

programs to compete for the very best students, students who are now attracted into other fields of graduate study where financial assistance is more plentiful.

Third, in its provisions for training and retraining of faculty, the bill could contribute importantly to the expansion of the pool of qualified instructors for public service education. Fellowships of 3-year duration will permit the best students to achieve the doctorate degree, thus preparing them to serve both the public service and education for the public service in tandem or at different times in their careers.

As noted earlier, however, most professional personnel in government do not receive their training in public management. The health sciences, engineering, social work, law, the natural sciences are all areas of great government demand. The Education for the Public Service Act contains important support for developing and implementing, in a variety of flexible organizational patterns, a public service component in the curricula of professional schools. Now and relevant courses will serve the twin purposes of attracting more professional school graduates into government and fitting them to operate more effectively in the unique environment of the public sector.

But more fellowships and more courses are only half the answer to the problems of education for public affairs. The other half has to do with the quality of the courses we teach and their relevance to the challenges confronting public executives at all levels of government.

The role of computer technology, the problems of the innercity, social accounting systems, planning for the future, the internationalization of public policy, the changing patterns of creative federalism, new management techniques, the control of environmental pollution, the interrelationship among social, economic, and political developments—these are random but staggering examples of subject areas where educators and curricula need extensive updating.

Clearly one of the most important impacts of the Education for the Public Service Act will be its provisions for grants to universities to permit them to take a good hard look at their own offerings and to come up with better programs of public affairs education—and better ways of teaching. For we have barely begun to tap the exciting possibilities for the utilization of techniques and technology for communicating more effectively and efficiently with our students.

TV, programed learning, audiovisual techniques are all underutilized; team teaching, syndicate and T-group techniques, self-instruction all offer valuable improvements over traditional methods when properly employed. Innovative internships and exchange programs can be richly rewarding. But up until now we have had neither the time nor the resources to do the experimentation to determine what are the most productive teaching methods for different kinds of subject matter with different types of students.

In this area I see the provisions of section 1204 as a challenge to the universities and to private associations like the American Society for Public Administration, the International City Managers Association, and the Public Personnel Association to develop new knowledge and new ways of disseminating it, and to utilize existing capabilities in the stronger institutions to foster new capabilities through regional cooperative arrangements with institutions that are currently weak. None of these are easy tasks, but they must be faced and mastered if we