

the Nation had to be considered in the context of the financial and manpower demands of an Asian war of ubiquitous international tension.

Then, as now, a bewildering variety of special groups—each with its own sincere view of the consonance of its wishes with the interest of the broader public—contended for legislative advantage and support. Then, as now, executive agencies and various levels of our Federal system vied with one another for budgetary or jurisdictional advantage.

Then, as now, the normally healthy division in our Government between President and Congress was in danger of producing a national paralysis of will—threatening effective and consistent responses to observed national and international pathologies.

And yet, in retrospect, the world of 1951 seems almost bucolic compared to the world of 1968. It is as though all of the generic problems of the recent past had suddenly taken an exponential leap without a comparable jump in human wisdom and skill. The bonds of community at home and abroad seem suddenly to have become unglued. We are in danger of becoming a nation of strangers and a world of sullen and apocalyptically dangerous tribal antipathies. Frustrated by the complexities and inertias of what we observe and experience, we either withdraw into protective self-indulgence or we lash out blindly at those whose prudence restrains our collective compulsions to trigger suicidal aggressions.

It is in this context that you are considering the education for the Public Service Act. It is not that public officials are the only resources available for our national salvation. Self-government cannot be totally delegated. If community commitments of private, professional, and voluntary energies should wither away, politicians and bureaucrats would have no function but to preside over the melancholy wake of freedom. But if government cannot exist without the support of an underlying society, the reverse is equally true.

Government is the proximate guarantor of order and the major instrument of achieving those more positive values encapsulated in the beautiful rhetoric of our constitutional preamble. And the very power and scope of government today, and the complexity of its agenda, make patent the need in the public services for the ablest and best educated of our citizens. To paraphrase Dwight L. Moody's comment about religion, government is too important to be left to duffers.

There are roughly 90,000 units of government in the United States. These units employ directly over a sixth of our total labor force. Even so, thousands of important government jobs remain unfilled. In 1964, for example, the Municipal Manpower Commission found that one of every four professional jobs in New York City was vacant because of the shortage of qualified and interested applicants. And the Bureau of Labor Statistics has estimated the need for additional State and local administrative, professional, and technical personnel at nearly 3 million by 1975. By then it is estimated that the Federal Government will need nearly an additional million civilian employees.

At this very moment I can testify to the government manpower shortage from my own experience as dean of the Maxwell School. Each