

In addition to this, of course there are a number of very highly educated and competent and highly motivated women who are going into the public service, and we ought not to forget the contribution that they are making now and that they can make.

So that, for all these reasons the urgency for doing something in this area, it seems to me, is heightened by the existing situation.

Mr. ERLBORN. Can we expect the need to be fulfilled with the program financed principally or almost entirely at the Federal level, or should this be designed to encourage the investment by States and local governments in graduate studies?

Dr. BAILEY. Well, I would of course like to see an additional interest on the part of State and local governments in financing preentry training of this kind. It becomes difficult when you realize that most of the important programs in graduate education for the public service are not limited in constituency to a particular area.

In the Maxwell School we draw from, I think, 40 to 45 of the States of the Union and probably a dozen foreign countries. Leaving out the foreigners here who are not included in this bill, it is a little hard to know how we would go to State and local authorities for money to support preentry activity as against midcareer activity, preentry activity in the Maxwell School. I think this has to be looked at really as a national program tapping national resources and therefore it seems to me the major burden of the responsibility must come from the Federal Government.

Mr. ERLBORN. One last question, and really I pose this not as a question I expect you to answer but maybe to give you an insight into some of the problems we face. That is, at what point can we say that the deficits facing this Federal Government, running in the magnitude of \$20 to \$25 or \$30 billion a year, can we afford to do even these worthwhile things? We have to look at this, of course, in the context of the overall budget of the Federal Government, the demands upon the resources that we do have, and set priorities within the availability of those resources. Even some of the most desirable programs may not be feasible at a time when the resources are not available.

Dr. BAILEY. Mr. Congressman, before you came in, I mentioned in my testimony an earlier experience of mine as an administrative assistant to a U.S. Senator. I am fully aware of the very difficult problems which you people face. The business of setting priorities in the face of the kinds of restrictions that are imposed by our international commitments at the moment must be a kind of traumatic thing to go through.

I don't want to sound here as though I were self-serving because my major concern in life has been with education for the public service. I honestly can't believe there is any higher priority, and I mean this in terms of both international relations and domestic problems, than bringing into the public service the highest quality people we can possibly bring in. This seems to me the sine qua non of effective government abroad and at home. This becomes really dimensional, and, if we don't have adequately trained people to run these programs, and they are becoming more complex all the time, it doesn't make any sense particularly to allocate billions of dollars to the carrying out of a series of programs for which there is not ade-