

THOMAS VOCINO / JACK RABIN

**CONTEMPORARY
PUBLIC ADMINISTRATION**

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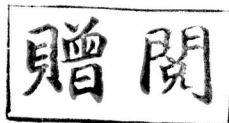
CONTEMPORARY PUBLIC ADMINISTRATION

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CONTEMPORARY PUBLIC ADMINISTRATION

FOR CAROLINE, SANDY, ANNA GAY, AND SHARON

PREFACE

Our major concern in this volume is identifying what is "contemporary" about contemporary public administration. Public administration today is different from public administration in earlier decades because the field is a reflection of dynamic forces that have changed American society.

Three forces are preeminent: *citizen demands* on government, *organized groups* and their interaction with government, and "*environmental*" influences on government.

Citizen demands for government action have ranged from mass demonstrations to political committees funding electoral campaigns. However, few social scientists have yet come to grips with a fundamental demographic change in American society that has helped to spur the increase in citizen demands: the "baby boom" generation of the post-World War II era is now grown up. The economic, cultural, educational, and social needs of these new consumers are immense and have placed great pressures on government at all levels.

In a similar vein, citizen demands often coalesce into organized group activity. Organized groups—lobbies, pressure groups, and the like—serve government administrators and legislators by writing legislation and helping to "educate" decision makers in the viewpoint of the group.

Finally, environmental influences—the raising of oil prices by OPEC, inflation, war—must usually be met by government action, and that activity is usually the realm of the administrator who has to draft and implement regulations.

Thus public administration today faces new challenges that have spurred government growth at the national, state, and local levels and that continue to call for new perspectives and policies.

In light of these concerns, the primary pedagogical objective of *Contemporary Public Administration* is to provide students, especially those preparing for a career in the public service, with essential knowledge of public organizations and the context in which they operate. A sound theoretical and factual understanding of public administration allows administrators and those who must deal with public agencies to function more effectively. To this end we hope that students will enroll in advanced courses to learn more about public sector issues and processes. No one book or course can do the job by itself.

Another purpose of this volume is to develop an awareness among beginning students of the opportunities and challenges of the public service. Those who work in the public sector have the potential for influencing and improving the quality of life in society. We hope that when students complete their introductory course in public administration, they will consider a career in the public service an effective way to contribute to their personal development as well as to society.

Contemporary Public Administration is an introductory textbook in which a number of prominent scholars and governmental practitioners address their specialties. The field of public administration has grown to such an extent that it is difficult for one person to provide an in-depth understanding of the latest developments in all subfields. Lest it be thought that specialists will be too technical for the reader with little or no background in public administration, we must emphasize that each contributor wrote his or her chapter specifically for the introductory student and that each chapter explains the historical roots and basic theories and concepts that are germane to the subject. Each chapter is accompanied by notes and a bibliography, and a glossary of terms frequently used in the study and practice of public administration follows the text. Thus *Contemporary Public Administration* covers all standard material, while at the same time offering authoritative insight into the most pressing concerns of scholars and practitioners today.

This volume would not have become a reality without the assistance and cooperation of many individuals. Joanne D. Daniels, Andrea Haight, Elizabeth Holland, Christine Pearson, and Harry Rinehart of Harcourt Brace Jovanovich provided invaluable assistance at every stage of the project. We would also like to express our appreciation to G. Ronald Gilbert, Carl T. Grafton, Richard C. Kearney, Thomas P. Lauth, Jerome M. Mileur,

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