

is put upon such matters as government organization, communications, budgeting, personnel, organization and methods, and some policy concerns of a general character.

In addition to this, if one were asking the question how many graduate students are going into the public service, this would represent only a tiny fraction because lawyers, doctors, engineers, educators, and so on are obviously going into the public service in very substantial numbers out of graduate school. So I have tried to suggest in my testimony that there is a dual need here.

One is the need to increase the number of those who are trained to go into general governmental positions, city managers, jobs in the Bureau of the Budget, jobs as staff officers in the Congress, and so on. At the same time it is necessary to increase the amount of knowledge about government and government practice that a student in the more precise professional fields like medicine or engineering or health or education would have because a lot of these are going into the public service, but many of them are, I think, ill-equipped in terms of their knowledge of the way the Government works to make full use of their professional knowledge in the public context.

Mr. GIBBONS. What undergraduate schools will most of your people come from, schools of business administration or arts and sciences?

Dr. BAILEY. By and large from arts and sciences.

Mr. GIBBONS. That leads up to my next question as to whether or not we shouldn't in some way encourage the understanding of this problem in the schools of business administration so that people who are going there might have some exposure to the problems of governmental management.

Dr. BAILEY. Yes, sir. I couldn't agree more. There have been some experiments along these lines. As you know, the graduate school at Cornell in this area is called the Graduate School of Business and Public Administration. There are a number of schools now suggesting or planning for the development of schools of administration in which both business types and public service types would be trained.

The Harvard Business School, which is certainly one of the leaders in the country, every year turns out a substantial number of people who end up in the public service. So that, I can only echo your position that the more that is done in infusing into business schools material about government, government in business, science in government, and so on, is all to the good.

Mr. GIBBONS. Is there anything in this proposed legislation that would help that situation? As I understand, this legislation is primarily aimed at the graduate level. We were talking for a moment here about the undergraduate level. Is there anything in this legislation which would help schools of administration at the undergraduate level that would work both in business and public administration?

Dr. BAILEY. I am not sure that there is, sir, except indirectly as you train graduate levels who teach at the undergraduate level who go back and teach. I happen to have a philosophy of education which suggests that the undergraduate life of the student ought to be devoted largely to broad and general liberal arts education and only at the upper divisional level and graduate level should the student begin to concentrate in such a field as business administration and public administration.