

I volunteered my efforts in the late autumn of 1964, when the task force was just ending, and there was a group of educators at that time who came in mainly at their own expense from various parts of the country, NEA people, public school educators like myself, some from private education.

We did this for a series of months, and to me it was one of the most exciting periods in my own career and education to see this kind of dedication.

Finally, as the OEO was established and became a little more bureaucratic, someone said, "We have to put you into some official capacity," so for 6 months or a year I was there as a consultant coming in now and again 1 or 2 days at a time.

I come here to speak as an educator, not as a citizen, or as a representative of the State University of New York where I occupy the position of the dean of arts and sciences.

I think many people are confused about what the Job Corps is and what it means, and if I can be of any value to this committee today, my prime reason for coming here is to speak as someone who not only has experience in education, but has made it his business to study and analyze what is happening in American education, and I relate Job Corps, not to the economic question, primarily—it is related to that; that is obvious in its name and what most people say about it—but what is not obvious is that Job Corps is a real outgrowth, and logical development in our educational patterns in this country.

In my prepared statement, I compared it for a metaphor, so it can be seen a little more easily, to a new building that is just going up.

When you look at a new building, and heavens knows I am looking at a lot of buildings up in Albany, you see debris and people running around, and it looks like madness.

You come back in 3 years and there is a structure.

I think we are looking as sidewalk engineers at Job Corps, and we see something misplaced, or as it should not be.

I want to talk about the philosophical aspects of this. I think Job Corps if it is going to make any sense to us in the educational community has to be related to what education is all about, and it is in this primary sense that I look at it with you today.

In education, we have inherited, if you go back to the 18th century, an ancient prejudice, and that is that education is for the few. Everything we have done in American higher education, which I think is our greatest distinction, is that we have always tried to expand the educational horizon. When Harvard College was founded by the Puritans, this was intended not as just for an elite, but a much larger elite. It was a revolutionary thing in its time. And there has been a national progression, an ever widening area in education.

I would take five big landmarks just to have a sort of noble view of this, starting with the independent and often church-related liberal arts college. We went from that to the State university, where we took the same concept and said, "Let's apply it to the agricultural, mechanical, engineering arts, let us see if we can't get the farming community, the rural community, a large segment of American youth," and we succeeded in that.

The liberal arts colleges and the State universities led into one of our most distinguished accomplishments, the graduate school.