

the interrelationships of physical, economic, and social planning, and similar courses.

Lawyers seeking public service careers may need relatively short courses. Political scientists, students of public administration, economists and sociologists seeking new solutions to such old and difficult problems as excessive fragmentation of local government, more equitable tax bases for competing jurisdictions, more effective local policy-making and better planning, organization and execution of local government services, and so forth, could well profit from a full 3 years' graduate education—the maximum authorized in the bill.

The education for the Public Service Act together with the Intergovernmental Manpower Act, if enacted, could contribute greatly to the quality of administration in State and local governments.

The emphasis on development of modern personnel practices and training to meet the needs of rapidly expanding and changing government services is of particular merit to those of us in Federal agencies administering grant programs.

We are, of course, fully dependent on the quality of State and local personnel for the achievement of the great national purposes embodied in the Federal grant programs, which you in the Congress have helped to erect.

Thank you, Madam Chairman. I would be happy, together with my colleagues, to discuss any questions the committee may have.

Mrs. GREEN. Thank you very much, Mr. Simpson.

As I understand it, your recommendation and the administration recommendation is that this act along with the Intergovernmental Manpower Act go into effect in fiscal year 1969.

Mr. SIMPSON. That is correct.

Mrs. GREEN. I don't find myself in disagreement with anything you have said and I think the goal is noble and the need is very, very great.

But I have real trouble in resolving the conflict between the current draft policy which is going to take all of the college graduates, and all of the first- and second-year graduate students, and the recommendation for a new graduate program to try to lure more people into areas where there is an obvious shortage of highly trained people.

How do we reconcile this? On the one hand the Government says, "We don't want you in college, you can't stay there, sorry, brother, you are going to be drafted."

And on the other hand we say we desperately need more highly trained people so we will give grants to institutions, we will give fellowships to individuals, we will pay stipends to try to lure more people into these areas which are neglected.

How do you resolve that very obvious conflict?

Mr. SIMPSON. I think I would have to agree with you, Madam Chairman, it is an obvious conflict.

I would hope we could find some method, in consideration of these two national policies, to resolve that conflict. If, indeed, we pursue the policy of priority draft of all college graduates and graduate students—

Mrs. GREEN. And the priority draft is the current policy.

Mr. SIMPSON. It is the current policy. It will have a sharp impact on this program and on all of our graduate education programs of the Federal Government without any question.