

society. The attractiveness of graduate or professional programs as seen through the eyes of these young people becomes the critical point of the recruitment of the professions which these programs serve. A significant feature of the recruitment process is the availability of financial assistance as well as an attractive and exciting program.

The fellowships provided in Part B of Title XII (Sec. 1211-1212-1213-1214-1215) would provide the critical ingredient to this recruitment process and represents, in my judgment, the single most important feature of Title XII.

This legislation also meets head-on a critical need of today's college generation: the search for commitment and involvement. No simple or single-cause analysis will explain hippies and the more violent activists on our campuses, or the vast millions of students whose frustrations and anxieties this small minority sometimes seems to express. But at the heart of any explanation is the search for commitment and involvement. This bill, like the Peace Corps, will help to serve this deep need and provide the opportunity for a constructive commitment.

Before turning to other portions of Title XII, let me note first the great demand for the kind of persons that the fellowship program will recruit and educate. I hope that governors, mayors, county commissioners, and federal executives will testify to their need. For it is these people, facing the great challenges of contemporary public life, who can best bear witness to the urgency. It is they and their principal subordinate officers who are now seeking to staff the challenging new programs designed to meet critical needs in our society.

The consumer, then, is best qualified to testify to need. For my part, let me simply note that persons now receiving the kind of training that is contemplated in this legislation are in great demand at all levels of government. The experience of our program at the University of Washington may be relevant and typical: Our program has been in operation since 1948. Since we became a School in 1962, our enrollment has increased from 17 to 93. Our graduates now serve as follows: approximately 15% are teaching, doing research or administration in higher education; 25% are in local government; 15% in state government; 35% in federal government and less than 10% in private or quasi-public employment usually with a significant public policy aspect. Except for those students who came from public employment as full or part-time students (about 35%), all others were significantly recruited for the public service as a career by the educational opportunity of this program. Our graduates receive as many as 30 offers each upon graduation. The demand for the part-time services of second-year students who need to or wish to work while completing their studies is insatiable.

To meet the expansion of existing programs and the establishment of new ones which must take place whether or not this fellowship program is approved, but particularly if it is, the nation's universities will have to compete for the very small number of persons qualified to teach these students and to organize and run their programs. Such professors must be a rare breed. For not only must they meet the rigid academic requirements of the several key scholarly disciplines, but they must have practical firing-line government experience as well. Such people are in rare supply and the existing programs at existing levels in the country are competing aggressively for the few that there are.

This legislation and the proposed Intergovernmental Manpower Act will, in my judgment, increase by several-fold the demand for new faculty and administrators for the existing major programs in public affairs in the United States. The legislation will further cause new programs to start from scratch.

It is therefore critical that the *resource producing* aspects of this legislation be designed to match the drains which its new programs will place upon limited resources. The analogy to the Congress' reaction to Sputnik in 1957 is relevant: Congress invested heavily in the training of the professors and research scholars who were the vital human capital for the training of practicing engineers and scientists whom the nation needed then and now for our rapid technological growth and our national security.

I therefore urge you to approve and strengthen those portions of this act, particularly Sec 1203 sub-paragraph 2, which could result in imaginative programs for the training of professors and administrators to staff these programs. Such programs should include support for solid disciplinary and interdisciplinary training in the contributing research and academic fields and new ways to make periods of active public service a part of the teacher's training.

I strongly urge that these two urgent needs—the public service fellowship program and the training programs for the teachers who will educate and motivate