

year our average graduating class of about 50 young American master's degree candidates in public administration is besieged by job recruiters from scores of Federal, State, and local agencies. Last week, for example, the commissioner of administration of the State of Wisconsin and the head of the New York City Housing and Development Authority both visited our campus.

Health, Education, and Welfare; the Department of Defense; the Bureau of the Budget; Interior; TVA; and Housing and Urban Development are among the Federal agencies that have sent representatives to Syracuse in the past few weeks.

Last year one of our students alone received 25 offers of public employment. And our situation is not unique. All major university centers of public administration and public affairs report that they could place several times the number of candidates they graduate. Yet in the face of this overwhelming demand for professionally educated management personnel, the national annual production of master's degrees in public administration was under 700, according to a quick survey by the American Society for Public Administration conducted in 1967.

This shortage of trained administrative generalists and staff officers would be serious in itself, for there is an ever-increasing need for men and women of broad background in public management at every level of government. But the problem is compounded by the fact that most higher positions in the government services are manned by people who have come out of highly specialized technical and professional backgrounds: engineering, law, education, forestry, agricultural science, social work, economics, business administration, medicine, and so on.

Not only are not enough of the new crop of specialists opting for government service; many who do so opt are inadequately educated in the arts and sciences of governmental affairs. There is nothing in the normal professional training of an engineer or a doctor that would prepare him for the communications, organizational, human relations, and conflict-resolution problems that comprise the basic stuff of the public service.

We need more and infinitely better trained people entering government service than is presently the case.

The reasons for this vast disparity between supply and demand are numerous: the low prestige of public service in the Nation at large and within the academic community; the shortage of financial assistance for students in professional management programs; and the paucity of qualified instructors. For each of these causes, the education for the public service bill provides a strategic remedy.

First, in its symbolic value alone, the bill would for the first time place public service education on a level with other kinds of professional education. Like engineering, law, teaching, and medicine, preparation in public administration and public policy is professional training. The recognition extended by this act would make a significant contribution to publicizing that fact.

Second, in its provision of fellowships, the bill would vastly increase the number of students who could enroll in public affairs programs. And what is equally important, it would permit public service