

Now you say, why do you need some kind of special thing to get people to do this?

Well, professors are not the most likely to change of any group in the country. There has to be some kind of incentive. So far as the kids are concerned, there has to be some visibility to this program. You have to be able to say here is a public affairs course that gets you into a certain kind of life. There has to be some recruitment for it.

After all, the graduate department recruits all over the country just like a professional football team. If you don't have somebody trying to get students for this kind of thing, then they will go into political science or economics.

Again, the student needs first job assistance. I know in the Department of Political Science we will take care of students for their jobs—get them teaching jobs. The attitude of most graduate professors is, that if a kid goes into public service he has been lost—you have wasted your time on him.

I don't know of anybody who is trying to get kids started in a job of this kind. So I would say this is the ideal use of a categorical grant. You recognize the need. You encourage somebody to do something about it. You get him started.

In due time I should think a program like this could be phased out and it could be handled in the ordinary operations of the university. What you try to do now is to get some people to do something which they have not been doing, which is to set up an interdisciplinary kind of approach with the idea they will turn people out for public life which I think is a noble act.

MR. QUIE. Do you think we ought to get the idea established well enough in 5 years so that we could phase it out?

MR. HUITT. I would hate to set a time ahead of time.

MR. QUIE. If you don't, it will last forever. It will probably last forever, anyway.

MR. HUITT. No. I think the record of our department shows that we try to move away from categorical approaches—categorical grants—to general programs such as we have done in health and such as I hope we will do in higher education in time, where we will give help to institutions without its being categorical.

It seems to me that the purpose of the categorical grant is short-run—to encourage people to do some things that they are not now doing.

MR. QUIE. I know you are trying to phase out of the Higher Education Act—the academic facility acts—evidently by your recommendation.

Are there other areas of special training that are not being recognized as public service or is this the one now that needs the most help?

MR. SIMPSON. I think it is the most urgent one, sir. That is the constant plea you hear from administrators in the Federal Government as well as those in State and local, an urgent need for trained, highly educated personnel. For example, a circular came across my desk the other day from the New York State Health Department. They were looking desperately for an assistant commissioner in the administrative office to do planning for them under the new Comprehensive Health Planning Act.

This kind of talent requires a very broad knowledge of public health administration, plus the kind of skills in cost-benefit analysis one gets