

ate programs. Education for public service at graduate levels should be geared to either undergraduate or graduate courses in one or another of the major professions or technical specialties.

For example, economists seeking public careers might be given concentrated graduate education on public economic policy, resource allocation among government programs, application of econometrics to urban problems, and so forth.

Sixth, there is real need for research, experimentation and innovation in methods for preparing teachers in graduate programs in public affairs and public administration.

How can professors best keep abreast of rapidly changing governmental and managerial systems and procedures?

Are there advantages to frequent interchange of teachers, researchers and practitioners in the fields of public service?

How can such programs best be organized, utilizing both the practical work experience available in government service and the scholarship and detachment available on the campus?

I could go on with this list, but the items mentioned give ample illustration of both the need for and possible avenues toward better education for the public service.

I do not want to imply by this listing that the bill would give any stimulus to fragmentation in teaching and research related to public affairs. Quite the opposite—the present compartmentalized efforts within our universities need to be brought together in new organizations or coordinated programs just as all governments are coordinating their attacks on the stubborn problems of poverty, disease, ignorance, disability, and unemployment among all levels and among a variety of agencies.

The authorizations for graduate fellowships in part B of the bill, like the improvement grants and contracts authorized in part A, are also needed to satisfy unmet needs among the existing programs of Federal support for graduate or professional education.

Primary emphasis under this bill should be given to potential public service employees trained in the social sciences, law, and other fields which now receive little or no Federal aid but from which many of the most urgently needed program and staff personnel must be drawn.

Among such disciplines are economics, sociology, political science, history, the behavioral sciences, law, and architecture. But there is also a need for graduate public service education as an “overlay” for other fields.

Such Federal assistance would provide another year on top of the basic professional, scientific, or technical preparation. These programs would help produce people prepared for more efficient and effective practice of their profession in government employment.

The emphasis which various disciplines should receive in terms of opportunity for graduate public service education will vary both by numbers needed by governments and the duration of the fellowship.

In some instances, relatively short courses of a month or two or even up to one academic year may be adequate. In others, 3 years of graduate instruction will be needed. For example, expert opinion believes that civil engineers seeking public service careers should have at least a full year's study in public finance, public administration,