

be expanded significantly without Federal support of the kind given in recent years to other educational programs deemed of exceptional importance to the national interest.

I have indicated that almost all of my professional career has been devoted to the organization and direction of programs of graduate education for public administration in the United States and in several foreign countries. Today I am deeply disturbed by the inadequate development of such programs in the United States. At least 100 of our universities offer programs of education for public administration most of which have been established in the last 30 years. However, in my considered opinion, there are now no more than ten really substantial institutions for education for public administration in this country. These few schools have made a contribution to the effectiveness of American government that is out of all proportion to their size and resources. I do not wish to disparage the efforts made by the other institutions but most of them simply have lacked the faculties and other resources to offer first-rate professional training.

Whatever the quality of the country's respective programs of education for public administration, their total annual student output simply is not at all adequate to either the present or future needs of our governments. In 1967, 53 of the 70 member institutions of the Council on Graduate Education for Public Administration reported that they had granted 670 master's degrees and 70 doctoral degrees. I suspect that at least one-fourth of these degrees were granted to individuals already employed by a public agency and that at least 10 percent of the degree recipients sought academic positions. If I am approximately correct, then in 1967 the new entrants into American public services with professional training in public administration probably did not exceed 500.

This number of men and women, whatever their ability, and it has been high, cannot meet annual needs of our state, local and national governments. The distinguished Dean of the School of Public Administration of the University of Southern California, Dr. Henry Reining, has estimated that governments in the State of California alone could have employed at least a thousand young men and women with professional training in public administration in 1966. I can add that the State of New York never has filled its annual quota of positions for persons with the degree of Master of Public Administration. The United States Civil Services Commission and the National agencies also compete vigorously each year for the members of the small number of public administration graduates. The projections of the manpower needs of our governments in the period 1968-1975 are well known. They reveal that the unmet needs of our governments for professionally trained administrative personnel will be vastly greater than I have indicated with the passing of each of these years unless our universities are assisted in a dramatic expansion of their programs of education for the public service. I will not labor this point further except to note that the great present effort to strengthen our state and local governments depends importantly on increasing the number of persons professionally trained for public administration.

The reasons for the inadequacy of most of our schools of public administration long have been well known in both universities and governments. All graduate education is increasingly expensive and our universities, with very few exceptions, simply have not had the money to support significant programs of graduate education for public service. Nor has the national government contributed significantly to date to their resources for this purpose. Consequently, faculty members have not specialized in public administration and there is a national shortage of competent teachers in the field. Graduate students have not entered the field in adequate numbers because of lack of fellowships comparable to those available in other fields. Third, most of the universities that have attempted to establish programs in public administration in recent years have not had the resources for the kind of program planning and interdisciplinary curriculum development that is essential in this increasingly complicated and rapidly changing field of education. Not only have our governments suffered as a result of these conditions but many young people interested in public service have not had an opportunity for the necessary education.

Title XII of HR 15067 is well-designed to meet the needs of our universities if their programs of education for public service are to be significantly improved. They need substantial additional funds for—

- (1) Program planning;