

I think the proposed legislation is the single step that the Congress might best take to assure that. More and more these days young people particularly the most gifted and highly motivated ones, are making career choices at that stage in their undergraduate education when they choose the kind of professional or graduate special education which is increasingly required to compete in modern technological society.

The attractiveness of graduate or professional programs as seen through the eyes of these young people becomes the critical point in the recruitment of the profession which these programs serve.

And the significant feature of the recruitment process these days is the availability of financial assistance as well as an attractive and exciting program.

May I say parenthetically, because of the emphasis placed today on the impact of the newly announced draft rules, that I think that if these regulations hold and in fact substantially reduce the number of young people going into graduate and professional schools, as appears apparent, it seems to me it is all the more important that we be able, that the public service be able to recruit competitively for the best of these young people from what group or pool of students that are available for graduate education.

I would like to stress that particular aspect as it relates to the matter that was raised several times this morning.

I would also like to urge that the consumer of this vital human capital that we hope to produce and do produce in these programs these days of course is best qualified to testify on the urgent nature of the need.

I hope that mayors and Governors and public officials who depend vitally on these people testify. We do from our vantage point feel the desperateness of the need because the mayors and Governors call us and ask for people to fill these vital positions.

We are not able nearly to meet the measure of need that is proposed to us in our own areas, in fact, it is a difference of rather great dimension. It is hard to put numbers on it. Dr. Conoway mentioned eight offers per student, but I am sure it is much higher than that if you look at the real need, because we do not promote them adequately to get those numbers and I think it is a very, very significant factor.

I might point out that a number of our students in the second year of their professional program work part time, largely because of the absence of financial aid, and the demand for these second-year students, particularly in these new governmental programs in the cities, is insatiable.

We can't supply enough of our student body to participate in these programs, let alone graduates.

One other main point that I have made in my testimony is my feeling that we must look carefully at the ways in which this program and the programs are resource consumers. That is the vital resource of teaching which is required to train these people.

I feel very strongly that professors who will teach about the public service, who will train people to be better public servants must in addition to meeting the rigid academic requirements of the several key disciplines that are involved in these areas and very often it is more than one discipline in which they must be real experts, that in addition