

4. A GENERAL COMMENT ON REFINEMENT AS SUPPLEMENT TO EXPERIMENTATION

Experimentation is a popular word today and an important word. Education must be relevant and must be informed. Innovation is necessary just to maintain the pace of changing times and conditions. But the motif on experiment throughout the educational process as distinguished from that experimental confirmation that is part of the emergence of new knowledge can be the sign of youth and adventure. Maturity means, however, not only the ability to adjust but also to maintain momentum. Endurance in excellence is one thing; the discovery of more excellent ways is another. New recipes and new flames for new stews should always be sought. A less strident note in higher education will emerge, however, when in its maturation there is also maintenance of sound practice and quiet appreciation, if you will, of the refinements of the master chef not upon display at another national convention but at his old stand under the new ivy.

Mr. QUIE. Why don't you move up to this chair? You might wish to engage in this conversation we have.

Mr. BRADEMAs. Let me ask Mr. Shabat a couple of quick questions.

You use the phrase "We are a part of higher education," yet I think in your testimony you also indicated that you use both Vocational Education Act moneys and moneys from higher education legislation. This poses a problem that we have had in our committee, namely, in the area of 2-year institutions.

What are you, fish or fowl? To put it combatively, are you trying to have it both ways?

Mr. SHABAT. No; we are caught so that we try to use each to get what we need. Now that is not quite the answer, perhaps. I am saying this, we are now part of higher education in the State of Illinois because of our master plan which was implemented by way of the Public Junior College Act of 1965. We were separated from the common school, of which we were a part for all of our 55-year history.

Now, we still get money under the Vocational Act and we are happy with the money. We make pretty good use of it. I don't know that there has been any problem. I don't think that should get into the picture, really, because that money does a lot of good. We do emphasize technical occupational instructions and that is pretty much leading directly to employment, and this is one of the technical functions of the junior college which differentiates us from the senior college and university.

Mr. BRADEMAs. I understand that. The real question I had in the back of my mind was an argument we had in 1963 in our committee when we wrote the Higher Education Facilities Act. In title I, 22 percent was set aside for 2-year institutions. That was deliberately put by our committee in the Higher Education Act and not in the Vocational Education Act because we wanted to make it clear that we were interested in developing greater support for 2-year college-level institutions.

Your situation and those out in the State of California posed certain problems for us in this respect. Do you have any comment on this question of how that 22-percent set-aside has operated in your institutions?

Mr. SHABAT. Well, as you know, the Federal grant is, in Illinois, part of the 75 percent of help that we get. The remainder of the 75 percent comes from the State government. We are making our applications in order to relieve the burden of the State government, but more