group which goes abroad.

Once again it is impossible to estimate the exact size of the demand. It may reasonably be expected that this demand will be such as to absorb all those who receive a thorough training, for the reason that trained personnel will in all probability be preferred to the untrained personnel heretofore assigned by business enterprise to many branches of foreign service.

Third, a further demand for trained personnel will come both from those civic and cultural agencies which have in the past contributed so much to international understanding and cooperation, e.g., the Council on Foreign Relations, the Foreign Policy Association, and the Institute of Pacific Relations, and from the more purely cultural and scientific institutions, universities, colleges, churches, libraries, museums, and foundations. A new generation of teachers who have been broadly trained in international affairs generally and who have in addition intensive training in one special field remains to be developed. This is particularly true in so far as a knowledge of Russia, Latin America and East Asia is concerned.

Fourth, there will be increasing need of personnel, in the social sciences generally and in the professions particularly,



trained to look and think beyond our local mores, institutions and procedures. The teaching profession and the law must become increasingly aware of foreign methods and procedures. The research and teaching which the Faculty of Law has for some time been carrying on in comparative law are illustrations of types of work that should be extended in the University.

#### Existing Resources of the University

Training for international affairs is, of course, no new concept at Columbia. From the day of its inception to the present the Faculty of Political Science has trained many who have attained positions of eminence in foreign service, both as representatives of the United States and of other countries. The training offered under this Faculty has been supplemented and strengthened by specialized courses dealing with particular aspects of international affairs given by the Schools of Business and Law, the Faculties of Philosophy and Teachers College, and University Extension. These latter courses are normally designed to meet the needs of the faculties under which they are offered. In their totality, however, they contribute markedly to the overall resources of the University in this field. Less active at the moment, but potentially of great significance, is the Parker Institute of International Affairs.

In view of these resources and the distinguished student body which has been trained under the auspices of the existing faculties, the question may well be raised why a new School of International Affairs and Regional Studies is either desirable or necessary.

Necessity for a School of International Affairs  
and  
Regional Studies

The answer to this question falls into three parts:

First, one of the major demands of the future, as has already been indicated, will be for individuals capable of filling the administrative or managerial posts of society in the field of international affairs as distinct from the purely observational or scholarly posts. The two functions, it is true, are not necessarily mutually exclusive. Nevertheless, just as in the field of economics, it has been deemed wise to separate training for the managerial posts in business administration from the more purely scholarly activities of the department of economics, so in the field of international affairs your Committee believes significant advantages can be obtained by a similar separation.

The concept of training "men of affairs" as distinct from scholars in the field of international relations has already been accepted by the University, since it was the underlying thesis of the memorandum which was written by Professor Huger W. Jervey in connection with the negotiations which resulted in bringing the Parker Institute of International Affairs to Columbia. It was the intention of the Trustees of the Parker Estate, however, that the money from the Parker Fund should be used for more advanced graduate study than will be given initially by the school your Committee is proposing. Further statements about relations between the School of International Affairs and Regional Studies and the Parker Institute will be found below on page 14.

The second reason for the establishment of a School of International Affairs and Regional Studies is the manifest necessity of developing within the United States an increased number of individuals who for want of a better term might be called "regional specialists". The makeshift and improvisation which has characterized our handling of many aspects of the present crisis has nowhere been more dramatically illustrated than in those fields in which individuals with a specialized knowledge of certain geographic areas have been desperately needed.

In this connection your Committee would like to remind the members of the Committee on Educational Policy of the very considerable body of experience which has been gained in "area study" at the University by virtue of the Program of Training in International Administration. This program was launched at the University under the joint auspices of the Faculty of Political Science and the Parker Institute of International Affairs on August 17, 1942. It was divided into two parts: the training of civilians for overseas relief and rehabilitation, and the training of a detail of naval officers for military government and administration. The detail of naval officers later came to be known as the Naval School of Military Government and Administration. In connection with both aspects of the program, it became clear that in addition to training the students in certain fundamental techniques of relief and rehabilitation on the one hand and of military government on the other, considerable emphasis upon what has come to be known as "Area and Language Studies" was imperative. In the

emphasis given to area and language study under the Program of Training in International Administration, the Columbia School departed radically from the Charlottesville method of training for military government, and in its inception preceded by a good many months the establishment of the specialized training program under Colonel Beukema and the Civil Affairs Training Schools under the Provost Marshal. It is hardly a cause for surprise that in so far as our forces have taken over the areas for which the officers were trained, reports from the field already indicate the efficacy of "area training".

No less important than the experience which was gained at the University in connection with the civilian aspect of the Program of Training in International Administration and with the Naval School of Military Government and Administration is the experience which Professor Gerold T. Robinson has had as Chief of the Russian Division of the Office of Strategic Services. He has in fact been operating a Regional Institute on the Soviet Union.

The conclusion to which our experience and observation here at the University and our contacts in Washington and elsewhere leads is that the necessity of preparing a limited number of Americans to understand certain of the "power" and "problem" areas of the world and to do work of authority and influence in connection with those areas can best be met through the development of a series of intra-university agencies referred to hereafter as Regional Institutes. A Regional Institute of this kind should have



an adequate staff and resources and be a focus for University teaching and research in matters relating to a particular region. The establishment of such Institutes is an outstanding obligation of the University world, to the meeting of which Columbia University must be prepared to make a substantial contribution.

A third reason for creating a School of International Affairs and Regional Studies is the fact that in the very nature of things the director and administrative board of such a school will be charged (a) with attempting to work out a greater degree of integration than exists in the work now given in international and regional studies here, there and elsewhere throughout the University; (b) with stimulating additional work in this field within the relevant departments of the graduate faculties and professional schools; and (c) with promoting the Regional Institutes referred to above. Further results of the establishment of such a school should be (a) the creation of a broader base upon which the more advanced work of the already existing Parker Institute of International Affairs can rest; (b) the development of courses which will more effectively supplement the work of the various professional schools; (c) an expansion of the University's research in this exceedingly vital field; and (d) the enrichment of the University's cultural offerings generally. All of these are by-products of considerable importance.

The representatives of the School of Business, the School of Law, the Department of Economics and the Department of Public Law who have participated in the deliberations of this Committee are all

of them convinced that the work of their respective departments in the field of international and regional studies must be expanded to meet the post-war needs, and that such expansion would be much more effective if it took place under the integrating influence of a School of International Affairs and Regional Studies than it would be if each of these departments proceeded separately. Indeed the integrating influence such a school might be expected to exert is in their opinion a very important reason for its establishment.

(There should, perhaps, be interpolated at this point the fact that the decision of the School of Business and the Department of Economics to expand their offerings in this field rests in considerable measure upon the knowledge that important business groups now recognize the need of sounder training for foreign business than has been customary heretofore.)

Organization of the School of International Affairs  
and  
Regional Studies

The initial action in creating a professional School of International Affairs and Regional Studies would appear to be the authorization of such action by the Trustees of the University and the appointing of an Administrative Board and a Director.

The Administrative Board should, in the opinion of your Committee, be made up of the Director of the proposed School of International Affairs and Regional Studies, and not fewer than six other persons to be appointed by the Trustees for a term of three years upon the nomination of the President. To the end that the new School may receive the fullest possible support and assistance

from these administrative divisions of the University which have the greatest interest in the development of work in this field, your Committee suggests that, initially at least, the Dean of the Graduate Faculties, the Deans of the Schools of Business and Law, the Director of the Parker Institute of International Affairs, the Chairman of the Committee of Instruction of the Faculty of Political Science, representatives of the Departments of Economics and Public Law, a representative of the Faculty of Philosophy, and the Directors of such Regional Institutes as may be established within the School, be appointed members of the Administrative Board of the School.

The functions of the Director of the School might be summarized briefly as follows: first, the integration of the work now given at the University in the field of international affairs; second, the stimulation of a further expansion in this field within the relevant departments; third, the organization within the School itself of a group of functional specialists whose work would supplement that of the related departments and professional schools; fourth, the stimulation and promotion of a series of regional institutes; fifth, the provision of a degree of student guidance, in connection with both training and placement, which does not now exist; sixth, in conjunction with the other divisions of the University, the stimulation of scholarly research in those aspects of the field not covered by the subject-matter departments.

The Administrative Board of the School of International Affairs and Regional Studies should, in the opinion of your Committee, have

the following responsibilities: first, the administrative direction of the School through the medium of the Director; second, the nomination to the President and the Trustees of such members of the instructional staff of the University as may be assigned to the School or to the Institutes attached thereto; third, the exercise of such other functions as customarily inhere in the Faculty of a degree-granting division of the University.

Appointments to give instruction or to conduct research in the School should be of such calibre as to give the School of International Affairs and Regional Studies a standing commensurate with that of the most distinguished Schools and Faculties of the University. It is expected that a large proportion of the instructional staff will consist of present members of the several departments of the University, or members of existing departments specially appointed for work in the School. How large a staff of its own the School may need will have to be determined by experience.

In so far as is both appropriate and possible, the relevant departments of the University should provide the constituent courses for the School's curriculum. The Director of the School should consequently attempt to work out with the several departments adaptation of existing courses or the substitution of new ones to meet the needs of the School. Such additional instruction as may be necessary will, as has already been indicated, be provided through the School itself.

To the end that those members of the instructional staff of the School, who are not, or can not appropriately become, members



of existing subject-matter departments, may have a domicile in the University, your Committee recommends that there be created, concomitantly with the establishment of the School, a new department, to be called the Department of Foreign Affairs.

#### Regional Institutes

Closely integrated with the School will be the series of Regional Institutes to which reference has already been made. These Institutes will be designed to develop within the United States a body of Americans possessed of a special knowledge and understanding of certain of the "power" and "problem" areas of the world. To this end it is proposed to assemble in these Institutes groups of outstanding scholars who have specialized in one of the pure or applied sciences of human conduct with special reference to some specific geographical area. Many of these scholars are already at the University; others will have to be added. Because of the expense involved in connection with each Institute, your Committee suggests that their number now be limited to six. A survey of the University suggests that a British Commonwealth, a French and a German Institute can be created from our existing resources, and the Committee feels that each is important. There is clearly a new national need, and an urgent one, for adequate training in Russian, East Asian, and Latin-American affairs. Your Committee therefore recommends the immediate establishment of a Regional Institute in each of these fields. Each Institute should be under the supervision of a Director who should also be a professor in an appropriate subject-matter division of the University. Membership

on the staff of these Regional Institutes should be confined to those interested in the branches of human knowledge concerned with man as a social being, i.e., anthropology, business, economics, education, government, history, law, literature (as distinct from philology), psychology, religion, sociology, etc. As has already been indicated, in so far as is compatible with the objectives of these Institutes, membership should be drawn from the existing personnel of the University wherever appropriate personnel exists. Such additional personnel as is necessary should be attached to the relevant subject-matter department and assigned by it to the Regional Institute. The curricula of these Institutes should be fully integrated with the curriculum of the School of International Affairs and Regional Studies, and through it and the appropriate subject-matter departments with the University at large.

#### Parker Institute of International Affairs

The proposals of this report are intended to be in full accord with and in large measure in fulfillment of the terms of a contract dated June 2, 1931, between the Board of Supervising Trustees under the Will of the late Edwin B. Parker and the Trustees of Columbia University.

The proposed School of International Affairs and Regional Studies is the embodiment of the school therein contemplated. It is not at this time proposed to absorb the existing Parker Institute as a corporate entity into the new Graduate School. In the first place, the income from the Parker Fund will, until the death of Judge Parker's widow, be too small to do much more than to

continue the work in foreign law now being carried on in the Law School through the aid of that Fund. That work is important not only for the Law School but it will be of direct and increasing value to the full program of foreign studies to be offered by the proposed Graduate School. This law work, this Committee hopes, will be developed to include other foreign legal systems in addition to the French, German, English and British Colonial systems now being studied in the courses made possible by the Parker Institute. As funds are available, such an expansion is the hope and purpose of the Director of the Parker Institute who is a member of this Committee and a signer of this report.

In the second place, the main testamentary purpose of Judge Parker was that the Fund be used for training exceptional men for business or diplomatic careers rather than for research and publication or for teaching careers. The proposed Graduate School envisages both. Upon the death of Mrs. Parker, the life tenant, the funds accruing to the University must, according to the terms of the Will and the contract above-mentioned, be channeled for the training functions of our international and foreign activities and to this end the Parker Institute will function. It must be noted that the more completely and effectively the strength and interest of all departments of the University are applied to the Graduate School, the more complete and effective will be the instruction in international affairs available to students coming to Columbia for career training as contemplated by Judge Parker. In order to insure that the development of programs here recommended shall continue to

be in harmony with the future development of the Parker Institute, it is suggested that the Director of the Parker Institute be associated directly with the governing authority of the new School, say as "Associate Director" of the School. When the Parker Institute shall eventually come into its inheritance, it may be that, in consultation with the Board of Supervising Trustees under Judge Parker's Will, some closer corporate relationship between the Graduate School and the existing Parker Institute will seem advisable. The exact way in which to meet the long future in the new and pressing demands for education in international affairs can not now be formally prescribed. We are recommending procedures for the immediate future. Experience there gained will point the way to succeeding steps. Our present plans, so far as we can envisage training programs, are identical with those of Judge Parker as expressed in Professor Jervey's original program above referred to. Procedural devices to fulfill agreed objectives can wisely remain flexible.

#### Admission Requirements

The admission requirements to the School of International Affairs and Regional Studies should be subject to the determination of the staff and Administrative Board of the School. Your Committee recommends, however, that these requirements be commensurate with the high standards of the Schools of Law and Medicine.

#### Degrees

Your Committee recommends further that the Administrative Board of the School be authorized to recommend all students who



have met the requirements for admission to regular graduate standing in the University and have successfully completed the two years' work at the School for a Master's degree. The reasons underlying this recommendation are, first, that adequate training in the field of foreign affairs is not possible in less than two years; second, that the M.A. degree is customarily considered a one-year degree; and third, that the Ph.D. is viewed primarily as a research degree. It seems imperative consequently that some degree, roughly analogous to the M.B.A., recently adopted by the School of Business, be created for the School of International Affairs and Regional Studies to distinguish its graduates from those who have received the training signified by the M.A. and Ph.D. degrees.

In many subject-matter specialties, e.g., economics, international law, further training beyond that offered in the School of International Affairs and Regional Studies will be necessary before the student will have sufficiently mastered the functional specialty to be qualified as an expert in his field. In many cases this additional training will be under the supervision of the appropriate subject-matter department and will lead to the Ph.D.

#### Curriculum

Although the final determination of the curriculum should be left to the Administrative Board and the staff of the School, that curriculum should, in the opinion of your Committee, be designed to achieve two major objectives. It should be designed in the first place to train students for technical and managerial posts (1) in those agencies of the government which maintain a foreign service;

(2) in such international agencies (regional, functional, world-wide) as may emerge from the war; (3) in such American business firms or corporations as participate in foreign trade; (4) in such law firms or legal departments of large corporations as are extensively engaged in advising on matters of foreign law; and (5) in such civic and cultural agencies as are interested in foreign affairs. Second, and no less important, the program of studies must be so designed that the School of International Affairs and Regional Studies and the Institutes embraced therein may render the utmost service to the subject-matter departments and professional schools of the University, whether in the social sciences or the humanities. Your Committee appends herewith a series of sample curricula which may serve to indicate the programs of study by which these various objectives may be accomplished.

#### Budget

It is impossible at the moment to estimate with complete accuracy the budgetary requirements of the proposed School and its affiliated Institutes. On the basis of such calculations as are possible, it seems reasonable to believe that the creation of a professional graduate School of International Affairs and Regional Studies, as distinct from the Regional Institutes, will necessitate an additional gross outlay on the part of the University of some \$60,000 per year. After the School has been thoroughly established, however, the University can expect to be reimbursed a considerable part of this outlay through the receipt of student fees. It seems reasonable to assume that by 1950 these fees will total approxi-

mately \$40,000 per year. It would, however, be contrary to the general concept of the School to assume that it will have a large student body capable of producing a large University revenue.

The cost of the Regional Institutes will of course vary from Institute to Institute, depending somewhat on the existing resources of the University in each field. It is very probable, however, that the three Institutes which your Committee has placed highest on their list of priorities, to wit, the Russian Institute, the East Asian Institute and the Latin-American Institute will cost \$50,000 to \$75,000 per year apiece. Quite obviously new financing will have to be found before any of these Institutes can be established. Each of them, however, constitutes an independent entity in and of itself. The establishment of one particular Institute, consequently is not dependent upon the creation of the others.

It is quite clear, nevertheless, that the creation of a School of International Affairs and Regional Studies will, in the fullness of time, necessitate a gross outlay on the part of the University of between \$200,000 and \$300,000 annually.

In this connection your Committee should like to remind you once again that the representatives of the Schools of Business and Law, and of the several Departments of the Faculty of Political Science who have participated in the deliberations of this Committee are, all of them, convinced that unless the proposed School is established the work of their respective departments in the field of international and regional studies must be substantially expanded to meet post-war needs.

Housing Facilities

In view of the crowded condition of the University with regard both to office and classroom space, your Committee recommends that the buildings located at 429, 431 and 433 West 117th Street be assigned to the School of International Affairs and Regional Studies for use as office and conference rooms. Although these buildings have been used for this purpose by the Naval School of Military Government and Administration for the past two years, they were not an integral part of our academic facilities prior to the war. Their assignment to the School of International Affairs and Regional Studies, consequently, would relieve the existing facilities of the University of the additional pressure for office space which the establishment of the proposed School might otherwise produce.

In addition, your Committee recommends that the School of International Affairs and Regional Studies be given first priority on the use of the classrooms in East Hall. These classrooms, as the members of the Committee on Educational Policy undoubtedly know, were created by the U. S. Naval Reserve Midshipmen's School and similarly were not an integral part of the instructional facilities of the University preceding the outbreak of war.

If both of these recommendations are accepted, the establishment of the new School will not add to the housing problem of the University in any way.

Respectfully submitted,

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