

KRONİK

THE TEACHING OF INTERNATIONAL RELATIONS IN TURKEY *

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International Relations is described as «...so large and varied a domain as to stagger the imagination and place it well beyond the grasp and comprehension of both student and teacher.»¹ A theory of international relations can certainly give meaning to a mass of data and provide a framework for systematic hypothesizing. We know that International Politics selects its material from history, geography, government and economics; International Organizations rests on law and politics; International Law pays attention to politics and history as well. Thus, the treatment of the discipline of International Relations is trying to achieve a kind of reconciliation between various sorts of disciplines. Of course, not much can be done to predict² the future behaviour of the units of international relations whether they be states, nations, governments, peoples, regions, alliances, confederations or international organizations; one can only hope to educate experts in several disciplines to enable them to make reasonable guesses. A theory of International Relations has its own limitations. It may be oversimplified, too general or even wrong. Secondly, two events may resemble in certain respects, but differ in others. Chamberlain's policy of appeasement is usually judged as wrong. Is a contemporary statesman's similar plea for a summit meeting also a po-

* This paper was submitted to IPSA Congress, Sept. 1967.

1. Rupert Emerson, Quincy Wright's *The Study of International Relations* in *The American Political Science Review*, Vol. L, No. 1 (March 1956), pp. 216-218.

2. Quincy Wright, *The Study of International Relations*, New York, Appleton-Century Crofts, 1955, s. 112. «The primary test of science is its capacity to predict and control.»

licy of appeasement to bear the same results? If the theorist becomes too specific, he may have to face occurrences for which universal principles cannot be applied. It is the purpose of this short paper to bring forth general observations on the discipline of International Relations itself while outlining what has been done about it in Turkey.

Although not all of our colleagues would agree, International Relations is a distinctive field which searches answers to questions of international affairs in a way not utilized by the long-established disciplines. It has been felt that there is a need for knowledge of contingent factors and a special way of integration. The medicine-man of the earlier ages became physician with the help of the resources of scientific inquiry. Likewise, the policy-maker or the independent professional evaluator may, with better data drawn from richer resources, eliminate the handicap of relying on vague and often misleading generalizations with little scientific value. The purpose seems to educate a student to understand the multi-faced relations among states or nations, and not to train, say, a geopolitician or an expert of a single geographical area. For example, a course in International Economics will deal with tariffs or surplus raw materials or a course in the History of Political Thought will certainly dwell on the ideas of Marx and Lenin but will miss the former's impact on U. S. and the latter's on Soviet foreign policies.

The study of International Relations is a late-comer to the academic world although George Washington University established a School of Comparative Jurisprudence and Diplomacy in 1898, and a School of Foreign Service came into being at Georgetown University in 1919.³ It is well-known that the discipline as a whole cannot be traced much back of the First World War. Paul Reinsch's book on world politics, published in 1900,⁴ was the first on the subject; his textbook on international unions, published in 1911,⁵ was the second. However, by 1930 most American universities had one or more courses in International Relations.

International Relations is also a late addition to the curriculum of the Turkish universities. The four educational institutions

3. C. Dale Fuller, **Training of Specialists in International Relations**, Washington, D. C., American Council on Education, 1957, s. 10.

4. Paul Reinsch, **World Politics**, New York, Macmillan, 1900.

5. Paul Reinsch, **Public International Unions**, Boston, World Peace Foundation, 1911.

in Turkey engaged in the teaching of International Relations are the Faculty of Political Science (University of Ankara), the School of Administrative Sciences (METU, Ankara), the İstanbul Economics Faculty and Robert College (İstanbul). In none of these a doctorate or any graduate degree is offered in International Relations *per se*. It can be said that only at the Faculty of Political Science, there is an emphasis on International Relations. There is only one textbook in Turkish on International Politics,⁶ one on International Organization,⁷ although several on International Law⁸ as well as on Diplomatic History.⁹ This lack of proportion alone shows that the teaching of International Relations has not yet achieved a definite form. However, there has been progress, especially in the recent years, towards a definition of a general theory. Many textbooks or monographies have so far been published in the older disciplines such as International Law.

In pursuance of this objective, the Institute of International Relations of the Faculty of Political Science, University of Ankara, held three meetings at the same Faculty on March 31 - April 1, 1961, to study the teaching of International Relations. These meetings were attended by teachers of International Relations, International Law, Private International Law and Diplomatic History as well as by active and retired members of the Turkish Ministry of Foreign Affairs and by students. The purpose of the Symposium was

6. A. Suat Bilge, **Milletlerarası Politika**, Ankara, Siyasal Bilgiler Fakültesi, 1966. This is a publication of the Faculty of Political Science of Ankara University.

7. Mehmet Gönlübol, **Milletlerarası Siyasî Teşkilatlanma**, Ankara, Üniversite Basımevi, 1964.

8. Seha L. Meray, **Devletler Hukukuna Giriş**, Vols. I and II, Ankara, Siyasal Bilgiler Fakültesi, 1960-1965; Edip Çelik, **Milletlerarası Hukuk**, Vol. I, İstanbul, Fakülteler Matbaası, 1965; İlhan Akipek, **Devletler Hukuku**, Vols. I and II, Ankara, Başnur Matbaası, 1965; İlhan Lütem, **Devletler Hukuku Dersleri**, Vols. I and II, Ankara, 1960; Zeki Mesut Alsan, **Yeni Devletler Hukuku**, Vols. I, and II, İstanbul-1951, Ankara-1955; Cemil Bilsel, **Devletler Hukuku**, Vol. I, İstanbul, 1941; For a complete list - including monographs and articles - of Turkish publications (in the Republican era) on International Law, see Seha L. Meray, «Türkiye'de Özellikle Son Yirmi Yılın Devletler Hukuku Yayınlarına Toplu Bir Bakış,» **Siyasal Bilgiler Fakültesi Dergisi**, Vol. XX, No. 4 (December 1965), pp. 55-99.

9. Ahmet Şükrü Esmer, **Siyasî Tarih : 1919-1939**, Ankara, Siyasal Bilgiler Fakültesi, 1944; Fahir Armaoğlu, **Siyasî Tarih : 1789-1960**, Ankara, Siyasal Bilgiler Fakültesi, 1964; Coşkun Üçok, **Siyasî Tarih : 1789-1950**, Ankara, Ajans - Türk, 1961.

to define the place and importance of International Relations as a discipline of learning and research, to explain its contents, purpose, methods and means, and to consider ways of developing it.¹⁰ The impulse toward a theory came from the academic circle, not from the practitioners of foreign policy. Academicians seem more eager to find an applicable body of theory in foreign relations than Foreign Ministry officials. The second objective of the Symposium was to give a clearer shape to the Third Year course entitled «International Relations» which had entered the curriculum of the Faculty of Political Science in 1956. At the end of the Symposium the course was renamed as «International Politics.» However, the increasing importance of world affairs soon modified the existing curriculum, bringing in new courses. This means the creation of new disciplines, starting of new fields of research and new responsibilities. A change made in 1967 has, in addition, created a general course in International Relations for the Second Year student. The same course is also to be taught at the newly-opened School of Journalism, which functions at present under the Faculty of Political Science. Although somewhat dependent on the person teaching it, the International Relations course aims to make the student aware of an international environment rather than comprising introductions to International Law, Politics and Organizations. Another Third Year course named «International Politics» is to stay in the curriculum as a specialization course, embracing subjects such as the elements of national power, balance of power, purposes and formulation of foreign policy, ideologies, imperialism, and the like.¹¹

Thus, the teaching of International Relations is making its first break from Diplomatic History and International Law as the core of general International Relations training. The history in diplomatic relations is bound to emphasize what is different in each case. By studying U. S. policy inwards Italy in 1938, one cannot understand U. S. policy toward that country in 1968. Diplomatic history dwells on what is special in each instance. Al-

¹⁰. For the minutes of the Symposium : Dış Münasebetler Enstitüsü, Siyasal Bilgiler Fakültesi, **Milletlerarası Politika Öğretimi Symposiumu**, Ankara, Sevinç Matbaası, 1962; For an English summary of the Symposium, see : Türkkaya Ataöv, «Teaching of International Politics in Turkey,» **The Turkish Yearbook of International Relations : 1961**, Ankara, Siyasal Bilgiler Fakültesi, 1963, pp. 188-196.

¹¹. For a detailed description of this course, see : Ataöv, **op. cit.**, pp. 190-193.

though this discipline is no longer the undisputed center in International Relations teaching, it is still important in the Turkish universities.

The Faculty of Political Science, Ankara University, offers a 4-year program, the first two years of which are designed to give the student general background in political science, economics and law.¹² The student has the option to enter, in his Third Year, anyone of the Sections of Finance and Economics, International Relations, Administrative Sciences and of Business Administration. The Institute of International Affairs comprise the chairs of Diplomatic History, International Law, Private International Law and International Relations as well as an independent course in International Organization and area studies. The Institute has also started since 1960 the publication of *The Turkish Yearbook of International Relations*, whose purpose was declared to «provide an independent forum for the presentation and evaluation of Turkey's foreign relations and also to compile factual data about foreign political and legal relations of that country.»¹³

At the Faculty of Political Science, the Second Year course, that is, «International Relations,» is treated as a general introductory course, designed to make the student aware of a world with conflicting interests, regulated only to a certain extent by International Law and Organizations. The Third-Year course, that is, International Politics, on the other hand, is of specialization, aiming at improving the knowledge and skill of analysis of the student and help him to form opinions on the working of International Politics. The latter is treated to conform mostly to the need and interest of a future professional diplomat. Hence, diplomatic practice and the conduct of foreign relations are among the topics that receive greater attention.

12. The Faculty carries out an educational program on both the undergraduate and graduate level. The undergraduate program is extended over a 4-year period; the first two years are devoted to general courses in politics and economics. The last two are spent in specialization in one of the four Sections. Besides its educational program, the Faculty carries out research activities primarily through its specialized Institutes.

13. Institute of International Relations, Faculty of Political Science, Ankara University, *The Turkish Yearbook of International Relations : 1960*, Ankara, Sevinç Matbaası, 1961, s. p. i.

The candidates to the Section of International Relations are given a written language examination in English or French. Those who have a reading and a writing knowledge of either one qualify as a Third - Year student in that Section. Although the language examination is not a difficult one, those who pass it are usually graduates of a college where English or French is the tool of instruction. Like Fletcher School of Law and Diplomacy, enrollment is limited to a maximum of fifty or sixty students each year. The training program of the Third and the Fourth Years of the Section is geared to specific career objectives, that is, employment with the Foreign Ministry. Although very few do so, some of the graduates take other jobs such as journalism or local politics. With limited exceptions at the School of Administrative Sciences (of the Middle East Technical University, Ankara), the Turkish universities do not follow the eclectic practice, namely, permitting each student to build his training to fit his own career objective. Elective courses are being introduced for the first time in 1967 - 1968.

At the Middle East Technical University, studies in International Relations are conducted within the Department of Public Administration at the Faculty of Administrative Sciences.¹⁴ The course entitled «Introduction to International Politics» deals with power and limitations on power as well as sketches of the U. S., Soviet and Turkish foreign policies.¹⁵ The course entitled «International Relations in the Twentieth Century» is mostly a historical approach with emphasis on the problems of peacemaking after the Second World War.¹⁶ There is also a course on «International Organization and Administration.» Some graduates of this School have taken the entrance examination of the Foreign Ministry with occasional success.

There is also an International Relations course offered at Robert College. Its graduates do not make professional use of the knowledge they gain in that course. No. Robert College graduate without pursuing further study has ever taken the entrance examination of the Foreign Ministry.

The government officials employed at the Ministries of Work,

14. The Middle East Technical University, **General Catalogue : 1965 - 1966**, Ankara, 1965, s. 58 f.

15. **Ibid.**, s. 63.

16. **Idem.**

Defense, Trade, Finance, Education and Justice may also need training in International Relations. There is no facility to serve the purpose of adult education. Education of adults in the field of International Relations was suggested as a possible but a difficult task at the 1961 Symposium. Although it is true that every citizen needs to evaluate the development of world events in the midst of changing technology, changing alliances and changing public opinion, no adult education program has been executed or even planned.

The teaching of International Relations nowhere has fixed boundaries with crystal-clear methods. The curriculum differs from Columbia to Fletcher or from England to France. This field of study is fluid, because it entails various disciplines of interlocking character, because knowledge in all these contributory fields develop rapidly and because of its late appearance in the academic world. It tries to cope one and the same time with the revolutionary developments not only in politics, economics and sociology, but also in military technology. Capital movements or human migration, new ideologies or concentration of political power, technological inventions or new resources, all provide the data with which International Relations should deal. To understand the world of 1968, which is so different from 1938, it is necessary to detect each ingredient discipline. Secondly, new areas of study that influence judgement on international issues develop rapidly. For example, anthropology or psychology has provided new cultural or personality factors affecting attitude toward international affairs. Thirdly, the field itself is young, and suffers from lack of adjustment of any infant discipline as well as the opposition of the older ones.

In Turkey, it may be said that among the contributing disciplines history still has the upper hand. Geography—or rather geopolitics—has conditioned the thinking of many much more than it should. The physical bases of a state's power—that is, its resources of food, raw materials, and like—has been only recently understood. There ought to be more of political and economic geography integrated into the International Politics course. Although contemporary international affairs is being evaluated in the light of the developments in the field of nuclear energy and progress in space,¹⁷ one feels that the influence of the physical

17. Seha L. Meray, *Uzay ve Milletlerarası Hukuk*, Ankara, Üniversite Basım-

sciences and technology is not realistically weighed. For instance, the industrial revolution as a whole, which meant not only an immense technological step ahead, but also the creation of industrialized Great Powers on the one hand, and the colonial and semi-colonial societies on the other, or the invention of the steam-engine, which made the British Empire, is undermined. Economics, certainly an important field contributing to a healthy evaluation of world affairs through emphasis on the society's *economic* institutions, knowledge of a state's *political* institutions or sociology and anthropology, shedding lights on the *social* structure of a state, are often neglected while interpreting a trend of international significance. How effective is each society in cultivating the natural, human and machine wealth of a country at the right time? How is policy formulated in a particular country and how influential is public opinion in decision-making? Is a particular society so set up as to discover and train all of its talents? The instructors in Turkey have failed to utilize properly the findings of sociology, psychology, anthropology or economics in the teaching of International Relations. This deficiency is again the result of the new entrance of the field into the Turkish universities, and should, therefore, be looked as temporary.

If the widely used device to integrate various disciplines is a course entitled either International Relations or International Politics, another method can be the area courses, which do not aim to educate the student as an expert of the area, but serve as case studies, whereby the student applies his general training to a particular part of the globe. A course on area study has been admitted to the curriculum of the Faculty of Political Science. This may just be a beginning. However, it is impossible to become an area expert by enrolling for two or three courses. Competence in a particular area, with knowledge of its language or languages, its history, philosophy and people requires serious study of some years. At the same Faculty, there is an Area Studies Center which started by Rockefeller financial assistance to study Turkish-Soviet relations and the Turks of Central Asia (Soviet Union) and has published so far two short monographs.¹⁸ Area Studies courses will start with the academic year of 1968 - 1969.

evi, 1964. This is the only Turkish study on the legal aspects of space exploration.

18. Duygu Sezer, **Khrushchev Devrinin Blok-İçi Meseleleri**, (The Inter-Bloc Problems of the Khrushchev Era) Ankara, Siyasal Bilgiler Fakültesi,

International Relations is also approached by studying current problems of international affairs. This is done mainly in the seminars open to the Third and Fourth Year students of the Diplomatic Section at the Faculty of Political Science. It is also occasionally treated in the doctorate seminars of the same Faculty.

At the said Faculty, no research in International Relations is done by students comparable to a B.A. or an M.A. thesis. The Ph. D. dissertation is the first serious study that the student undertakes. Although International Relations is a multi-disciplinary field, the topics are invariably treated chronologically.

As to the important problems of integration, since the First World War, numerous textbooks, bearing titles such as International Relations, International Politics, World Politics, Power Politics and the like tried to integrate the subject. As mentioned earlier, in Turkish there is only one textbook on International Politics. Only very recently each lecturer at the Faculty of Political Science has prepared a rather detailed syllabus, enabling each other to know what is being taught in the classes. In the Turkish universities, there is no interdepartmental committees, but Institutes bearing different names that serve integration. «Cooperative courses,» that is, joint seminars of students and faculty representing different disciplines, are not widely utilized in Turkey. The problem seminar method, where the student is expected to draw materials from many disciplines and apply them on a single problem, is more often used. However, even in these seminars the students are inclined to rely more on history than any other discipline. Outside reading may be enumerated as another method of integration. Accustomed more to the lecture method and relying on the textbook by the professor, outside reading is not yet popular with Turkish students. It is more required at the Middle East Technical University, based on the American educational pattern.

Hence, most of the integration has to be done in the course itself. However, the courses in International Relations do not, of course, pretend to provide all the answers, but rather to give the student an understanding of pertinent questions so that they may in the future pose their own relevant questions in case of an is-

1967; Oral Sander, **XX., XXI. ve XXII. Kongreler ve Sovyet Dış Politikası** (The 20th, 21st and the 22nd Congresses and the Soviet Foreign Policy), Ankara, Siyasal Bilgiler Fakültesi, 1967.

sue. They ought to familiarize him with enough contributing disciplines —history, economics, geography, law, and the like— to enable him to find answers to such questions. Formerly, the case was to dwell only one portion (law or history) of the issue. This approach may still be necessary, but there remains for the teachers as well as the student to pull together the various portions to make a meaningful whole. The teaching of International Relations ought to help the student to make a correct synthesis.

Although the *methods* that can be employed in the teaching of International relations are lectures, seminars, round-table discussions, case studies, models and committee meetings, only the first three are usually used by us. Accustomed to the lecture method, the student gets a comprehensive view of a certain topic, but is hardly stimulated for discussion and a meeting of the minds. It is observed, on the other hand, that the seminar discussions encourage the active participation of the students. Seldom, the discussion is conducted in a foreign language to familiarize students with the international terminology of the discipline and to develop their ability to express themselves in a major foreign language. Although the use of the 'model method' would enable the student to familiarize him with the rules of procedure and tactics of international conference, this method is not being utilized.

As to the *means* of the teaching of International Relations, one may enumerate textbooks, articles, monographs, compilations of selected readings and cases. In Turkish there is only one textbook and several articles that may be used. One should also note that although a standard textbook familiarizes the student with the principles of International Relations, it becomes obsolete within a short period of time.

One must also mention that there is a growing interest among the Turks for international affairs. First instigated by the Cyprus crisis in 1955, the impact of public opinion grew, entering a more active phase after the 1960 *coup d'état* that shook the society and brought forth new ideas. For the first time in the life of the Turkish Republic, the political parties and pressure groups have formulated their own —and often conflicting— views on foreign policy.

No extensive survey has ever been made in Turkey to evaluate the training of those who had an International Relations education

of any sort. If a survey is conducted on the graduates of the Faculty of Political Science, who have taken up jobs at the Foreign Ministry, press or teaching, interesting results may ensue. Under the circumstances, we can only pose the following question and give a general answer: Is the Turkish student a generalist or a specialist? Does he resemble a «successful» Foreign Service official knowing ancient history and Shakespeare, or does he remind one of an economist or a lawyer assisting in some problem or area expert with full intimate knowledge of the Soviet Union or the Far East? The Turkish student is in-between; his training draws on many fields, but they are neither properly integrated, nor include all major contributing disciplines. Hence, he is not a generalist in International Relations, nor is he a specialist in the sense of expert knowledge in one field or area.

There is still need to evaluate what has been done to adjust our university curriculum to the changing times, appraise its real value and search for more realistic planning not only for changes which have taken place, but for those that are likely to occur.

S. B. F. YAYINLARI

SIYASAL BİLGİLER FAKÜLTESİ YAYINLARI

Yayın No.

YAZARI

KİTABIN ADI

Krş.

Yayın No.	YAZARI	KİTABIN ADI	Krş.
1	(*) Hüseyin Avni Göktürk ..	Miras Hukuku	190
2	(*) Cezmi Erçin	Bütçe Nazariyatı ve Tatbikatı	125
3	(*) Ethem Menemencioglu ...	Devletler Umumî Hukuku Cilt 1	230
	Ethem Menemencioglu ...	Devletler Umumî Hukuku Cilt 2	150
4	(*) H. Âtîf Kuyucak	Ticaret Hukuku	200
5	(*) H. Âtîf Kuyucak	Muhasebe Prensipleri	300
7	(*) H. Âtîf Kuyucak	Para ve Banka Cilt 1	300
8	(*) Celâl Aybar	İstatistik Dersleri	165
9	(*) Adolf Merke (Çeviren : B. T. Şaman)	Umumî İdare Hukuku	300
10	(*) Ali Fuat Başgil	Anayasa Hukuku Dersleri	350
11	(*) Z. M. Alsan	Devletler Hukuku Dersleri	750
12	(*) Ernst Reuter	Komün Bilgisi	200
13	(*) Bülent Nuri Esen	Medenî Hukuk	
14	(*) Aziz Köklü	Türkiye'de Para Meseleleri	250
15	(*) H. Avni Göktürk	Türk Medenî Hukuku Cilt 1	600
15	(*) H. Avni Göktürk	Türk Medenî Hukuku I. Kitap	485
16	(*) Fehmi Yavuz	Köy İdaremizin Maliyesi	200
18	(*) Turhan Feyzioğlu	İdare Hukukunda Emprevizyon Nazariyesi	150
19— 1	(*) Turhan Feyzioğlu	Kanunların Anayasaya Uygunluğunun Kazai Murakabesi	550
20— 2	(*) İ. H. Karafakih	Hukuk Muhakemeleri Usulü	470
21— 3	(*) Fehmi Yavuz	Ankara'nın İmarı ve Şehirciliğimiz	200
22— 4	(*) İ. H. Görelî	İl İdaresi	600
23— 5	(*) Z. M. Alsan	Müşterek Emniyet Problemi	110
24— 6	(*) Sadun Aren	Veraset Vergisi Üzerinde Bir Deneme	260
25— 7	(*) Arif Payashoğlu	Siyasî Partiler	200
26— 8	(*) Yavuz Abadan	Âmme Hukuku ve Devlet Nazariyeleri	700
27— 9	(*) Seha L. Meray	Millî Yetki Meselesi	330
28—10	(*) Kudret Ayiter	Medenî Hukukta Tasarruf Muameleleri	270
29—11	(*) Z. M. Alsan	Silâhsızlanma Problemi	180
30—12	(*) Ahmet Şükrü Esmer	Siyasî Tarih : 1919 - 1939	500
31—13	(*) Fehmi Yavuz	Şehircilik Ders Kitabı	330
32—14	(*) Bahrî Savcı	İnsan Hakları	600
	(*) Reşit Aktan		
33—15	(*) A. Suat Bilge	Tebaanın Yabancı Memleketlerde Diploma- tik Himayesi	250
34—16	(*) Fahir H. Armaoğlu	Seçim Sistemleri	300
35—17	(*) Erwin Graue (Çeviren : Nejat Bengül)	İktisat Ders Notları II. Fasikül	200
36—18	(*) İ. H. Görelî	Devlet Şûrası	600
37—19	(*) Cahit Talas	Sosyal Güvenlik ve Türk İşçi Sigortaları	300
38—20	(*) Roy G. Blakey (Çeviren:	Maliye Ders Notları I. Fasikül	350

Yayın No.	YAZARI	KİTABIN ADI	Krş.
39—21	Maliye Enstitüsü	Türkiye'de Ziraî Makinalaşma	400
40—22	(*) Marshall E. Dimock (Çeviren : Nermin Abadan)	Âmme İdaresinin Prensipleri	150
41—23	(*) Cumhuriyet Fermanı	Bilânço Teorileri	350
42—25	(*) Cahit Talas	Avrupa Memleketlerinde Kıra Politikası ...	120
44—26	(*) Reşat Aktan	Türkiye'de Ziraat Mahsulleri Fiyatları	800
45—27	(*) Hamit Sadi Selen	Türkiye Coğrafyasının Anahatları	466
45—27	(*) İ. H. Ülkmen	Âmme Malîyesi	175
46—28	(*) Cahit Talas	İçtimai İktisat Dersleri	900
47—29	(*) Cemal Mihçioğlu	Personel İdaresinde Beşerî Münasebetler ...	500
48—30	(*) Bülent Dâver	Türkiye Cumhuriyetinde Uâklik	500
49—31	(*) Cemal Aygen	Teşriî Faaliyetinden Dolayı Devletin Hukukî Mesuliyeti	250
49—31	(*) Rıza Turgay	Federal Almanya'da Merkez Bankacılığı ...	75
50—32	(*) Nermin Abadan	Halk Efkârı	400
51—33	Şehircilik Enstitüsü	İskân ve Şehircilik Haftası Konferansları	100
51—53	Bedrettin Seyhan	Garbî Almanya Federal Cumhuriyetinde İstihlak Vergileri	100
52—34	(*) Ernest Kurnow (Çeviren : S. Aren)	Araştırma El Kitabı	100
53—35	(*) G. H. Flanz (Çevirenler : Ş. Mardin, N. Erder, A. Sinanoğlu	XIX. Asır Avrupasında Anayasa Hareketleri	200
54—36	(*) Ernest Kurnow (Çeviren : A. Eren)	Türkiye'de Bütçenin Hazırlanışı	175
55—37	Gıyas Akdeniz	Vergi Bakımından Gelir	40
56—38	(*) Louis Pommery (Çeviren : C. Talas)	Yeni Zamanların İktisat Tarihi	700
57—39	(*) Arif Payaslıoğlu	Seçimler ve Oy Verme Üzerinde Yapılan Araştırmalarda Kullanılan Metodlar ...	200
58—40	(*) A. Gorvine	An Outline of Turkish Provincial and Local Government	150
59—41	(*) S. K. Obut	Türk Hukukunda Yabancı, Hakikî ve Hükûmî Şahısların Aynı Haklardan İstifadesi	400
60—43	(*) Akif Erginay	İstihdam ve Gelir Hakkında 1955-64 Arası 10 Yıllık İtalyan Gelişme Programı ...	225
61—42	Abraham Mey (Çeviren : Cumhuriyet Fermanı)	Türk Devlet Muhasebesi Üzerinde Düşünceler	75
62—44	Ernest Kurnow	The Turkish Budgetary Process	250
63—45	(*) H. Laufenberger (Çeviren : Turgut Omay	Mukayeseli Bütçeler	225
64—46	(*) Nazif Oker	Türk Vergi Sisteminin Anahatları	225
65—47	Fehmi Yavuz	Şehirciliğimiz Hakkında Mukayeseli Raporlar	200
66—48	(*) G. Jèze (Çeviren : M.		

Yayın No.	YAZARI	KİTABIN ADI	Krş.
68—50 (*)	Ertuğruloğlu) Richard Stone (Çeviren- ler : S. Aren ve A. Ka- raosmanoğlu, N. Bengül)	Maliye İlmî	870
69—51 (*)	İbrahim Öğretmen ...	Sosyal Hesaplar ve İktisadî Modeller	200
70—52 (*)	Akif Erginay	Ankara'da 158 Gecekondu	110
71—53 (*)	Hans Freyer (Çeviren: N. Abadan	Mukayeseli Bütçe	300
72—54 (*)	Cahit Talas	Sosyolojiye Giriş	500
73—55 (*)	A. Gorgine - L. Barber ..	Sendika Hürriyeti	120
74—56 (*)	Dr. Fahir Armaoğlu ...	Organization and Functions of Turkish Mi- nistries	700
75—57 (*)	Dr. Şeref Gözübüyük ...	Amerikan - Japon Münasebetlerinin On Yılı (1931 - 1941)	575
76—58 (*)	Dr. İsmail Türk	Türk Anayasa Metinleri	500
77—59 (*)	Müşterek Yayın Dr. Suna Kili	İktisadî Gayeli Malî Yardımlar	1050
78—60 (*)	Ş. Gözübüyük - Z. Sezgin	1924 Anayasası Hakkındaki Meclis Görüş- tirma	800
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10 (*)	3	250	19	1	1500
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11	1	250	19	3 - 4	3000
11	2	250	20	1	1500
11 (*)	3	1000	20	2	1500
11	4	400	20	3	1500
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