

A PROPOSAL
for the Creation of an
INSTITUTE OF SOCIAL SCIENCE

Yale University

FOREWORD

The relevance of advanced learning to the solution of the world's problems is more apparent than ever. Conversely, new data, new theory, new understanding will be stimulated by work on the problems which the real world poses for social and policy study.

The proposal for an institution for social and policy studies at Yale now has the enthusiastic endorsement of the Yale Corporation, the Committee on the Social Sciences of the Yale University Council, the Faculty Advisory Committee in the Social Sciences, and the Faculty of the Graduate School of the Arts and Sciences.

As the result of the ingenuity of the *ad hoc* Committee which formulated the proposal, and as the result of its careful critical review by committees of people of academic distinction and practical experience, I am confident that we have evolved an organization which will allow us to have the best of two worlds. On the one hand the faculty, staff, and work in the new institution will be held to the highest standards of the related disciplines and professions. On the other hand, the recruitment of staff and the design of programs in terms of selected social and policy problems assures that the work will not be limited to or dominated by a purely departmental or professional point of view.

With the approval of the Yale Corporation it is now possible to seek the funds for facilities and endowment to bring this new institution into being. As an initial step in its creation, the Corporation has appointed the Director and the Interim Governing Board.

I am immensely grateful for the hard thought and work which so many faculty members and alumni and other advisors have put into this design. I am sure that generations of future Yale men and their teachers and scholarly associates will benefit enormously from the work which it will make possible. I think the world, too, will be better for this new dimension of Yale's effort.

KINGMAN BREWSTER, JR.

June 10, 1968

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SUMMARY

It is proposed that Yale University undertake to create an Institute of Social Science designed to serve two general purposes. The first purpose is to facilitate the application of the basic social sciences to contemporary human problems through research and in other ways. The second, and equally important, purpose is to contribute to the education of those who look forward to positions of public or private leadership, positions in which the social sciences may often find use.

The Institute may include within its scope any of the human problems to which the social sciences may make contributions. At the same time the Institute will be limited in that all activities will be expected to be problem-oriented rather than discipline-oriented. The intent, of course, is in no sense to replace the important disciplinary work of the departments but to complement and strengthen it by providing new opportunities for cooperation by scholars in a variety of disciplines.

New endowment and term support will be essential to permit the making of both tenure and term appointments in the Institute. All appointments involving the rank of assistant, associate, or full professor will ordinarily require that the individual be recommended for a joint appointment in one of the regular departments or schools. All those holding such appointments will teach, with a teaching load consistent with that of the department or school in which the individual holds joint appointment.

The primary responsibility for the work of the Institute shall be shared by the Director and a Governing Board. Initially, six individuals holding appointment in one of the academic departments or relevant schools shall, as an interim measure, be appointed to the Board for terms not to exceed three years. The Director should be a senior social scientist chosen first because of his standing in his own discipline; he should hold appointment as professor and be appointed for a renewable term of five years only after appropriate consultation.

It is highly probable that term grants can be found to support in large measure many of the research and educational activities of the Institute. New endowment, however, will be required to provide a core budget of moderate size which can be used to support research

activities of individuals before they have opportunity to find outside grants, and of new programs in the early phases of their establishment.

The activities of the Institute shall ordinarily be carried out through the creation of centers for study. In every case, however, a center shall be established for a specified finite period, to be continued beyond that period only if a positive recommendation for continuation results from a thorough review of the work of the center. The work of each center shall be under the supervision of a chairman appointed for a renewable three-year term.

In general, centers to be created should be concerned with problem areas which are not only important but in which there is already interest and some degree of strength at Yale. In terms of these criteria, at least three areas appear to deserve attention. Although additional exploration will be necessary, on the basis of present evidence it is suggested that serious consideration be given to the creation of the following centers: Center for Educational Studies, Center for Urban Studies, Center for the Study of Management.

One important contribution that Yale can make in facilitating application of the social sciences is a limited increase in the number of Ph.D.'s who have a strong interest in bringing their discipline to bear on human problems. Therefore, endowment should be sought to make possible the admission each year of not less than ten individuals to graduate work in one of the existing departments and to study in the Institute. During four years each individual will be expected to fulfill the requirements of the department for the Ph.D. But it is also expected that an increasing fraction of his time will be spent working within the Institute and that his dissertation will very probably be carried out within one of the centers.

The need for educational opportunities for men in mid-career both in business and in government is widely accepted. The Institute and its centers can provide such opportunities. Support will be needed to permit the appointment for a semester or for a year as Fellows in Social Science of men of outstanding ability who have reached a point in their own careers such that spending time in the Institute may be expected to contribute both to their own personal development and to the activities of the Institute. The backgrounds from which these men will come will depend upon the particular centers which are established.

The establishment of the Institute with problem-oriented research

centers will create new potential for education at the post-baccalaureate level of those who look forward to careers of leadership which draw heavily on the social sciences. The creation of a doctoral program and of a mid-career program will further increase such potential. It is therefore recommended that as these developments occur, consideration also be given to the establishment within the Graduate School of interdisciplinary degree programs to be administered through the Institute of Social Science. Initiation of any such program will, of course, be contingent upon review and approval by the Graduate School.

One of the important responsibilities of an Institute of the type here envisaged will be to contribute to undergraduate education in ways which are appropriate for Yale. As men are appointed to the Institute who hold joint appointment in existing departments, courses will be added at the undergraduate level which represent the interests of these men and which will be of particular interest to undergraduates who presently exhibit high sensitivity to human problems in many areas. These courses, moreover, may be expected to increase the contribution of the basic disciplines by making vivid to the student their relevance to problems which claim his attention. The addition of such men may be expected to contribute to present Divisional Majors and perhaps to lead to one additional Divisional Major within the general area of the social sciences.

The Institute may also provide opportunities outside the classroom for the enhancement of undergraduate education. Individual students may obtain limited employment either on campus or in the various settings in which the work of the centers is carried out. The centers may be instrumental in the creation of summer internships within business or industry, in parts of the state or federal government, and in other settings; these internships would offer much higher probability of significant learning than is often afforded by simple summer employment. Finally, one or more centers might provide to a small number of selected students opportunity to take a full year off to work in some setting of particular interest.

No one can now foresee for the long term in just which problem areas efforts may most fruitfully be focused. Hence the attempt here is to provide an organization with endowment and with decision-making mechanisms which will facilitate both the undertaking of problem-oriented work and change in areas of emphasis as such change may become desirable over time.

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Those who would plan for the future must make some effort to predict it. This remains true even though such predictions are expressed only implicitly in the statement of simple assumptions which form the basis for planning. The present proposal takes its start from certain fundamental assumptions. Although these assumptions may not have the status of "self-evident truths," a brief statement rather than extended defense seems appropriate at this point.

The first and primary assumption is that the social sciences have developed to the point that they have important contributions to make both to the solution of human problems and to the education of those who seek to provide leadership in the solution of such problems. Given this assumption, the central question is: What steps can best be taken to facilitate the making of such contributions? The present statement is an attempt to answer that question with respect to one university.

The answer to be presented here involves additional assumptions. One is that such contributions will be facilitated by providing research and educational settings which are problem-oriented rather than discipline-oriented. In providing these settings, the objective, of course, would be to complement, and in no sense to replace, work of the established social science departments.

A further assumption is that no one can now foresee for the long term in just which problem areas efforts may be most fruitfully focused. Hence the present proposal attempts to provide an organization with resources and with decision-making procedures which will facilitate both the undertaking of problem-oriented work and change in areas of emphasis as such change may become desirable over time.

INSTITUTE OF SOCIAL SCIENCE

Introduction

It is proposed that Yale University undertake to create an Institute of Social Science designed to serve two general purposes. The first purpose would be to facilitate the application of the basic social sciences to contemporary human problems through research and in other ways. The second, and equally important, purpose would be to contribute to the education of those who look forward to positions of public or private leadership, positions in which the social sciences may often find use.

The Institute, as defined by its charter, should be broadly conceived to include within its scope all of those human problems to which the social sciences may make contributions. At the same time, the definition of the Institute should be limited in that all activities would be expected to be problem-oriented rather than discipline-oriented. A problem-orientation, as envisaged here, is distinguished by a focus on relevance to contemporary and future society. The emphasis is on problems confronting the society as distinguished from purely theoretical or methodological problems confronting the social scientist as he develops his special discipline. The intent, of course, is not to replace the important disciplinary work of the departments but to complement and strengthen it by providing new opportunities for cooperation by scholars in a variety of disciplines. Indeed, the effectiveness of the Institute will depend upon not only the continuation of the work of the basic social science departments, but upon the further development of these departments.

To serve its intended purposes, the Institute must be so organized as to provide procedures for decision making which will lead to the selection of appropriate problem areas for emphasis at any given time, the recruitment of highly qualified staff members, and effective cooperation between the Institute and the several departments. The structure here proposed has been designed to meet these needs. A general description of the proposed organization and activities of the Institute will be presented here. More detailed information is included in the Appendix.

Staff

The success of the Institute will be contingent upon the quality of those who share in its work. To permit the recruitment of distinguished senior members of the staff, either within Yale or from elsewhere, will require that resources be found in the form of endowment to permit the making of appropriate tenure commitments.

The first appointment to the Institute should be that of the Director. Because of the role which he must play both within the University and in the recruitment of staff from elsewhere, he must have the confidence of the University faculty, including particularly those in the several social sciences. He should be a senior social scientist chosen first because of his standing in his own discipline. His appointment as Director should be for an initial term of five years and renewable for a term not to exceed five years; he should also hold appointment as professor. The development of the Institute will make major administrative demands upon the Director. These will include the kinds of responsibilities ordinarily carried by the chairman of a department, but will exceed them. The Director will have unusual responsibilities in recruitment of staff, at least in the early years. The nature of the Institute will make it essential that he be effective in dealing on a continuing basis with the chairmen of other departments and the deans of the most relevant schools. He must also be effective on a continuing basis in raising the kinds of outside resources which will be necessary to support the work of the Institute. For these reasons, he must be chosen second because of his ability and willingness to assume the necessary administrative responsibilities.

Endowment should be sought to permit the appointment, in addition to the Director, of not less than six professors in the Institute. Much of the work of the Institute may be done by those on term appointment, or by those whose primary tenure appointment is in another department or school. But if the work of the Institute is to achieve and maintain the level of quality appropriate to Yale, it is essential that opportunity be available for the appointment of a small number of distinguished men whose primary commitment is to the Institute. Although the primary commitment of each professor supported by Institute funds would be to the Institute, the filling of a professorship would require that the individual be recommended for joint appointment in one of the regular academic departments or schools. The expectation in each case would be that the professor

would also make some significant contribution to the work of the department or school.

The primary responsibility for the work of the Institute shall be shared by the Director and a Governing Board. Eventually the Board shall ordinarily include, but not be limited to, those whose primary appointment is as professor in the Institute (for exceptions and details, see the Appendix). In that period, however, before such positions have been filled, six individuals holding appointment in one of the academic departments or relevant schools shall, as an interim measure, be appointed to the Board for terms not to exceed three years. Included on the Interim Governing Board shall be either the Dean of Yale College or the Dean of the Graduate School. All subsequent appointments shall be for renewable terms of three years.

The Institute will make term appointments requiring Corporation approval. Appointments involving the rank of assistant or associate professor will require that the individual be recommended for joint appointment in one of the regular academic departments or schools. Appointments at the level of research staff or research associate may involve joint appointment, but will not require it (but see Appendix).

All those who hold appointment in the Institute as assistant, associate, or full professor will teach. The normal teaching load will be consistent with that of the department or school in which the individual holds joint appointment. Reduction in the teaching load by charging part of the salary to research funds will be possible in accordance with the usual policies of the University.

Whenever it may be desirable, an individual holding appointment at the rank of assistant, associate, or full professor in one of the regular academic departments, may by vote of the Governing Board of the Institute be invited to accept joint appointment in the Institute for a term not to exceed five years and renewable as may be appropriate. Such invitation and renewal shall be contingent upon approval of the chairman and the Board of Permanent Officers in the department in which he already holds appointment.

Space, Facilities, and Location

Adequate space must, of course, be provided to house the Institute, together with the facilities necessary to carry on its work. But it must be emphasized that the location of that space is crucial to the development of the Institute as here conceived. In his annual report for

1966-67, the President has emphasized the importance of future developments at Yale both within the several social science departments and with respect to those objectives which are the particular concern of this proposal. In his words:

Yale's potential for these new tasks cannot be realized unless the relevant disciplines are brought into the same physical neighborhood and housed in modern facilities with appropriately equipped classrooms and laboratories, adjacent to modern computation facilities and social science collections of both books and data. A social science center is an absolute prerequisite if Yale is to make the most of the strength of its departments in the disciplines of economics, psychology, political science, administrative sciences, and sociology. (p. 32)

The work of the Institute will be greatly facilitated if it can be located within the area bounded by Wall, College, Elm, and Temple Streets, on which construction is planned to house five social science departments. Not only will the work of the Institute benefit by such location, but work within departments may be aided by use of facilities of the Institute.

Support for Research

The purpose of the work of the Institute is to focus upon selected important contemporary human problems. It is highly probable that term grants can be found to support in large measure many of the research and educational activities of the Institute. Various present programs of the federal government may be expected for the foreseeable future to provide one kind of source of such support. Major foundations have in the past, and may be expected in the future, to continue to provide support both for research and for educational activities relevant to such problems. The possibility of gifts from individuals should also be explored, as well as that of grants from corporations.

It is highly desirable, nevertheless, that the Director of the Institute have at his disposal a core budget of moderate size which can be used to support research activities of individuals before they have opportunity to find outside grants, and of new programs in the early phases of their establishment. New endowment will be needed to provide income for such core support.

CENTERS

Nature

Because it is believed that no one can now foresee for the long term in just which problem areas efforts may be most fruitfully focused, it has been proposed that the scope of the Institute be broadly defined to include all of the areas to which the social sciences are relevant. But an attempt to do everything would clearly involve not only the danger but the probability of accomplishing nothing. Hence it is essential that at any given time efforts of the Institute be focused upon a limited number of problems.

To achieve such focus, it is proposed that the activities of the Institute shall ordinarily be carried out through the creation of centers for study. In every case, however, a center shall be established only for a specified finite period, to be continued beyond that period only if a positive recommendation for continuation results from a thorough review of the work of the center (for details, see the Appendix). The first purpose of each center will be to facilitate research in some important problem area. Such problem-oriented research will in general be expected to bring to bear the concepts and methods of whatever social sciences appear to be most relevant. The second, and equally important, purpose of each center will be to contribute, in whatever way seems most appropriate, to the education of those who may be expected to provide public or private leadership in the solution of problems in that area. Research which serves the first purpose is believed to be central to the achievement of the second purpose.

The observation has been made that social change, in some instances at least, may be more effectively accomplished by the education of institutions rather than by the education of individuals. It should be pointed out here that a center in the course of carrying out its research and educational activities may find it desirable to enter into a special relation with some existing organization. Depending on the problem area, such an organization might be a city, a school system, a part of the federal or of some state or foreign government, or a group of business or industrial firms. In such case, a relation undertaken to advance the first two purposes of a center may in fact serve a third: The education of organizations rather than of individuals.

All those holding appointment in the Institute, excluding only the Director and members of his immediate staff, shall ordinarily be assigned to one of the centers. The work of each center shall be under

the supervision of a chairman appointed for a renewable three-year term. The authority and responsibilities of the chairman of each center shall be defined by the Director subject to approval by the Governing Board.

Possible Centers

In general, centers to be created should be concerned not only with important problem areas, but with areas in which there is already interest and some degree of strength at Yale. In terms of these criteria, at least three areas would appear to deserve attention. Although additional exploration will be necessary, on the basis of present evidence it is suggested that serious consideration be given to the creation of the following centers: Center for Educational Studies, Center for Urban Studies, Center for the Study of Management.

During the summer of 1965, the President announced the appointment of the Executive Committee on Elementary and Secondary Education. With Claude Buxton as chairman, the committee devoted almost two years to examination of this area, culminating in the submission of the draft of a report last spring. At this point, it seems clear that Yale should take new steps in this area, steps chosen in terms of maximizing Yale's contribution to education at the national level. It is believed that this may be most appropriately accomplished by the creation of a Center for Educational Studies within the framework of the Institute.

Within a number of departments and schools at Yale, individual faculty members in one way or another are concerned with urban problems in their research and/or teaching. Some organizational change is needed which will increase the contributions made in this area in problem-oriented research, through involvement with the problems of individual communities, including particularly New Haven, and through the education of those who hope to contribute to the solution of problems in this area. The appointment of Joel Fleishman as Associate Provost for Urban Studies and Programs is clearly a step in this direction. But it is believed that the creation of a Center for Urban Studies within the Institute would represent an additional and essential step if Yale is to make the contribution of which it is potentially capable.

In a number of areas at Yale there is interest and strength with respect to the problems involved in the management of large organizations, both public and private. Attention to this area was given some

years ago by the Committee on the Graduate School of the University Council, the committee for which George B. Young served as chairman. On the basis of its inquiry, that committee emphasized the "need for innovation to educate students adequately for responsible imaginative executive action." It was suggested further that in the existing departments of social science there are elements which should be brought together to provide a base for such education. Not only because of the views of that committee, but also for a number of other reasons, it seems desirable that a Center for the Study of Management be created within the Institute. Perhaps it should be made explicit that the concerns of this center may be not only national but international in scope. Evidence is readily available of the rapidly growing recognition of the importance of this area among the developed countries of Western Europe as well as among the undeveloped countries of other continents.

The three possible centers just described would appear to deserve the most serious consideration. But the possible creation of other centers should also be explored. For example, one might focus upon the formation and evaluation of policies pursued by governments and private organizations. The need is evident for systematic work which will explore both the ways in which policies are developed and the methods by which they can be evaluated. Such work should provide a more adequate base for the education of those who must provide leadership in the future in the formulation and execution of policies in both public and private settings. A second example is suggested by recent developments, both locally and nationally, in medicine and in the paramedical disciplines. These developments greatly increase the emphasis upon the possible contributions of social science to medical problems. It is likely that some organizational innovation will be needed at Yale if the University is to deal adequately with this area. But at this point, evidence is inadequate to permit evaluation of the desirability of the creation of a relevant center in the Institute.

EDUCATION FOR LEADERSHIP

In discussing Yale's role in education for leadership in his annual report for 1966-67, the President wrote:

Public policy, its formulation and its execution, are obviously affected increasingly by the latest thinking and learning in eco-

nomics, politics, sociology, and the behavioral sciences. Not only chief executives, but staff members and political representatives depend more than ever upon intellect. The "brains trust" is no longer an epithet of scorn. Expert counsel is an essential adjunct to any person whose power involves responsibility for the governance and health and welfare of others. Social science is not only far more scientific but vastly more useful to government than it was ten years ago.

Business, financial and commercial responsibility, too, today depends much more than it ever did before upon analysis and perception and intellectual power. It requires people trained in modern concepts and methodology which are designed to make markets and capital movements and monetary systems and vast productive organizations both comprehensible and manageable. . . .

If Yale is to contribute to the leadership of the nation in the next generations by the same measure as it has in the past, ways must be found to apply the new learning in the social sciences to the pressing needs of government and business at the international, national, and community level. . . . (pp. 30-31)

The creation of the Institute of Social Science will provide new opportunities for the education of individuals for leadership. Contributions to such education have, of course, been made in the past by the various departments and schools, and these contributions may be expected to increase in the future. But the Institute through its centers will provide new educational opportunities at several levels which may complement in important ways those now available. New programs may be created at the undergraduate level and at the doctoral level. They may also be created for those beyond the baccalaureate who look forward to, and for those in mid-career who already occupy, positions of public or private leadership. Not only will there be opportunity for new programs at all these levels, but these programs may involve innovation and experimentation resulting in improvement both in the education of those directly involved and in education in other universities.

DOCTORAL FELLOWS IN SOCIAL SCIENCE

Yale has achieved distinction in several social science departments in the quality of the students who seek the Ph.D. and in the programs designed to educate them for careers in research. Certainly every effort

should be made not only to maintain but to increase the quality of these programs. The future of the social sciences is contingent upon the education both here and elsewhere of those who will carry out basic research.

To complement these strengths, it is recommended that a new kind of doctoral program involving cooperation between the departments and the Institute be created. Among those who have completed the Ph.D. in recent years in the Department of Economics, there have been a number who have made important contributions both in public and in private life in careers emphasizing the usefulness of the discipline in the formulation of policy and in the operation of large public and private organizations. It is believed that one important contribution which Yale can make in facilitating application of the social sciences is to undertake a program which will make possible a limited increase in the number of Ph.D.'s not only in economics but also in the other social science departments who will have a strong interest in bringing their discipline to bear on human problems.

It is recommended, therefore, that endowment be sought to permit the appointment each year for a four-year term of not less than ten doctoral Fellows in Social Science. It is desirable that additional support be sought to permit an increase in this number to not less than twenty awards each year. The purpose of the awards would be not only to recruit young men of exceptional ability and to educate them for research in the social sciences, but to attract those men who have a strong interest in the relevance of the social sciences to the solution of major human problems.

Each doctoral Fellow would be jointly admitted to graduate work in one of the existing departments and to study in the Institute. During the four years he would be expected to fulfill the requirements of the department for the Ph.D. But it would also be expected that an increasing fraction of his time would be spent working within the Institute and that his dissertation would very probably be carried out within one of the centers.

In some departments, requirements for the Ph.D. now appear sufficiently flexible to permit such a program. In other departments, increased flexibility would be essential. No department, of course, would be required to participate in the doctoral Fellow program, but it is expected that most departments would find it desirable to do so.

Whatever the department in which the individual takes his degree, each doctoral Fellow through his membership in the Institute will have

extensive contact with graduate students from the other disciplines. Such contact may be expected to result in a much more interdisciplinary education than now occurs. His membership in the Institute will also provide a subculture whose values support his interests in problem-oriented work and interdisciplinary approaches. Finally, it is believed that the membership of these fellows in existing departments may have beneficial impact on other graduate students.

It is recognized that occasionally some doctoral Fellow may find that his interests would not be well served by taking the Ph.D. in any of the existing departments. Under existing regulations, he would have the option of asking the Dean of the Graduate School for the appointment of a committee to advise him.

FELLOWS IN SOCIAL SCIENCE

The need for educational opportunities for men in mid-career both in business and in government is widely accepted. Indeed, a variety of mid-career programs now exist. But there is much less agreement as to just what form such programs may most effectively take. Or as to from just what level or kind of position individuals entering such programs may best come. Clearly the answer to these questions may vary from campus to campus. The question here is what Yale could do best for men in mid-career.

The present view is that the answer is to be found in opportunities provided by the creation of the Institute and its centers. It is, therefore, recommended that support be sought which will permit the appointment for a semester or for a year as Fellows in Social Science of men of outstanding ability who have reached that point in their own careers such that spending time in the Institute may be expected both to contribute to their own personal development and to the activities of the Institute. The backgrounds from which these men should come will depend upon the particular centers which are established.

The question may be raised as to whether the objective here sought might not be achieved by the appointment of fellows in mid-career programs in existing departments. The present proposal stems from the view that the interests of men in mid-career are much more likely to be better served by work that is problem-oriented rather than work that is discipline-oriented. With rare exceptions, the focus of interest of these men is not in specific disciplines. Their interests are likely to

be better served by exposure to the contributions of more than one discipline within particular problem areas.

Professor Samuel Brownell presented to a meeting of the faculty of the Graduate School last spring a proposal for a mid-career program for top administrators from large city school systems and state departments of education. If a Center for Educational Studies is created, then men of such background might be selected for appointment as Fellows in Social Science. It is believed that this modification of the proposal originally made would have the advantage that these men would find a base on campus in an ongoing program from which they might learn and to which they might contribute.

If a Center for Urban Studies is created, one might seek to appoint as Fellows men from public or from private life, men who have a strong concern with the solution of urban problems. By spending a semester or a year at Yale, such men would be expected to benefit by direct involvement in one way or another in the ongoing research of the Center. The membership of a Fellow in the Institute may be expected, as in the case of a doctoral Fellow, to provide a subculture whose values support his interests in problem-oriented work and interdisciplinary approaches. The work of the Center in many instances would be advanced by continuing contact with these men following their return to their regular positions. Moreover, such continuing contact might in some cases contribute to their continued education. Not least important is the fact that the Fellows within the Center may be expected to play an important part in each other's development, a part enhanced by the frequent contact which the Center will facilitate.

If, as here recommended, a Center for the Study of Management is created, then one might look forward to the appointment of Fellows not only from business and industry, but also from the higher levels of state and federal government in which management is clearly of central importance; for example, from the State Department. One might also look forward to the appointment of Fellows from both public and private life in other countries. Perhaps it is important to emphasize here that what is being suggested is not a management development program similar to that which now exists on many other campuses, although those programs clearly have an important function to fill. Rather it is believed that what Yale can best do is to offer a different kind of opportunity to a relatively small number of highly selected individuals from appropriate backgrounds. The number of Fellows for which such opportunities can be adequately provided will,

of course, depend upon the size of the staff of the Institute and of the particular centers to which they are to be appointed.

One final note should be added. In many instances the Fellows might be expected to benefit from work in existing departments or schools. And if the program is truly successful, it may be also expected that individual Fellows may by their presence contribute to the intellectual life of these same departments and schools.

NON-DEPARTMENTAL GRADUATE DEGREE PROGRAMS

The establishment of the Institute with problem-oriented research centers will create new potential for education at the post-baccalaureate level of those who look forward to careers of leadership which draw heavily on the social sciences. The creation of a doctoral program and of a mid-career program will further increase such potential. It is therefore recommended that as these developments occur, consideration also be given to the establishment within the Graduate School of interdisciplinary degree programs to be administered through the Institute of Social Science.

If a Center for Urban Studies is created, then it would become appropriate to give serious but careful consideration to the possibility of a two-year graduate program leading to the degree of Master of Arts in Urban Studies. The existence of such a center would provide the research base essential to such a program. It would also provide a setting supportive of the students in such a program. It is recognized that creation of such a program would require that new courses be offered, some of which would be primarily for students in the program. In many cases, such courses might well be made available in existing departments, providing only that necessary added resources can be supplied. Indeed, the resources might be made available from the budget of the Center for Urban Studies.

It does not follow that because a terminal Master's program is offered by one center, parallel programs would be expected in other centers. No clear position is here taken as to whether if a Center for Educational Studies is created, it should somehow become involved in the Master of Arts in Teaching program. That possibility, however, should probably be eventually explored.

At the time of such exploration, consideration should be given to the question as to whether Yale can best contribute through that pro-

gram, or through some alternative terminal Master's program in education. Would, for example, a greater national contribution result from a post-baccalaureate program designed for those who look forward to careers in the administration of public education below the college level? Or to careers in administration in higher education?

Reference was made above to the work of the Committee on the Graduate School of the University Council and to the emphasis of that Committee on the need to educate students for the management of large organizations. This need can in the future best be met at Yale, it is believed, by the creation of a Center for the Study of Management. The members of that Committee expressed their belief that there

is a remarkable opportunity for Yale to make a striking contribution to a difficult field of American education. In the existing graduate schools there are—in the departments of sociology, psychology, economics, political science, industrial administration, the law and history—elements of study that bear upon the conduct of large scale industrial and social organization. We suggest that these elements should be brought together into a new kind of intellectual field to give a base to an enterprise which would encourage research into the nature of organizations and train students to manage these large ventures. We suggest that the training for actual management—the nourishment of the impulse to run things—should be at least as much the object of this course of study as the encouragement of fuller description, understanding and analysis of the study of knowledge. The end sought is to turn out able men to conduct wisely the complicated affairs—industrial, social and political—of our society.

The view here taken is that the creation of a Center for the Study of Management would provide the setting in which education of the kind described can best be carried out at Yale. What is suggested is that such a center could take primary responsibility for a terminal Master's program. Such a program would probably require that new courses be offered, some of which would be primarily, or even exclusively, for students in the program. In many cases, however, appropriate courses might be made available in existing departments, again providing that necessary resources can be supplied. If such an educational program is to be a primary responsibility of the Center for the Study of Management, then resources must be sought for this purpose within the budget of the Institute.

At this point, it should be apparent that it will be impossible to draw sharp lines among the centers thus far described in terms of the research and educational activities which would be appropriate. Clearly there will be much in common among those concerned with urban studies, those concerned with educational studies, and those concerned with the management of large organizations. The fact that this is the case is an important reason for creating centers within an institute, instead of separate autonomous organizations. This same fact is an important source of strength as one seeks to develop educational programs relevant to the more specific problem areas. Clearly courses offered as a part of a terminal Master's program intended for those in management may be often of interest to those in an analogous program concerned with urban problems, or one intended for those who would be administrators in large educational systems. Every effort should be made to take advantage in such programs of common interests and educational needs.

One problem should be made explicit. In the past, difficulty has often been encountered in sustaining year after year the participation of faculty members of high quality in the teaching of courses which enroll largely students in a terminal Master's program. The success of the programs here described will be contingent upon solving this problem.

UNDERGRADUATE EDUCATION

In an important and distinctive sense, Yale College is the heart of Yale University. In his most recent annual report, the President again expressed the "determination to maintain the priority and strength of Yale College . . ." (p. 7) He also wrote:

In the College, Yale will continue to emphasize the general, liberating, and civilizing function of learning, even if occasionally it means postponing or intruding on the specialized, more professional emphasis. (p. 6)

One of the important responsibilities of an Institute of the type here envisaged will be to contribute to undergraduate education in ways which are consistent with the President's statement. Significant impact may be expected in several ways. As men are appointed to the Institute who hold joint appointment in existing departments, courses will be added at the undergraduate level which represent the interests of

these men and which will be of particular interest to undergraduates who presently exhibit high sensitivity to human problems in many areas. These courses, moreover, may be expected to increase the contribution of the basic disciplines by making vivid to the student their relevance to problems which claim his attention. Indeed, there is reason to believe that students may be expected to better master the basic disciplines under such circumstances.

At present, the Divisional Majors play an important part in the undergraduate program. There is reason to believe that men appointed to the Institute may play a significant role with respect to at least two of these majors, including the one in Political Science and Economics and the one in Culture and Behavior. At this point it would be premature to suggest just what form it might take, but the creation of a new Divisional Major may well be anticipated. Clearly the addition of men whose primary appointment will be in the Institute may be expected to provide strength which would give vitality to at least one additional Divisional Major within the general area of the social sciences. The review procedures of Yale College can be counted on to insure that the character of any such new major will be consistent with the objectives of undergraduate education at Yale.

The Institute may also be expected to provide a variety of opportunities outside the classroom which may enhance undergraduate education. Individual undergraduates now have significant opportunities for learning by participating as assistants or bursary aides in the studies of individual faculty members. The creation within the Institute of various centers may be expected to provide to individual students opportunities for limited employment either on campus or in the various settings in which the work of the centers will be carried out. Individual students now find summer employment in business or industry, in parts of the state or federal government, and in other settings. One might look forward to the possibility that the centers could be instrumental in the creation of summer internships within these settings and others, internships which would offer much higher probability of significant learning than is often afforded by simple summer employment.

Finally, the possibility exists that one or more centers might be instrumental in providing to a small number of selected students the opportunity to take a full year off to work in some setting of particular interest. The advantages here would in part be similar to those which already exist for the small number of students in the experimental

program now being supported by the Carnegie Corporation. Depending upon the interests and objectives of the student, the present possibility, however, might have the additional advantage of continuing contact with the ongoing activities of the center relevant to the particular setting, whether that setting be a city, a school system, or a large business or industrial firm.

POSTSCRIPT

In closing, it may be appropriate to reiterate one of the assumptions with which this proposal began: No one can now foresee for the long term in just which problem areas efforts may most fruitfully be focused. Hence the attempt here is to provide an organization with endowment and with decision-making mechanisms which will facilitate both the undertaking of problem-oriented work and change in areas of emphasis as such change may become desirable over time.

One additional point deserves emphasis. The creation of an Institute of Social Science as here conceived may well require years for its development. Indeed, over time it may become clear that certain activities here suggested should not be undertaken and that others may be more appropriate. But central to the concept of the Institute is an order of development. First, the Institute itself, with a Director and a Governing Board, should be established. Second, decisions should be made by the procedures described concerning the desirability of the creation of one or more centers. Third, within each center a problem-oriented research program should be initiated. Fourth, educational activities of the kinds here envisaged should be undertaken. The time required for this sequence may vary considerably with the problem area. Within one, it may be completed within a year or two. Within another, a much longer time may be required.

The fact that time will be required for the development of the Institute makes it imperative that the initiation of that development be undertaken as soon as possible, and that subsequent steps be taken as rapidly as the availability of resources and the maintenance of high quality will permit. If successful, the Institute of Social Science will be important both for its contributions to the solution of human problems and to the education of those who seek to provide leadership in the solution of such problems. It will also be important in the development of Yale as a university.

APPENDIX

INSTITUTE OF SOCIAL SCIENCE

Introduction

The creation of an Institute of Social Science as here proposed will require that large additional resources be found, both in the form of endowment to provide core support and in the form of term grants on a continuing basis to permit the carrying on of the work of the Institute at a much higher level than would otherwise be possible. Insofar as possible, all endowment for the purposes herein described should be endowment of the Institute, and not of the more specific centers to be created within the Institute. In a sense, the Institute is a kind of holding company which will provide essential flexibility over time in choosing the problem areas which are to be emphasized.

Staff

The Director of the Institute shall be appointed by the Corporation upon recommendation of the President for a term not to exceed five years. Such term would be renewable but the presumption would be against more than two terms. In making a recommendation for the appointment of a Director, the President shall consult with the Governing Board of the Institute, the Advisory Committee in the Social Sciences, the chairman of the relevant departments, and the deans of the relevant schools. If the Director is brought in from outside, his appointment should be handled so as to insure that the appropriate department finds the proposed Director a welcome member of the department on his own merits, quite apart from his appointment as Director.

The primary responsibility for the work of the Institute shall be shared by the Director and the Governing Board. Such work, however, shall be subject, as is the work of individual departments, to general review by the Advisory Committee in the Social Sciences. Such review shall always precede by not more than one year the appointment or reappointment of the Director of the Institute.

Initially six individuals holding appointments in one of the academic departments or relevant schools shall, as an interim measure, be appointed to the Board for terms not to exceed three years. These appointments shall be made by the Yale Corporation upon recommendation of the President. Because of the importance of these

interim appointments in determining the course of the Institute, such recommendations for appointment shall be made only after consultation with groups representative of the faculty, including the Advisory Committee in the Social Sciences and the Executive Committee of the Graduate School. Included on the Interim Governing Board shall be the Dean of Yale College or the Dean of the Graduate School. Such interim appointments will not require that the individual be given joint appointment in the Institute.

Subsequent appointments to the Governing Board shall be made by the Yale Corporation, upon recommendation of the President, following consultation with the Advisory Committee in the Social Sciences, the chairmen of the relevant departments, and the deans of the relevant schools. All such appointments, other than that of the Director, shall be for a term of three years with provision for re-appointment. Ordinarily it will be expected that those whose primary appointment is as professor in the Institute will be members of the Governing Board. In some cases, however, a change in interests may make inappropriate the continuation of membership on the Governing Board. It may also be expected that individuals whose primary appointment is in an existing department or school will be appointed to membership on the Governing Board. If such an individual does not already hold joint appointment in the Institute, it will be expected that he will be recommended for a joint appointment co-terminus with his membership on the Governing Board. Care must be taken to insure that the Governing Board includes predominantly individuals who are strongly committed to the Institute for extended periods of time. On the one hand, it may be desirable to include on the Board some whose activities are not primarily associated with the Institute. On the other, the Governing Board must not be regarded as including simply individuals chosen to represent the interests of the several relevant departments and schools.

Assistant, associate, and full professors in the Institute shall be appointed by the Yale Corporation, upon recommendation by the President, following recommendation by the Governing Board of the Institute, and approval by the usual procedures of the Faculty of Arts and Sciences or of the relevant school. All appointments at these ranks will require that the individual be recommended for joint appointment in one of the regular academic departments or schools. Moreover, whenever new appointments are to be made from outside, care should be taken to insure that the appropriate departments are in-

involved in the original search process and that the appointment carries with it the department's strong approval. Faculty must not be thrust upon the departments.

From time to time it may be desirable to appoint to the Institute for a term or a year a man of exceptional distinction in public or private life but whose background or interests make it inappropriate that he be designated Visiting Professor or given joint appointment within a department or school. In such instances, the individual may be appointed as Institute Fellow by the Yale Corporation upon recommendation of the President and of the Director and Governing Board of the Institute.

Appointments at the level of research staff or research associate may involve joint appointment, but will not require it. No individual, however, may serve as research staff for more than three years, or as research associate for more than five years, or for more than seven years in any capacity not involving a joint appointment without the explicit approval of the Executive Committee of the Faculty of Arts and Sciences.

CENTERS

Nature

The activities of the Institute shall be carried out primarily through the creation of centers for study. In all cases, such centers shall be established for specified finite periods, to be subject to review at the end of such periods. In no case shall the term of the center without review exceed ten years. The term of a center shall be extended only if a positive recommendation is made by a two-thirds vote of the Governing Board of the Institute and approved by the Yale Corporation upon recommendation of the Executive Committee of the Faculty of Arts and Sciences, after review by the Advisory Committee in the Social Sciences.

Several of the possible centers, e.g., for education or urban affairs, will call for the cooperation of humanists and natural scientists as well as social scientists. Consequently, in setting up such centers, care should be given to providing appropriate representation for these other disciplines. The Institute should reduce, not increase, the separation of the disciplines.

To encourage innovation, small-scale projects for an initial term not to exceed three years may be established by a two-thirds vote of the

Governing Board. The term may be extended for an additional two years by the same vote. To be continued for more than five years, the project must receive the same approval as a center. No individual whose primary assignment is to such a project shall be given a term appointment with a duration which exceeds that of the project.

The work of each center shall be under the supervision of a chairman appointed by the Yale Corporation for a three-year term upon recommendation of the President. In making such recommendation, the President shall consult with the Director and the Governing Board of the Institute, and with the chairmen of the most relevant departments in the Division of the Social Sciences. Such an appointment shall be renewable, and shall not involve presumption against reappointment at the end of the second term, presumption of the kind which now exists by action of the Corporation with respect to chairmen of departments. The authority and responsibilities of the chairman of each center shall be defined by the Director, subject to approval by the Governing Board.

The extent to which the Director will share, or even delegate, responsibilities for the budget of a center, initiative in the recruitment of resources, initiative in the recruitment of staff, and similar matters may be expected to vary depending upon the size of the center, the nature of his activities, etc. Final responsibility to the Provost, however, with respect to all such matters, shall remain with the Director.