

these people towards careers in public service be accorded the highest priority of the several programs contemplated in Title XII. I further urge that the Intergovernmental Manpower Act be viewed as a *resource-consumer* in educational terms and that the resource *producing* aspects of Title XII be implemented first. I regard the in-service and mid-career training programs for present public servants as provided in the Intergovernmental Manpower Act to be vitally important, but not as important as these two key programs. These programs—pre-entry training and teacher training—deserve the highest priority because they are the longest range and because they provide the resources upon which the other programs depend. My emphasis on pre-entry training at the graduate professional level is based upon the conviction that graduate professional education is now the critical gateway into the public service. It is there that the most vital recruitment of tomorrow's leaders is taking place.

With the passage of this legislation, the federal government will enter a significant new field. Other legislation which touches on education for the public service has already passed the Congress (Title I of the Higher Education Act, Title VIII of the Housing Act of 1964, for example) and this Congress has before it the Intergovernmental Manpower Act. All this legislation will vitally affect programs for education for the public service and I hope that adequate means for coordination for these programs will be developed. Perhaps, for example, the advisory panel envisioned in Title XII might be extended to provide coordinating and policy guidance to programs under the other legislation. Such coordination, however provided, must be effected someplace so that scarce resources may be wisely used and that high quality educational standards may be maintained.

Thank you for the opportunity of making these few comments. I would welcome the chance to answer questions about these points and others I have not mentioned, such as the importance of internships, the research components of programs, and the administration of the Title.

Mrs. GREEN. Thank you, Dr. Denny.

Congressman Brademas, do you want to lead off with some questions?

Mr. BRADEMAS. Thank you, Madam Chairman.

I have some quick ones. Why is it so difficult to get State and local governments to support public service education since they are the ones who would benefit most from it?

Mr. CONOWAY. I haven't found it terribly difficult or I did not find it terribly difficult in New York to obtain appropriations for the purpose but I must say that the school in Albany is in a very fortunate situation.

Mr. BRADEMAS. I will interrupt to ask you in view of your representing a national organization, how many States have programs designed to produce public service education to meet the needs of State government?

Mr. CONOWAY. There are several programs but they are very small and they are very weak, sir. Of the 10 major institutions of this kind in the country, only three of them are publicly supported.

Mr. BRADEMAS. Isn't there, therefore, a strong justification for State legislatures doing more to help meet their own State need for personnel?

Mr. CONOWAY. Yes, there is. There is a corresponding problem that the civil service systems of most of the States are so inadequate that they don't attract the graduates. One of the problems of directing our students into State and local positions is that they don't have appropriate merit systems and consequently too high a proportion of the students who earn a MPA degree enter the Federal service, not that the Federal service does not need these people, but the States and locals need them, too.