Reclaiming Our Past: Linking Theory and Practice

Beryl A. Radin, *Georgetown University*

As others have done before me, I am honored to receive the APSA John Gaus Award. As I prepared this lecture, I realized that the Gaus award has been given by APSA 26 times; mine is the 27th. The first was awarded to Herbert Kaufman whose work set a very high standard for this honor. Reviewing the list of the other Gaus award recipients provides a picture of the development of our field. It includes a variety of individuals who represent different approaches to the intersection of public administration and political science. Among the recipients are seven individuals who had a major and personal influence on my work: Aaron Wildavsky, Frank Rourke, George Frederickson, Martha Derthick, Lou Gawthrop, Larry Lynn, and David Rosenbloom. Others are people who have been important to my own intellectual development.

The aggregate of the work of these 26 individuals illustrates the range of interests, methodologies, and issues that document the public administration field and its place in the political science community (see appendix). The recipients include economists, sociologists, and political scientists, as well as people trained in public administration. The variety of backgrounds and methodologies within our field is clearly illustrated by the past lectures, most of which are available through APSA (www.apsanet.org).

This collection of individuals also indicates patterns and biases within this community that have influenced its development. Two are particularly relevant to me: First, I am only the third woman to receive this award. I am proud to follow Martha Derthick and Patricia Ingraham and hope that other women will join me soon.

Second, few of the awardees have been selected because of work they did that has been cited, acknowledged, or is seen to have influenced the practice of public administration, public management, or public policy during the past 26 years. Clearly, public administration research, even the best and most influential of its kind, rarely has a place at the decision-making table. It is not clear whether this is a problem of supply or of demand. Should we focus on those who ask for research or those who produce it? And it is likely that both supply and demand issues explain this pattern. Few of the Gaus award recipients actually had careers that included personal experience in the practice of public administration. Therefore, they were not present in decision-making forums, even as observers, especially those held at the national government level. While many of the awardees have focused on issues that are relevant to practitioners, very few of them have had real experience or access to practitioners.

Larry Lynn is one of the few awardees who spent time inside the public sector throughout his career. He and some others have continued the career patterns of the founders of our field. Their career development reflected a commitment to link theory and practice. Brownlow, Gulick, Lilienthal, Merriam, Redford, and White all spent time inside the world of practice either before, during, or after their academic careers. Their writings and relationship to the field reflected that experience. For many of these individuals the New Deal and World War II experiences provided them with a perspective that gave them the ability to use their personal experience not only to look outside the walls of academe but also to bring the insights gained by practice to the field.

Although many tend to look at the worlds of practice and theory as two separate cultures that are destined to maintain their distance, a field such as public administration—an applied field—cannot survive without finding ways to bring the insights of both cultures together. Public administration encompasses both cultures. Clearly real differences exist between the two worlds. Practitioners focus on application of knowledge, look to define and solve problems, and emphasize the uniqueness of the situation before them.[1] They operate in a short-term framework; acknowledge conflicts of values, goals, purposes, and interests; focus on uncertainty, disorder, and indeterminacy; and emphasize complexity. Researchers seek to build theory, generate knowledge, generalize patterns, simplify, work in the long term, and try to minimize uncertainty, disorder, and indeterminacy. Both of these roles and all of these elements are legitimate. To acknowledge that legitimacy and to find ways that allow the two approaches to complement one another, however, is difficult and challenging. But this challenge is important and worth pursuing.

Because of their personal experience as practitioners, the founders of our field drew on the insights of both cultures and minimized their often conflicting demands. Indeed, this combination brought forth the outlines of an exciting and important field. Today, however, the worlds have parted, and we seem to be operating in parallel universes.

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The John Gaus Award and Lectureship is given to honor the recipient's lifetime of exemplary scholarship in the joint tradition of political science and public administration and, more generally, to recognize achievement and encourage scholarship in public administration. The recipient delivers the Gaus Lecture at the Annual Meeting.

Award Committee: Sharon H. Mastracci, University of Illinois, Chicago (Chair); Daniel P. Carpenter, Harvard University; Lael R. Keiser, University of Missouri, Columbia

Recipient: Beryl A. Radin, Georgetown University

Title: "Reclaiming Our Past: Linking Theory and Practice"

Citation: The American Political Science Association (APSA) is proud to confer the 2012 John Gaus award upon Professor Beryl Radin to honor her "lifetime of exemplary scholarship in the joint tradition of political science and public administration".

Professor Radin, of the Georgetown Public Policy Institute at Georgetown University, has profoundly and substantially influenced the study and practice of public administration and policy in the United States and internationally. She has made extraordinary contributions in several areas, most notably federalism, intergovernmental relations, and comparative public administration.

Professor Radin has written and co-written 10 books, and more than 100 articles, book chapters, and monographs. Her commentary has been sought and published in dozens of outlets, including the *Journal of Policy Analysis and Management*, *Government Executive*, *PA Times* and the *New York Times*. She has advised hundreds of students throughout the course of her remarkable career, which includes academic appointments at American University, the University of Baltimore, the University of Southern California, SUNY Albany, and the University of Texas at Austin. Her international reputation as an accomplished scholar is betrayed by the number of academic appointments she has received to premier universities from Copenhagen to Canberra; Sydney to Shanghai, New Delhi, and Hong Kong. Indeed, in his decision, one Gaus award committee member underscored her contributions to both the international and domestic dimensions of public administration.

Professor Radin recently received the H. George Frederickson Award by the Public Management Research Association (PMRA) in recognition of her lifetime achievements in and lifelong contributions to public management. She was instrumental to the creation of the PMRA and was elected to its first Board of Directors. In 2008, she served as a Super Delegate to the Minnowbrook III conference, and is a past president of the Association for Public Policy Analysis and Management. She has long served APSA, perhaps most notably on the Centennial Center Board in 2008, but also chairing the Public Administration section, and serving on award committees in several other sections. She has edited and co-edited some of the most prestigious journals of public administration, including the *Journal of Public Administration Research and Theory*, and has served on innumerable editorial boards. Her impact extends beyond the academy to administration in practice, having served as a consultant to national and international organizations and agencies, including the World Bank, the National Academies, NASA, IRS, EPA, and several cabinet-level agencies in the United States and Australia.

In her new book, entitled *Federal Management Reform in a World of Contradictions*, Professor Radin interrogates the somewhat underwhelming track record of many efforts at government reform, and is particularly critical of the tendency of reformers to gravitate toward "one-size-fits-all" approaches. One nominator of Professor Radin for the Gaus Award praises this book for "challeng[ing] the way in which academics as well as practitioners have tackled the problems associated with public management reform".

Given her global impact on scholarship, partnerships with government agencies, and lifelong support for generations of students, few corners of public administration and political science are untouched by her influence.

THE GULF BETWEEN THEORY AND PRACTICE

The consequences of the gulf between theory and practice are illustrated by focusing on Hurricane Katrina. Seven years ago Americans found themselves glued to their televisions, viewing images of destruction that looked more like a Third World country rather than the United States. Four years earlier on September 11, 2001, we had suffered through destruction caused by terrorists and, as a result, believed that we had responded in a way that made the crashes of the three planes a unique occurrence. In many ways, Katrina was a domestic September 11, and strong parallels exist in the way that the country responded to the two crises. On one hand, the actions of individual citizens were heroic and commendable. On the other hand, in both instances, the national government's response makes it difficult to feel positive about the national government's response. Katrina illustrates the serious consequences of failing to find a way to link theory and practice.

As I prepared this lecture, I tried to recreate the images that we all experienced in those early days after Hurricane Katrina struck. I also watched an hour-long production, "The Storm," released on public television almost three months after the disaster. That program took me back in time.[2] Interviews with federal, state, and local officials generated the kind of information I would have liked to have uncovered if I had the opportunity. As I watched the program, it became very clear that many of the problems that were identified in that television account were predictable. Predictable, that is, if the decision makers involved in the Katrina response knew significant parts of the literature in public administration and public policy might have helped them in their decision-making processes. They would have not have been surprised when the strategies that they used did not work effectively. The 900 people who died as a result of the disaster were not able to ask the most basic question: Why were so many people left behind? What did the players at the federal level learn from the September 11 experience?

The decision makers would have been assisted by looking to the public administration research community for assistance. What do we know in the research community that might have helped those decision makers faced with that horrible disaster? At least eight areas of research might have been used to help answer those questions.[3]

1. The Reality of Federalism

Work on intergovernmental relations and federalism teaches us to expect different perceptions of problems by federal, state, and

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local officials. Getting agreement is extremely difficult even in times of emergency. In the Katrina case, we discovered conflict in perceptions of needs between the federal officials and state officials, between state and local officials, and between local and federal officials. Because all the levels of government have legitimate but different roles it is not easy to answer the question: Who is in charge? FEMA Director Brown pronounced that "the state is still in control" (a perspective that over-simplified the intergovernmental relationships) and blamed federalism as the reason why the federal government should not impose standards.

2. The Role of the Military

The US system tries to separate domestic and military roles. Therefore, it was not surprising that the National Guard and the military waited too long to provide assistance. And even the soldiers themselves were trapped in the fast-rising waters.

3. Institutionalized Racism

Remnants of legal segregation continue in the distribution of services in cities like New Orleans. During Katrina, there were differential impacts of the hurricane within the city related to those patterns of racial discrimination. These issues constantly surfaced in the efforts to rebuild the city.

4. The Role of Private Sector Responsibility

Involvement of the private sector in most domestic policy areas means that the boundaries between public and private sector activity are often fuzzy and overlapping. In the Katrina situation, this involved contracting out or simply acknowledging the importance of involving nongovernmental organizations.

5. Organizational Culture and History

Organizations often carry patterns and experiences from the past. FEMA had a history of problems with earlier hurricanes that many attributed to the lack of professionally trained staff within the agency. During the Clinton administration professionals from state disaster units were put in leadership roles and career staff were developed. However, the Bush administration did not follow the pattern devised in the Clinton years. Similarly, one could not avoid the limited experience of the state and local institutions involved.

6. The Complexity of the Budget Process

The budget process is both fragmented and cumbersome. Resources to deal with the disaster were not easily identifiable or available at the appropriate level of government. Commitments of resources could be stopped halfway through a legitimate process.

7. Reorganization Matters

We know that reorganization efforts do not always accomplish their stated goals, but often forget that reorganization creates problems in the short run. The creation of the US Department of Homeland Security and movement of elements of 22 agencies into the department posed real consequences for FEMA. The professionalization that had occurred during the Clinton years was challenged, and the agency lost its independence. Morale plummeted and staff left as a small agency was moved into a huge department and was not able to compete with the new layer of bureaucracy. Millions of dollars were taken out of the FEMA budget as overhead payments to the new department.

8. Problems of Implementation of New Policies and Plans

Ironically, during the summer of 2004, FEMA ran a disaster simulation in which a fictional hurricane named PAM hit the New Orleans area. The simulation was designed to help FEMA prepare for future disasters. The action plan that emerged from the exercise included establishment of shelters, resources necessary to support the shelters, ways to replenish supplies at shelters, a transportation plan for getting residents out of the storm, and provision of health and medical services. Although dozens of copies of the report were distributed, these plans were never implemented. To many, it was clear that one could not avoid acknowledging the role of politics in the response.

These eight examples suggest that relevant insights from public administration, policy, and other political science research areas were not given the opportunity to influence the Katrina decision-making process. Indeed, those individuals involved in that process gave no indication that they were interested in learning about this work. There is little evidence that advice had been sought by those charged with responsibility for decisions. Furthermore, it does not appear that individuals were poised to provide that kind of advice to those in power. Ironically, those leaders wrapped themselves in arguments for centralization and technical fixes that avoided the political realities that surrounded their positions. The reality is that raw politics overwhelmed many of the strategies that emerged from the decisions.

It is tempting to place the blame for these developments on the demand side—those individuals who are in positions of authority. What about the supply side?

THE RESEARCH COMMUNITY'S RESPONSE

It is tempting to place the blame for these developments on the demand side—those individuals who are in positions of authority. What about the supply side? I looked at the research community's response seven years later.

Let us fast forward to 2012 and assess how the public administration research community responded to the Katrina disaster. To do this, I focused on three of the top journals in our field—the *Public Administration Review (PAR)*, the *Journal of Public Administration Research and Theory (JPART)*, and the *Journal of Policy Analysis and Management (JPAM)*—and searched journal content dealing with Hurricane Katrina from the time of the incident to August 2012.[4]

PAR's pages included 121 articles that dealt with Hurricane Katrina. However, only 21 of those articles had the word "Katrina" in their title. The titles of the other articles included terms such as emergency management, disaster, and crisis, but most of these were titled with generic management terms and used Katrina as an example of broader theoretical and generic questions.

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JPART's pages included 22 submissions that dealt with Katrina issues but none of the articles included the word "Katrina" in their title. Like the majority of *PAR* pieces, the *JPART* articles focused on generic and theoretical issues such as networks, contracting, patronage, collaboration, strategies, media, and coalition development. Similarly, *JPAM* included 21 submissions (19 articles and two book reviews) but no articles had the word "Katrina" in their title.

This pattern suggests that researchers were not interested in emphasizing the unique aspects of the Katrina disaster but focused on broader theoretical issues. It mirrors a pattern in our field in which journals contain relatively few articles dealing with racism and poverty. More importantly, it illustrates the divide between practitioners and researchers. Although much of the academic work is applicable to the situation, it was not posed in a way that was accessible to practitioners. The practitioners were likely to view the emergent research as focused on broader questions that would be of limited interest to them. And it is likely that the researchers perceived the practitioners as having a narrow view of these intellectually challenging issues. Both of these groups are right and both are also wrong.

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WHAT WOULD JOHN GAUS HAVE THOUGHT ABOUT KATRINA?

This lecture is designed to remind us of Katrina, to revisit the lessons of our founders, and to give homage to John Gaus. Thus I ask the question, what would John Gaus have thought about the Katrina situation?

I must admit that while I was aware of John Gaus' work, especially his oft-cited chapter "Ecology of Government"[5] (Gaus 1947), before I prepared this lecture, I could not have identified a major substantive aspect of his career. But, it turns out, John Gaus was also one of those individuals who brought his experience as a practitioner to the academy. In fact, his service actually preceded his academic career and was earlier than either the New Deal or World War II. Before he completed his doctorate at Harvard, he served as assistant executive secretary of the War Labor Policies Board, the federal agency created in 1918 to arbitrate disputes between workers and employers related to production for World War I. The agency closed in 1919 but was reestablished in 1942 as the National War Labor Board by president Franklin Delano Roosevelt. Gaus continued to wear a practitioner hat both in Wisconsin and nationally but largely as a consultant or in a citizen capacity.

This lecture's subject developed as I became intrigued with the perspective that emerged from Gaus' writings. Most of us know Gaus through his academic writings, especially his *Reflections on Public Administration*. That book, along with his essays in *The Frontiers of Public Administration* (Gaus, White, and Dimock 1936) (as well as other works) give us a glimpse of the way that Gaus drew on his experience in and about government to comment on issues related to organization and activities of the public sector. While very conversant with theory and both American and European theorists, he openly drew on the social, economic, and political change that was emerging from American society. All of his work was illustrated by specific problems and responses to the changes, not simply to theories and academic literature.

His long career (he died in 1969) included attention to the development of the profession, and he served as president both of ASPA and APSA. To my knowledge, he is the only person to have held both positions. His work emphasized the interrelationship between politics and administration and seemed to be directed toward decision makers as well as citizens.

I resonated with the description of John Gaus in the *Dictionary of American Political Scientists*. "Three interrelated themes weave their way through his writings: a rejection of the traditional notion of the separation of politics and administration, the openness of public organizations to their environmental influences, and the responsibility of positive, affirmative government in responding to national crises and emergencies" (Utter and Lockhart 2002). These same themes I have tried to emphasize in my work and are rooted in the experience of someone who was embedded in settings outside of the academy.

My reading of a rather obscure work, "A Study of Research in Public Administration," gave me the richest perspective on John Gaus. Gaus wrote this report in 1930 for the Advisory Committee on Public Administration of the Social Science Research Council and it is available only in the original typing (Gaus 1930). Reading this volume returned me to my early days as a student of American history. My first graduate degree was in American studies where my work focused on the Progressive Era of the early 20th century. The 140 yellowed pages of the Gaus report seemed like an artifact from the past, yet it raised many of the issues that concern me today. Gaus updated his 1930 views in a piece he wrote in 1945, noting that World War II and the New Deal contributed to the further increase in the expansion, as well as the complexity, of the functions of government. He emphasized the relationship between administration and policy and pointed to the need to have "better preparation, review, and application of policy" (Gaus 1945).

Writing the original report in the years just before the New Deal, Gaus provided a picture of a society—not simply public organizations—that found itself recovering from World War I, absorbing immigrants, dealing with social and political change, involving the public as well as universities, and determining what role government would play in those activities. He described issues

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that were evolving after the Depression, and a few years later these became a part of FDR's agenda and contributed directly to the world of the New Deal. Indeed, his perspective seems to be quite different than that of Brownlow.

The themes that emerged from Gaus' study of research in public administration are extremely topical today. Gaus approached these themes not as a skeptic but as someone who was always looking for new responses to new issues. He focused on the reality of constant change as well as the importance of government structure. Yet he provided significant advice on research.

He told us that research occurs at many points and in many forms. It includes activities that we now call evaluation. It does not occur only in universities. He noted that research and action in administration belongs to many professions including the law, medicine, engineering, city planning, education, business, and agriculture. Rarely do we engage in collaborative research (Gaus 1945, 178).

Gaus signaled a need for officials and civic groups to come together with academics. He wrote that university activities should not be separated from other institutions in the society. He called for the revival of historical studies and argued that training, education, research, and practice are all linked. Gaus noted that universities tend to spend their time creating training programs rather than expanding research interests in the field (Gaus 1945, 142).

One paragraph in that report really spoke to me and seems to be particularly relevant to our world of research today.

> There is a sense, perhaps, in which the phrase "organization of research" is a contradiction in terms.... We are forgetting the fact that thinking is done by individuals who develop ideas. To organize this process of insight and imagination is to sterilize it.... The result is a stress upon these things of likeness and quantity, whereas fresh thinking, the essence of research, implies breaking new paths and shattering, in some degrees the accepted patterns and categories[6] (Gaus 1945, 126).

As early as 1930, Gaus warned of some of the negative aspects of an academic field that was becoming increasingly professionalized and self conscious about controlling its own identity. Although public administration defined itself as a field of practice, it tended to make that definition in a way that separated it from those who tilled in the practical vineyards. The experience of people like Brownlow, Gulick, and Merriam during the New Deal and World War II kept the focus on practice and, as a result, served as a check on the field's academic behavior. But even individuals who were found in or close to decision-making processes at the national government level exhibited tendencies to redefine their past and minimize the complex lessons of their experience. As the field of historiography tells us, people tend to "rewrite" history in a way that serves their contemporary needs.

The inheritance of the Progressive Movement that the contemporary public administration community usually embraces is quite different from that which Gaus described in 1930. The aspects of Progressivism that have been emphasized by most of our community over the years focus on its technocratic aspects, influences from the private sector, a middle-class definition of "good government," and highlighting efficiency values. While acknowledging those attributes, Gaus' work, by contrast, emphasizes other parts of the Progressive agenda—social change and activism (especially issues that arose from immigration), the labor movement, the concerns of the muckrakers, and the values found in John Dewey's 1927 book, *The Public and Its Problems*. In all of his work, Gaus had his ear attuned to the changes occurring in the American society.

The view of the practitioner/decision maker that emerges from Gaus' work requires modesty about authority and acceptance of uncertainty, contains multiple actors from multiple sectors, and acknowledges constant change emerging from the external environment. It embraces multiple goals and often conflicting values and expects both optimistic and pessimistic responses from the citizenry. Furthermore, this view point accepts the limits of technical responses within a political environment, and the realization that the US skepticism about government power and authority embedded in government structures creates fragmented and diffuse systems.

The themes that emerged from Gaus' study of research in public administration are extremely topical today. Gaus approached these themes not as a skeptic but as someone who was always looking for new responses to new issues. He focused on the reality of constant change as well as the importance of government structure.

Gaus wrote in *Reflections on Public Administration*—a later work—that "There is no royal road, or short cut, to the solving of our problems of public housekeeping—save in major reversals of long-time environmental changes, a retreat from power industry and the application of science to human affairs" (Gaus 1947, 91). His work communicated a sense of possibility about involving the citizenry in the study of efforts of those inside government. He wrote: "Despite the understandable reaction against the expansion of government functions and the problems brought with it, we seem to be embarked upon a further use of government in such fundamental substantive fields as food, housing and health" (Gaus 1947, 149). And he thought that public administration research should be closely linked to that world.

HOW DOES GAUS SPEAK TO US TODAY?

What would Gaus say about these issues today? What is happening in the world of practice and how has the public administration research community responded to those changes? What would have Gaus said about the Katrina experience?

I recently published a book *Federal Management Reform in a World of Contradictions* (Radin 2012). Writing that volume was both stimulating and depressing because I also argue for breaking "accepted patterns and categories" in the way we think about federal management reform. The world that I describe in that book—what I call the world of contradictions—picks up on many

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of Gaus' observations. While I may describe them a bit differently than Gaus, the points of emphasis overlap. The world of contradictions that I describe is characterized by the following:

- The size, diversity, complexity, and constant change within the US system.
- Thinking about more than efficiency values and acknowledging the importance of both effectiveness and equity values.
- Avoiding wholesale transfer of private sector solutions to public sector settings.
- Acknowledging the limits of institutions.
- Skepticism about one-size-fits-all approaches.
- Taking the players in the political environment seriously. This includes Congress, the Executive Branch, and organizations with influence, if not authority, over decision making.
- Acknowledging that conflict is natural and cannot be avoided.
- Dealing with the federal government in a segmented fashion in contrast to a parliamentary structure.

WHERE DO WE GO FROM HERE?

Are we destined to continue this pattern? Will practitioners operate in their independent sphere while researchers focus on abstract and generic issues? Will academics be able to meet the needs of their MPA and MPP students who are entering the world of practice? Although the reward structure of both worlds makes it extremely difficult for practitioners to institutionalize shared perspectives, the consequences of those divisions are too important for us to continue as we have over the past several decades.

We are challenged to think about the consequences of Katrina by finding ways for public administration scholars to try to reach across those divisions. This can be done in three ways. First, schools and departments should encourage faculty members to spend time within organizations involved in the policymaking and management processes. This can be done by using existing mechanisms, such as sabbaticals and leaves. Today, few junior faculty consider such an experience. The Intergovernmental Personnel Act, formerly used to support programs such as the NASPAA Faculty Fellows program, is still on the books, but budget limitations have kept many agencies from utilizing that authority. These opportunities would provide faculty with direct knowledge of decision making. This might discourage them from working in a narrow research environment. Currently, I am working within APSA to try to start a fellowship program that would support junior faculty in these types of efforts.

Second, faculty should seek out opportunities to collaborate with practitioners in research efforts, drawing on suggestions made by Donald Schon years ago. As Schon noted, these collaborations not only provide opportunities for faculty to comprehend the practitioner's world but also provide practitioners with opportunities to reflect on their experience by drawing on conceptual frameworks that academics might bring to the exchange.

And third, schools and departments should redefine how they think about their adjunct faculty. Too often adjuncts are seen simply as practitioners who are cheap labor who can fill teaching slots. I am always amazed and heartened at the willingness of such individuals to spend significant time in their teaching role with minimal compensation. But adjuncts can also bring other attributes to the academic setting. Their experience pushes the limits of the textbooks and traditional syllabi to bring new ideas to the academy. They provide essential career counseling to students who desire practitioner careers, not traditional academic pathways. Rarely are the adjuncts rewarded for their contributions.

We cannot expect a mature academic profession to be as open to change as public administration was in the New Deal and World War II period. But we can keep the spirit of that era alive by finding ways to reclaim our past and design appropriate ways to link theory and practice. Reading or rereading Gaus helps in this attempt. Many of the most interesting ideas in public administration have come from the world of practice, and researchers must be able to learn from them. My assignments inside government, working with decision makers, have yielded incredibly rich experiences that have both practical and academic consequences. Like the founders of public administration, those in the research community are challenged to find ways to treat practitioners as a rich resource that keeps us in touch with what occurs in our constantly changing environment. ■

NOTES

1. I am drawing on the very insightful work of Donald A. Schon (1983), especially chapter 1, for this discussion.
2. "The Storm" included interviews with federal, state, and local officials representing national security, homeland security, and FEMA perspectives. Comments on the program and web material are all available online.
3. There are other areas that might be added to this list, especially issues dealing with leadership.
4. Clearly there were also other journals (particularly specialized journals) that contained pieces dealing with Katrina as well as reports and books on the subjects.
5. Chapter 1 of *Reflections on Public Administration* were based on lectures Gaus presented at the University of Alabama in 1945.
6. In his 1945 publication, he emphasized six items in public administration that seems almost prescient. It looked to ways of relating interlocking issues, conflicts of policy, adjustment as the chief expression of administration, group representatives, agency policy boards, and legislative programs.

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APPENDIX: John Gaus Award and Lectureship Recipients

The **John Gaus Award and Lectureship** honors the recipient's lifetime of exemplary scholarship in the joint tradition of political science and public administration and, more generally, recognizes and encourages scholarship in public administration. The award carries a $2,000 prize and the opportunity to deliver a major Annual Meeting lecture.

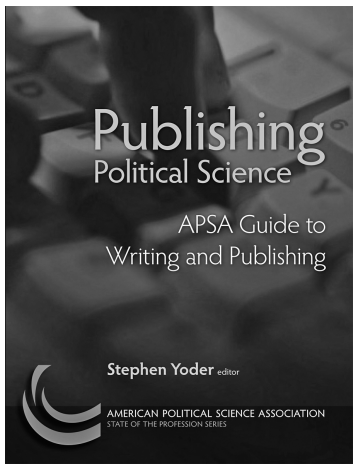
YEAR	RECIPIENT	AFFILIATION
2011	Hal Rainey	University of Georgia
2010	Steven J. Kelman	Harvard University
2009	Larry O'Toole	University of Georgia
2008	Donald F. Kettl	University of Pennsylvania
2007	Laurence Lynn, Jr.	Texas A&M University
2006	Kenneth J. Meier	Texas A&M University
2005	Vincent Ostrom	Indiana University
2004	Patricia W. Ingraham	Syracuse University
2003	Johan Olsen	ARENA, University of Oslo
2002	Hugh Heclo	George Mason University
2001	David Rosenbloom	American University
2000	Herbert A. Simon	Carnegie Mellon University
1999	H. George Frederickson	University of Kansas
1998	Louis C. Gawthrop	University of Baltimore
1997	James G. March	Stanford University
1996	Lynton K. Caldwell	Indiana University
1995	Charles E.Lindblom	Yale University
1994	James Q. Wilson	University of California, Los Angeles
1993	Francis E. Rourke	Johns Hopkins University
1992	Martha Derthick	University of Virginia
1991	Norton E. Long	University of Missouri, St. Louis
1990	Frederick C. Mosher (posthumously)	University of Virginia
1989	Aaron Wildavsky	University of California, Berkeley
1988	James W. Fesler	Professor Emeritus, Yale University
1987	C. Dwight Waldo	Maxwell School, Syracuse University
1986	Herbert Kaufman	Boston College

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Publishing Political Science

This guide to publishing in political science provides practical advice from leading political scientists and publishers. The book opens with a discussion of the state of publishing and review of publishing opportunities for political science.



The second part covers writing for particular venues and audiences such as literature reviews, textbooks, journals, blogs, and reference books. The third section provides practical advice from publishers on how to get your work published, including writing successful book proposals, establishing sound contract with a publisher, and understanding the journal peer review process.

A useful guide for ALL political scientists

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