

Sir John Simon on the form which King Edward's abdication should take. Editor of the *Law Quarterly Review* from its establishment until 1918 and of the *Law Reports* for forty years, author of many text-books and treatises widely used in law schools, and lecturer on legal subjects in many lands including India and America, he was perhaps best known to political scientists by the *History of English Law* which he wrote in collaboration with Professor Maitland, his *Essays in Jurisprudence and Ethics*, and, not least, his *Introduction to the History of the Science of Politics*, telling in a hundred brilliant pages of the ways in which men have conceived the state since Aristotle, and unequalled in any language as an introduction to the subject.

Dr. James Quayle Dealey, professor of social and political science at Brown University from 1895 until he reached the retiring age in 1928, died at his home in Dallas, Texas, on January 22 at the age of seventy-five. Born in Manchester, England, Dr. Dealey engaged in newspaper work in Galveston, Texas, before going to Brown as a student, and after receiving his bachelor's degree in 1890 taught languages in Texas and Vermont before taking the post at Providence with which the political science profession associates him. After his retirement, he returned to Texas, where, at the time of his death, he was editor-in-chief of the *Dallas Morning News* and allied publications. From 1916 to 1928, he served as lecturer at the Naval War College at Newport, Rhode Island; in 1932-33, he was president of the Southwestern Social Science Association; and his publications included *Our State Constitution*, *The Development of the State*, *Ethical and Religious Significance of the State*, *The Growth of State Constitutions*, *Foreign Policies of the United States*, besides works in the field of sociology, to which he was drawn through his association with Lester F. Ward.

A Graduate School of Public Administration at Harvard University: Committee Recommendations. In November, 1935, Harvard University announced a gift of two million dollars from Mr. Lucius N. Littauer for the establishment and maintenance of a Graduate School of Public Administration. In pursuance of this benefaction, President Conant appointed a special commission to prepare recommendations concerning the organization of the new school, the scope of its work, and its proper articulation with the existing schools and departments of the University. In view of the significance attaching to the resulting recommendations, considerable portions of the document are presented herewith:¹

¹ The members of the commission were: Harold W. Dodds, Princeton University, chairman; Leonard D. White, U. S. Civil Service Commission; William B. Munroe, California Institute of Technology; and Wallace B. Donham, Harold H. Burbank, and Morris B. Lambie, Harvard University. The initial staff of the school, organized

I. The Commission believes that there are sufficient opportunities in the public service to warrant the training of men by Harvard University for careers in it. Provisions should therefore be made for a new curriculum or for such adaptation of existing curricula as will provide this training in an effective way.

II. Such new curriculum or adaptation of existing ones can best be provided under the sponsorship of a separately organized Graduate School of Public Administration.

III. The objectives of this new school should be not only to provide an adequate program of training for public service but to promote research in public administration as well. Special emphasis should be laid upon this latter purpose, because there is need for scholarly and objective investigation into the problems of public administration and because it is now recognized that research is a vitalizing factor in all forms of training at the graduate level. It is research that helps to create the atmosphere of intellectual earnestness which the new school must have if the training given by it is to be commensurate in standards with that of the other graduate schools and departments at Harvard.

IV. The new school should be organized with a dean, a separate faculty, its own curriculum and degree, as well as its own separate budget. Most of the faculty members of the new school may well be, at the outset at least, members of the existing faculties of the University. These instructors will thus be in a dual relation—to the new school on the one hand and to their own departments or professional schools on the other. At the beginning, the instructional staff of the Graduate School of Public Administration need not include more than three or four instructors whose association is primarily with the new institution Together with these three or four persons, the faculty of the school should also include men selected from other faculties of the University, making a group of not more than twelve or fifteen at the outset. This limitation is desirable in order that the faculty shall be small enough to permit frequent, frank, and informal discussions of the many problems of educational policy which will confront the school in its formative years

V. It is extremely desirable that the new school be inaugurated with a small enrollment in order that it may (a) secure for itself a highly selected group of students, (b) facilitate the placement of its graduates, and (c) afford opportunity for gathering new instructional data, as well as for developing such methods of instruction and research as may be found

since the report was submitted, consists entirely of persons who at the time of their appointment were already members of the Harvard faculty and includes, among others, Arthur N. Holcombe, Carl J. Friedrich, and Morris B. Lambie, with E. Pendleton Herring as secretary.

most appropriate to this new educational enterprise. Accordingly, the Commission expresses the earnest hope that at the outset the enrollment will not include more than ten to fifteen in category *1a* (as described in the following sections), ten to twenty in category *1b* (depending upon whether additional funds can be obtained for assisting students in this group), and in category *2* not more than are in categories *1a* and *1b* combined.

The three classes of students who may be expected to take courses in the new school are as follows:

1a. A limited number of carefully selected recent college graduates who may or may not have had some professional or graduate training. In all instances, a genuine desire to enter the public service should be indicated by these students as a prerequisite for admission to the school. It may also be desirable to have some assurance of a secondary interest, for example, in teaching, business, research, public relations, or writing as alternatives to a place in the government service. These students should be encouraged to arrange programs of general educational value so that on completion of their work they will not have unprofitably utilized their time in case they do not enter the public service.

1b. A small group of men already in the public service who are college graduates and who would gladly seek leave of absence for the purpose of spending at least a year in the new school The Commission regards provision for this class of in-service students as of the highest importance not only to the improvement of the public service but to the creation of a professional spirit in the school during its early years. Such mature students, on leave of absence from their posts in the national, state, or municipal service, would provide the school with a nucleus which would facilitate the setting of high standards from the very outset. The purpose of their coming to the new school would not be to improve their proficiency in the special fields of work which they have been following, but rather to broaden the area of their competence and thus to qualify them for promotion to positions of wider administrative responsibility. The Commission believes that the offering of liberal opportunities to such a group of promising young public officials constitutes perhaps the greatest service which the new school can render. It regards this project as of such importance that if the available income is not sufficient to provide fellowships in adequate number and amount, it recommends that additional funds for this purpose be sought at once.

Both the foregoing categories (*1a* and *1b*) include students whose affiliation would be primarily, if not wholly, in the new school. But in addition there should be admitted a second group of students, namely:

2. Men who are pursuing or have finished their graduate or professional work and who desire to obtain additional training in the field of

public administration. Such students will in most cases continue to be enrolled in one of the existing graduate schools or departments of Harvard University, but will take in the new school such courses as might be approved by the dean or chairman of the school or department in which their regular graduate or professional work is being carried on. The Graduate School of Public Administration would serve these students by suggesting courses which would be advantageous to them, either chosen from its own curriculum or from the instruction which is already provided elsewhere in the University. Those who have not finished their regular graduate or professional training would continue to be registered as before, and would come to the new school for individual courses only.

If the foregoing recommendations are followed, the new school will begin with a relatively small enrollment, not exceeding forty to seventy students in all. It ought to remain relatively small for a time, at least until the successful placement of its graduates is fully assured. Nothing could be more unfortunate than that the school should turn out graduates for whom positions in the public service are not available. The expansion of the school should proceed slowly and cautiously, in order that the pitfalls which beset a new educational experiment may be avoided.

VI. The exact scope and character of the curriculum should, of course, be determined by the dean and faculty of the new school. It is strongly urged, however, that the curriculum should not attempt to provide highly specialized preparation for individual branches of the public service. It should not attempt to train its students in such way that they will deem themselves qualified to enter the public service as expert technicians in any branch of it. It should carefully avoid becoming a place of vocational training in the narrow sense. Rather it should seek to provide a thorough grounding in the fundamental principles and problems of public administration without reference to the branch of the public service which its graduates may enter, although career men on leave (group *1b*) may properly orient their work more definitely than recent graduates. This training, while it will necessarily familiarize the student with many administrative problems of a specialized character, should be primarily designed to give him a grasp of public administration in its broader phases as a branch of the science of government. The methods of instruction should be adapted to the attainment of this purpose

VII. If the school is to perform a distinctive function, it must provide itself with a body of instructional data which is not now available anywhere. To this end, it is strongly recommended that before the work of instructing regular full-time students (such as those envisaged in class *1a*) is begun there should be a period of a year or more during which the new school would devote practically its entire energies to the task of becoming familiar with the problems confronting it and developing an effective

instructional technique. Its initial staff would be greatly helped in this direction by bringing into the school, during this preliminary period, a small group of men who already hold high positions in the federal, state, or municipal service. It is suggested that in each half year the federal and state authorities might well be asked to release a small number (say eight or ten) bureau chiefs or other "career officials" of correspondingly high grade. These officials would devote perhaps half their time to participation in round-table conferences with the initial faculty of the school on such matters as are to constitute the projected courses on Public Policy, Public Administration, etc. Their remaining time would be spent in pursuing such work as they might choose to take in the Graduate School of Arts and Sciences, the Graduate School of Business Administration, the Law School, or in some other graduate or professional school at the University.

Various advantages would be derived from this arrangement. The faculty of the school would be assisted in the preparation and testing of instructional data. With the assistance of these officials, drawn from the high ranks of the public service, a realistic program of research could be formulated. Contacts between the faculty of the school and the public service would be facilitated.

If the foregoing suggestion is followed, it is recommended that the small group of public officials be brought to the school as soon as possible, and in any case not later than September, 1937. Students in class *1a* should not be admitted until September, 1938; but students in class *1b* and class *2* might well be permitted to enter the school in small numbers during the school's initial year

VIII. . . . It may be appropriate to point out the importance of building up among the students an *esprit de corps* or morale, so that they may look upon their impending careers as an opportunity for service to the public rather than as a mere means of earning a livelihood. They should be impressed with the dignity of the public service as a profession, and should be encouraged to maintain after graduation close and familiar contacts with the graduate school and the members of its faculty. It is consequently important that the members of the faculty themselves recognize the dignity and significance of the public service in our contemporary social structure.

IX. The Commission regards it as essential that the new school should give its own master's degree to those students who have satisfactorily completed the requirements of a two years' course. For a number of years at least, or until the school has become well established, it ought not to recommend candidates for a doctor's degree. The Commission suggests for consideration by the faculty of the new school the advisability of providing certificates in public administration to those students who have

completed a substantial amount of work in the school but have not been candidates for its degree.

X. Because of the experimental character of the new school, it is important that the coming year be energetically devoted to the selection of the dean and faculty, the preparation of instructional data, preferably with the aid of the officials mentioned in Section VIII, the development of the nucleus of a library, the working out of arrangements for the selection and admission of students, the erection of a building to be known as the Littauer Center, and the establishment of coöperative relations with other schools and departments of the University as well as with governmental agencies. *It is far more important that the work of training students be started right than that it be started early*