

titled "American Institutions and Issues of Public Policy," "Trends and Problems in International Relations," and "Problems in Political Economy." In each instance a staff of three or more faculty members coöperates in planning and conducting the seminar, which meets in a three-hour weekly session, and is limited to fifteen students. Professor Marver H. Bernstein has taken the lead in developing the seminar on "American Institutions," in collaboration with professors of history and economics. The "International Relations" seminar is conducted by Professor Harold Sprout in collaboration with a sociologist and an economist. Professor H. Hubert Wilson is the political science member of the team giving the seminar in "Political Economy." The research seminars are supported by a substantial grant from one of the Foundations, and each is conducted by a professor with paid research assistants, plus six to eight advanced students in the program. Research projects are carried on in close cooperation with government agencies and (or) business corporations, and each deals with a problem of public importance. The results will be published in a form designed to be useful both to teachers and to public officials and business men. During the current year, two of the seminars are offered, Professor Edgar S. Furniss, Jr., conducting one on a Latin American problem in United States foreign policy, and Professor George A. Graham, another on the rôle of the department in national administration. The third special feature of the program, the summer internships, has been under the direction of Professor Joseph E. McLean. Internships during the past summer included positions in the Departments of State, Treasury, and Agriculture, in other federal agencies, in New Jersey state government, with the *New York Times* and other newspapers, and with various business corporations.

The National School of Administration in France.* One of the many schemes willed to posterity by the Revolution of 1848 has finally been brought to fruition by the Fourth French Republic. The National School of Administration, established by the Second Republic's decree of March 9, 1848, only to be abolished by a law of August 9, 1849, was reestablished approximately a century later by ordinance of October 9, 1945, issued by the Provisional Government of the Fourth French Republic.

This interesting experiment in teaching political science has caused profound changes in the principles and methods by which French civil servants are recruited. Before creation of the National School, civil servants destined for positions in the highest echelons of government service—administration of prefectures, diplomacy, etc.—were chosen on the basis of competitive examinations whose organization, conditions, and principles were established in isolation by each administrative unit. There was no agreement on the entrance requirements for public service. The diversity of the competitive examinations led to the rise of privileged groups within the service, a situation often de-

* Translated by Janet S. Seigel, Roosevelt College, Chicago.

nounced as anti-republican¹ in spirit. And while the French civil service has enjoyed an excellent reputation for its intellectual and cultural level, it has been criticized for certain archaic and retrograde features. The great number of competitive examinations prevented the democratization of the service by reserving it for privileged groups. Creation of the School has radically changed the social and political aspect of the recruitment of French public servants. Henceforth, studies at this School and no other are a necessary prerequisite for entrance into the upper echelons of the service.

The entrance examinations for the National School are planned primarily to determine the general culture and the intellectual and moral disposition of the candidate. He must have wide general knowledge, good and quick judgment; and he must be in good health.

The School gives two different sets of entrance examinations. One is open to those who have not as yet passed their twenty-sixth birthday, and who have been granted a diploma of master of laws or letters, or who have been graduated from certain professional schools. The other is given exclusively to persons already in the civil service, not beyond their thirty-first birthday, and in government service for at least five years. Eventually this latter category may include those who are not university graduates. Thus, any government worker, no matter what position he fills, is eligible for the examination; and if his intelligence and knowledge are sufficient to enable him to pass the examination, he will be appointed to the same type of position as a successful candidate in the other group who has been graduated from a university or professional school.

The advantage of the new system is the establishment of these two parallel competitions, which permit the nation to obtain the best public servants regardless of their social status. The School's theoretical education is combined with periods of internship. As early as the first year, the students are sent as interns to different posts outside of Paris or even metropolitan France. As a general rule, the students are placed in an atmosphere of administrative work which acquaints them with human realities either in the provinces, the colonies, North Africa, or even in foreign lands. From the beginning of his studies, the student is treated and paid like a regular government worker, and his studies at the National School are free. (The number of students admitted each year is determined by ministerial decree.) If, for some reason, the student does not wish to continue in government work after completing the course, he must reimburse the state for the funds which it has spent on him during the three-year period.

During the first year, the student becomes acquainted with his profession of civil servant: he becomes acquainted with the simplest problems in an administrator's daily routine, as well as the people with whom the administrator deals—the general public. This “weaning” period is designed to develop certain qualities in the student: energy, initiative, character, and even courage. The

¹ This phrase is the French equivalent and has the combined connotation of “un-American” and “undemocratic.” (Translator's note.)

second year is devoted to studies in Paris: courses, lectures, research, etc. After the year of internship and the year of study, an examination allows those students who have obtained the highest marks to choose in which of the four divisions they wish to make their careers: general administration, economic and financial affairs, social affairs, and foreign affairs.

The third year is devoted to both studies and internship. The government recently granted the director of the School, M. H. Bourdeau de Fontenay, permission to send the students to spend three months of the third year working in private industry. The executive teaches his temporary student-assistant at first hand the cares, hopes, and the particular administrative problems of private industry. This completely novel experiment will give future government workers greater comprehension of the daily problems of commerce and industry. And finally the course of studies is rounded out by practical experience in government offices.²

Within the narrow limits of this article, it would be difficult to reproduce the long list of subjects taught at the School. In any case, the School's program of studies itself is not as important as the new spirit which directed its planning. In the report on the School presented in April, 1848, to the Second Republic's minister of public education, one finds the following sentence: "Until the present, of all the branches of education, there is none so neglected as the teaching of politics."³ A century later, at Liberation in 1944, the problem of the teaching of political science was approximately at the same stage.

The social and political sciences had been divided in somewhat arbitrary fashion between the Faculties of Law and Letters. The science of economics was taught by the Faculty of Law, while political history, sociology, political philosophy, etc., were within the province of the Faculty of Letters. What is called *government* in the United States was part of the one-semester course in constitutional law required of all first-year students by the Faculty of Law. This course includes the general theory of the state, general principles of political science, a constitutional history of France as well as a *juridical* study of French institutions, and a comparison with relevant institutions in other countries. And all this in one semester.

The principal objection to the pre-1945 system was the Law Faculty's application of purely juridical methods to the study of political science. A graduate of the Law Faculty approached political life solely from a legal standpoint.⁴ On the other hand, the student of the Faculty of Letters knew social or political history but, with rare exceptions, had no acquaintance with the constitutional and legislative mechanism of modern democracy. The only place where the social and political sciences were taught as parts of a whole was a private institution, the *École Libre des Sciences Politiques*.

² See Michel Debré, "Principes généraux de l'École Nationale d'Administration," in *L'École Nationale d'Administration* (Paris, 1947), pp. 13ff.

³ *Présidence du Gouvernement, Réforme de la fonction publique* (Paris, 1945), p. 14.

⁴ *Réforme de la fonction publique, op. cit.*, pp. 14ff.

Liberation brought the important reforms of which political science had long been in need. The *École Libre des Sciences Politiques* was nationalized and incorporated into the University of Paris as the Institute of Political Studies, and similar institutes were established at the provincial universities. Finally, the National School of Administration, which teaches the political and social sciences almost exclusively, not only concerns itself with legal and administrative attitudes, but places the political and social sciences in the general framework of modern civilization by building upon a realistic basis of philosophy and history. As the official report states: "The School must give the future civil servants a feeling of the State . . . a feeling for the man. . . ."⁵

A final word about the men who direct the School. The Administrative Council is headed by Professor René Cassin, a distinguished scholar and president of the State Council, and includes such scholars and administrators as Jules Basdevant, professor of public international law at the Faculty of Law of the University of Paris; Robert Bothereau, secretary of the C.G.T.; René Brouillet, reference councilor of the Court of Accounts and general secretary of the Tunisian Government; Michel Debré, honorary commissioner of the Republic and Master of Requests of the State Council; Adrien Bollaert, former high commissioner of Indo-China; Étienne Dennerly, minister plenipotentiary and director of the American Section of the Ministry of Foreign Affairs; Jean Déthieux, general director of JOB Corporation; Roger Grégoire, Master of Requests of the State Council and director of Civil Service; Jean-Marcel Jeaneney, professor of political economy and dean of the Faculty of Law at Grenoble; Pierre Lebon, delegate to the Provisional Consultative Assembly; Jean Lepage, civil administrator at the Bank of Deposits; Lucien Luguern, civil administrator to the Minister of Agriculture; Pierre Renouvin, professor of contemporary history at the Faculty of Letters in Paris; Paul Reuter, professor of colonial law at the Faculty of Law at Aix-en-Provence; Roger Seydoux, administrator of the National Foundation of Political Science; André Siegfried, president of the Administrative Council of the National Foundation of Political Science; and Henri Wallon, professor at the Collège de France.

The direction of the National School of Administration is headed by M. H. Bordeau de Fontenay, jurist, member of the Paris bar before the war, an active fighter in the Resistance, whose experience as commissioner of the Republic in Normandy after Liberation makes him familiar with administrative duties and whose great culture is enriched by a true sense of political and practical realities. M. Bertrand, professor in the Faculty of Law, has assumed the functions of Director of Studies; it is he who oversees the educational administration. M. Racine, Master of Requests for the State Council, directs the administration of internships; and M. Pestourie is general secretary of the School. It is not possible to list here the persons who teach at the School, and who are appointed

⁵ *Ibid.*, pp. 24–25. Having taught a short course on the political and social freedoms of modern democracy at the School in the spring of 1948, the writer can testify to the high level of juridical, historical, and philosophical knowledge of the student body.

each year by the president of the Council of Ministers (premier). Scholars and practitioners, men of research or of political and administrative activity, they have greatly contributed to the success of this experiment in the creation of administrative levels for a modern democracy.

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