

mission honored him with a special award in 1965 for his contributions in improving the public service at the national level.

Indeed, Lloyd Short devoted his career to improvement of the public service at all levels—and more to action programs than to research. Most of his research and writing dealt with the development of public organizations. His book on *The Development of National Administrative Organization in the United States*, published in 1923, has become a classic in U.S. administrative history. And the University of Minnesota Press published several of his administrative histories of Minnesota governmental agencies.

His greatest legacy, however, is the tremendous influence he has had not only on his colleagues in political science and public administration, but on hundreds of University of Minnesota students who have advanced to positions of leadership in public organizations in Minnesota, elsewhere in the nation, and in other countries. They remember him well, they love him dearly, and they will miss him.

George A. Warp
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Harold W. Stoke

Harold Walter Stoke died in his sleep in the early morning of March 30, presumably of cerebral hemorrhage. Born May 11, 1903, he was at the edge of 79. His wife Persis, daughter, Marcia Stoke Simpson, and four grandchildren survive him. Death occurred in Seattle, where the Stokes took up post-retirement residence several years ago.

After two years of teaching political science at Berea College, Harold earned the Ph.D. degree at The Johns Hopkins University in 1930 and immediately accepted an appointment in political science at the University of Nebraska. Six years later he moved on to successive appointments for combined research and teaching at the University of Tennessee and TVA, and at the University of Pennsylvania; then at the age of 35, he was called back to the University of Nebraska to serve as dean of the Graduate School.

This was the start of a career in university administration that included presiding over graduate study at the University of Wisconsin, the University of Washington, and New York University, and the presidency of three universities: University of New Hampshire, Louisiana State University, and Queens University.

In his few years of concentration on teaching, Harold Stoke made a deep and lasting imprint on many of his students who remember him less for classroom instruction than for his role as a coach, encouraging them to clarify their goals and guiding them toward realization of their ambitions. His concern reached beyond their college years and in not a few instances evoked a continuing correspondence that culminated in close friendship.

The talents and emotional and intellectual qualities that accounted for these remarkable impacts on young people came prominently to public attention during ensuing years in administration, notably as president of Louisiana State University (1947-51) and Queens (1958-64). LSU, still in a state of shock from the embezzlements and subsequent penal servitude of a former president, was not yet prepared for the ethical code which distinguished the institutional leadership of Harold Stoke throughout his career. His vision of the requisites of a university equal to the times and the special problems of Louisiana won wide support among faculty and civic leaders throughout the state, but generated so much friction and hostility within the governing board that Stoke felt himself an obstacle to further progress toward his goals. He resigned the presidency of LSU, rejected the superintendency of schools for New Orleans, and resumed his earlier involvement in graduate education. After four years as Dean of the Graduate School of the University of Washington and three as chairman of the several deans of graduate studies at New York University, Stoke accepted the presidency of Queens University in 1958, a position which he held until he reached retirement age.

Queens proved to be no more a bed of roses than had been LSU, but the thorns flourished in a different sector of the

garden. Laggard, frustrated, and embittered members of the faculty could not put up with the president's insistence on elevation of standards, adherence to agreed upon rules and regulations, and conscientious delivery of the services implied by the teaching contract. At one time the damages sought in law suits citing injury by the president, alone or jointly with the governing board of the university, totalled nearly a million dollars. When the highest court of the state dismissed all claims against the president personally, thereby exonerating Stoke of all charges of racism, religious persecution, and sundry brutalities alleged to have been attempted or intended, the faculty greeted him with a banquet hugely attended by persons of all races and religions, no doubt including agnostics if any person of so uncertain mind remained on the Queens faculty when the smoke of battle had cleared.

There is no public record of the aid, comfort, and wise counsel that sustained Harold Stoke during his periods of embattlement but friends and close associates credit Persis Warren Stoke with an exceptional contribution to her husband's steadfastness and his success.

The career exhibits a man of remarkable character and quality. He had a gift of friendship, an irrepressible sense of humor that frequently assumed a sardonic cast. He was fond of aphorisms and possessed a talent for fitting them into appropriate niches. His mind was stocked with compacted wisdom gathered from persistent reading and catalogued for quotation (with attribution) when conversation took the right turn. He was genuinely interested in the human being as a phenomenon to be closely scrutinized and assigned the distinctive character revealed in his remarks and behavior. His gift of insight, hitched to an eagle's vision for lurking clash between expediency and principle in men and institutions and a stubborn determination that expediency should yield when the collision occurred—this

union of perceptiveness and will must indeed have generated apprehensions of threat in any quarters where talent or integrity was in short supply, or a tenable position evaded notice. His alertness to the viscosity of institutions and the erratic and vacillating behavior of faculties and administrative officials is brilliantly evident in *The American College President* (1959), a book praised by several of his peers as possibly our most astute and acute study of the interrelations of institutions of higher learning and the publics and their leadership that are depended on for financial and other needful public support.

These same enticements to admiration and trust opened doors to a succession of opportunities for public service that were coincidental and collateral with his university employment. For more than a decade Harold Stoke was the principal American delegate to the Organization for Economic Cooperation and Development, an association of some 25 nations headquartered in Paris. Of more immediate interest to political scientists was his role in introducing comprehensive study of foreign areas into the graduate and undergraduate curricula of American universities. While serving as dean of the Graduate School at Wisconsin, Stoke chaired the committee of college professors and army officers that specified the curricula and training routines later to be known as the Foreign Area and Language Program for enlisted men, and the Civil Affairs Training Program for commissioned officers during World War II. The intensive drill in foreign languages and the interdisciplinary emphasis that dominates the study of foreign areas, especially Third World countries, in America today was a World War II innovation midwived primarily by Harold Stoke, consultant to the Army's Provost Marshal General, and Mortimer Graves and Milton Cowan of the American Council of Learned Societies.

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