

Chron

8-9-69

Dear Dick:

Many thanks for your letter of July 29. I enjoyed hearing from you just as I enjoyed seeing you here at lunch.

I agree that the Cape would provide ideal surroundings for our next meeting, and I appreciate your invitation, but doubt that this will be possible in the near future, as I leave this weekend for a month in San Clemente.

Thank you also for the report of your conversation with our friend. I appreciate your help.

Warm regards,

/s/

Henry A. Kissinger

Professor Richard E. Neustadt
John Fitzgerald Kennedy School of Government
Harvard University
Cambridge, Massachusetts 02138

HAK;TL:tmt:8/7/69

JOHN FITZGERALD KENNEDY SCHOOL OF GOVERNMENT
CAMBRIDGE, MASSACHUSETTS 02138

Handwritten signature

PUBLIC POLICY PROGRAM

LITTAUER CENTER

July 29, 1969

Dear Henry:

Bert and I are both exceedingly sorry that you chose to go round the world with your boss instead of spending the weekend with us! But we do understand that you may have had a reason for it!

Long ago I should have thanked you for lunch. I came back in a very surly mood -- not at all on your account -- but because there was an elapsed time of six hours between my arrival at the Washington Airport and at Logan Airport. Next time why don't you come up here on a military aircraft?

I came away as confident as usual of your good judgment but somewhat concerned for you, all the circumstances being what they are, and feeling that I'd done less than my best as a sympathetic friend. For that the Cape really is required and I do hope we can get you to come up later.

I should report that I did have a conversation with our young friend and told him as much as I thought he ought to know about your side of the story and your problem. He was much too self-absorbed to take it in, but I'll have another go at him next fall after he's got into his new job. I think it's very important for his own development that he does acquire some objective comprehension of your situation and requirements. The lack thereof was certainly part of his problem so far as I can see.

I'm still revolving in my mind the question I promised you I'd address: symbolic acts to which well-wishing academics can point next fall. Every thought I've had so far I've been able to shoot down myself, no need for help from you, but if and as I get a better one you'll have it.

Meanwhile, warm regards. You can be sure that Bert will try again.

Sincerely,

Dick

Richard E. Neustadt

Dr. Henry A. Kissinger
Special Assistant to the President
for National Security Affairs
The White House
Washington, D. C.

HARVARD UNIVERSITY
JOHN FITZGERALD KENNEDY SCHOOL OF GOVERNMENT
CAMBRIDGE, MASSACHUSETTS 02138

PUBLIC POLICY PROGRAM

LITTAUER CENTER

August 5, 1969

Dear Henry:

This is the Program I've been working on so hard. We'll want to involve you in it the minute you come back to us.

Warmly,

Dick

Richard E. Neustadt

Dr. Henry A. Kissinger
Assistant to the President
for National Security Affairs
The White House
Washington, D.C.

Enclosure

Cambridge, Mass.

UNIVERSITY NEWS OFFICE
July 28, 1969

KENNEDY SCHOOL, HARVARD, ANNOUNCES
NEW PROGRAM OF GRADUATE EDUCATION
FOR PUBLIC SERVICE

A new program in graduate education for government service and public affairs was announced today by the John Fitzgerald Kennedy School of Government at Harvard University. This is the Public Policy Program, leading to a new Master's degree and a new Ph.D. in Public Policy. Twenty-one students have been chosen for the Program's first experimental year beginning in September, 1969.

The Kennedy School is the University's living memorial to the late President of the United States, a Harvard graduate and Overseer. The School embodies the concern he voiced throughout his public life for bringing trained intelligence and reasoned inquiry to bear on public problems. The School's new Program has grown out of that concern.

The Program is designed to combine an innovative series of required courses in methods of policy analysis, generally useful for public affairs, together with elective work in substantive areas of public policy. The required courses are being designed to give students a command of the intellectual skills most useful for the analysis of the practical problems in government policy and its administration, and for the understanding of the political environment in which the official must work. The Program as a whole joins the interests of social science disciplines to a wide range of skills from several professional schools at Harvard and from various fields in the natural sciences and engineering.

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The Public Policy Program becomes the third major component of the Kennedy School. The others are the long-established Program in Public Administration, intended mainly for government officials in mid-career, and the recently-established Institute of Politics. The Institute sponsors non-credit studies for undergraduates, brings public men to Harvard for periods of residence, and also supports studies and research by faculty, including course-development and related research needed for the Public Policy Program.

Administration of the Program

The Public Policy Program will be administered by the Kennedy School with the cooperation of the Faculty of Arts and Sciences and various professional faculties. In the initial experimental year the Schools of Business, Law, and Medicine are involved in the Program; other professional schools will take part in later years. The Program is directed by a Committee on Higher Degrees in Public Policy appointed by the President of the University. The Committee is chaired by John T. Dunlop, Professor of Political Economy, and includes among its members Derek C. Bok, Dean of the Law School, and Dr. Robert H. Ebert, Dean of the Medical School.

Other members of the Committee are:

Francis M. Bator, Professor of Political Economy.

Carl Roland Christensen, Professor of Business Administration.

James S. Duesenberry, Professor of Economics.

Ernest R. May, Professor of History.

Frederick Mosteller, Professor of Mathematical Statistics.

Richard E. Neustadt, Professor of Government..

Howard Raiffa, Professor of Managerial Economics.

Thomas C. Schelling, Professor of Economics.

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The New Degrees

The Public Policy Program constitutes a new curriculum which leads to two entirely new degrees. These may be taken independently, or in conjunction with the degree of another professional school.

The new degrees are Master in Public Policy, to be awarded by the Kennedy School, and the Ph.D. in Public Policy, to be awarded by the Faculty of Arts and Sciences. Taken independently, the M.P.P. requires two years of course work in the Kennedy School; the Ph.D. requires at least one additional year of work including a dissertation. The M.P.P. however, may be combined with the three-year J.D. (formerly LL.B.) at Harvard Law School and this combination can be achieved in four years. Similarly the M.P.P., combined with the four-year M.D. at Harvard Medical School, can be achieved in five years. Also, in certain cases the Public Policy Ph.D. may follow on the M.B.A. of Harvard's Business School; the two can be achieved in sequence in four years. Comparable combinations with other professional degrees are envisaged for the future.

Next year's experimental student body illustrates possible degree combinations. Of the twenty-one to be enrolled, six will be candidates for the M.P.P. alone, two for the Ph.D. in combination with the M.P.P., one for the Ph.D. in combination with the M.B.A., seven for the M.P.P. in combination with the J.D., and five for the M.P.P. combined with the M.D. Of the seven Law students in next year's group, one has completed the first year of Law School, five have completed two years, and one has completed all three. Of the five medical students in the group, two have completed the first year of Medical School, and three have completed two years.

The New Courses

Regardless of degree options or previous graduate work, these twenty-one students all will take the same prescribed curriculum in their initial year with the Public Policy Program. The curriculum consists of four core courses, as well

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as a colloquium, and will be followed in most cases by a summer internship arranged through the Institute of Politics.

Next year's experiment is intended to develop and to test the four core courses, and also to test the practicality of common course work for students with diverse degree objectives.

Core courses are being designed by specially selected teams of Harvard faculty specifically for the Public Policy Program, and will be open only to students in the Program. A team is now at work in each of four subject-matter areas, preparing for each area one year-long course. These are as follows:

Area One: Analytical Methods

The uses and limitations of formal analysis in making complex decisions; abstraction and quantification in dealing with applied problems; the logic and practice of computer simulation of models; the role of the administrator in choosing a model, in supplying inputs, and in interpreting outputs; optimization concepts of mathematical programming; cost-benefit analysis; group decision models, theory of bargaining and negotiation; non-market, political games; coalition theory.

Area Two: Economic Theory

The price system; how it works and fails, its accomplishments and shortcomings; institutional, political, legal and ethical constraints on market behavior and market organization; the role of values. Situations where markets work badly, where there are no markets, where markets can be created, suppressed, or manipulated for policy purposes; policies that work through the market; policies that offset or avoid the market. Fiscal and monetary policy instruments to control the total and the gross composition of demand. Interaction of fiscal and monetary policy decisions with policy decisions affecting individual markets.

Area Three: Statistical Methods

The uses (and misuses) and handling of quantitative information pertaining to questions of social choice. Besides general statistical theory, students will learn a basic computer programming language and have access to time-sharing consoles; analysis of complex data; information storage and retrieval; sample survey techniques; art of asking questions; psychological scaling and scoring techniques; index numbers and social indices; clinical observations; analysis of heavily biased data; the design of "experiments" to serve program construction and control.

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Area Four: Political Analysis

Bureaucratic, institutional and political contexts of governmental action, the interplay of pressures and procedures in public decision-making; personalities, roles, values, interests, organizations. A systematic framework for explaining and for trying to predict governmental performance; choosing aims, judging feasibility, and managing outcomes in different policy sectors, foreign and domestic; the rational analyst as political actor. Dilemmas of governance, transient and enduring; governance and society: incrementalism and radical change.

The faculty members who are designing the courses and will teach them are:

Area One, Professor Howard Raiffa and Assistant Professor Richard Zeckhauser;
Area Two, Professors Thomas C. Schelling, Francis M. Bator, and James S. Duesenberry, and Associate Professor Henry D. Jacoby; Area Three, Professor Frederick Mosteller and Dr. Terrance Nosanchuk, Visiting Lecturer on Statistics; Area Four, Professors Richard E. Neustadt, Ernest R. May, and Don K. Price, and Assistant Professor Graham T. Allison.

The four courses will be accompanied by a Colloquium, a focus for discussion and for practical application. This is being designed by Associate Dean William M. Capron in collaboration with the staffs of the four courses.

Students who complete this core curriculum will take further course work in a second year. An integrative core course for the second year, building on required work in the first year, is now under consideration and may be introduced experimentally in 1971-72. Also, each second-year student will concentrate in an area of substantive policy or governmental operations, such as medical care, welfare servicing international development, administration of justice, education, urban housing, or defense. Students then can bring to bear upon their concentrations the conceptions and approaches they have studied in core courses. For the most part this advanced course work is not to be prescribed generally but rather will be tailored to the needs of individuals. Graduate courses throughout the University may be approved for the purpose, including courses in other professional schools which may

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For the M.P.P. degree, this course work will complete the requirements. The Ph.D. will in addition require a general examination in the core subjects, to be followed by a dissertation dealing with a substantive policy problem.

General Aims of the Program

The Public Policy Program is intended to equip young men and women for a wide variety of exacting tasks in American public life. These tasks include analysis of specific problems, bringing to bear a range of highly useful, if imperfect, modern methods. This requires an understanding both of the methods, including their uses and limitations, and also of the substantive concerns to which they are applied. These tasks also require an ability to translate into action the products of analysis through the processes of administration or politics. This takes an understanding not only of the administrative techniques but also of divergent modes of thought and contending institutions, and a sensitivity to underlying values. Tasks of both sorts -- analysis and action -- abound in our Executive establishments, Federal, State and City, in legislative assemblies and their staffs, in non-profit enterprises, in community corporations, and in other organizations that are public in purpose but private in form. The Program aims to help impart the understandings needed for these tasks in all such institutions.

As it does so, the Program will provide a natural focus for research by its faculty and students, and by others in the University, on public policy problems, on governmental operations, and on applications of analytic methods. The Program's research will go hand-in-hand with teaching and will bolster the entire educational effort.

Concerns of the Professional Schools

The interest of the two professional schools that are the first to participate in the Program was summed up by their respective deans as follows.

Dean Derek Bok, Harvard Law School:

Lawyers have traditionally played important roles in the legislative and executive branches of government. As the art of government grows steadily more complex, however, lawyers may be seriously hampered in making a contribution in public service unless they possess the ability to understand, if not execute, the more sophisticated methods of policy analysis being

Dean Robert H. Ebert, Harvard Medical School:

The social issues of medicine today are so complex and urgent that training of doctors in medicine alone will not be enough to solve them. Some doctors must be educated in the modern methods for dealing with public policy problems, as well as in the biological sciences, if they are to meet the responsibilities of the medical profession.

New Trends in Education for Government

The Program is Harvard's response to four related trends in American government and higher education. In the words of Don K. Price, Dean of the Kennedy School:

First, government policies are no longer developed and administered solely by legislators and public officials. In imitation of the administrative patterns developed in military and space research, America is tackling its most difficult urban and welfare problems by using quasi-public and private institutions to carry out public programs, under governmental guidelines and with government money. Accordingly we must be prepared to educate men and women for service in a wide variety of quasi-public institutions, as well as for the regular government career services.

Second, we have given up the idea that we can staff the upper reaches of government service exclusively with "generalists," or with men whose education and experience is exclusively in the managerial or administrative field. The typical American pattern has been to promote to the top of the civil service those who started with specialized professional or technical preparation. They need, to be sure, a broader appreciation of the general political and administrative environment, and a command of the powerful new techniques for understanding and controlling policy. Nevertheless, modern government is too complex to be administered exclusively by "generalists," whether the old-style amateur administrators with classical or literary backgrounds, or the new-style scientific managers. We must find new ways to link education for those professions that deal with specific programs, together with education in the general skills required for the analysis and administration of policy issues.

Third, we must not expect that all who wish to prepare themselves for public service will make it an exclusive lifetime career. The United States has benefited from a system that lets men and women move -- on a merit basis -- from private life into government office and back again at various stages of their careers. A program of higher education is badly needed that will let a student combine qualification for a private profession with an understanding of the way in which it can be applied to the broader problems of public policy.

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Fourth, there is ample evidence that many university students of the first order of ability are looking for ways to apply their knowledge not merely to the advancement of their personal careers but also to the benefit of society. In this sense, the demand for "relevance" is widespread and insistent. It needs to be met by a program that is not only relevant to the urgent problems of society, but rigorous in its intellectual quality. If we can combine the two qualities in our Program, we should be able to educate men better equipped to carry on the tasks of modern government, and also some who will be prepared to teach in similar programs elsewhere as the professional schools and the universities of the nation respond to the demands of public agencies for help, and the demands of students seeking opportunities for service.

Students will respond. Of this we are convinced. Our experience thus far has been most heartening. The experimental twenty-one chosen for next year are outstanding on all scores of academic preparation, extra-curricular activities, interests, and motivation. Since we were working against time constraints we recruited without public announcement. Yet these twenty-one students were selected from a group of highly qualified applicants almost ten times as large.

Students in the Program

Dean Price concluded by naming the twenty-one students now admitted to the Public Policy Program, all of whom will be on fellowships at the Kennedy School next year. In doing so he noted:

These twenty-one are not only "students" in the traditional sense; they also are collaborators with our teaching faculty in helping to develop the new courses for our Program. They were chosen very carefully and most selectively for this endeavor, a critical endeavor from our standpoint and theirs. We have confidence in their capacity to give the help we seek.

The students are identified as follows:

Candidates for MPP:

Richard W. Benka, 22, of Wauwasota, Wis.: B.A. in Economics from Harvard.

Denis A. Hayes, 25, of Camas, Wash.: B.A. in History from Stanford.

Peter Jackson, 22, of Portsmouth, Va.: B.A. in Political Science from Rutgers.

Mark H. Moore, 22, of New Haven, Conn.: B.A. in Political Science/Economics
from Yale.

Maureen S. Steinbruner, 28, of San Francisco: B.A. in Journalism from Stanford.

William A. Strauss, 22, of San Francisco: B.A. in Economics from Harvard.

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Candidates for MPP with JD:

- Nels J. Ackerson, 25, of Westfield, Ind.: B.S. in Agricultural Economics
from Purdue.
- William H. Alsup, 24, of Jackson, Miss.: B.S. in Mathematics from Mississippi
State College.
- Terry A. Barnett, 24, of Morrow, Ohio: B.A. in Government from Harvard.
- Stephen E. Cotton, 22, of Chicago, Ill.: B.A. in Government from Harvard.
- Gibbs V. Kinderman, 26, of Palo Alto, Calif.: B.A. in Government from Harvard.
- Cornelius W. May, 26, of St. Louis, Mo.: B.A. in Political Science and History
from Washington University; J.D. from Harvard Law School.
- David R. Zwick, 27, of Alderwood Manor, Wash.: B.S. in Engineering from
U. S. Coast Guard Academy.

Candidates for MPP with MD:

- Mark R.G. Chassin, 22, of Manhasset, N.Y.: B.A. in American History from Harvard.
- Harvey V. Fineberg, 24, of Pittsburgh, Pa.: B.A. in Psychology from Harvard.
- Andrew C. Garling, 24, of Muncie, Ind.: B.A. in Sociology/Political Science
from Yale.
- Allen F. Meyer, 23, of Plainfield, N.J.: B.A. in Biology from Yale.
- Mark L. Rosenberg, 24, of Montclair, N.J.: B.A. in Biology from Harvard.

Candidates for PhD:

With MPP:

- William J. Greenberg, 22, of Collingswood, N.J.: B.S., M.S. in Political Science
from M.I.T.
- Mark S. Thompson, 23, of Ithaca, N.Y.: B.A. in Economics from Harvard.

With MBA:

- James W. Vaupel, 24, of Islip, N.Y.: B.A. in Mathematical Statistics from Harvard.

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