

One of the things distinguishing graduate school in this country with France, Germany, or the Soviet Union, is that we have opened up the learned professions, to very large groups in our society.

Our largest achievement has been the public school systems, and I stress the plural here, because we have a vast diversity of public school systems and our stated goal here was that we would have universal education, culminating in the elementary school, in the generation represented in this room in the secondary school.

What we are seeing now is the universal education moving up to the community college and the State college.

Yes, there are certain failures that come to the fore; we have extended education at all levels to many people, more than any other society, but it has ended up that we have large groups, primarily the poor, the colored, the disenfranchised, the Spanish-American immigrant, the American Indian. These are people who have been discarded from the school system, who have been thrown out, and we are recognizing now that something has to be done, and this is not merely a question of finding jobs for these people.

We are talking about young people who are our young people. They are our children.

And what we wanted to do is raise these youngsters to positions of dignity in the society and self-esteem and self-respect.

I don't think anybody is really quarreling about the goals of the Job Corps. What we are asking is how these goals should be met. What does it mean, is the second question. You have to forgive a professional approach to this. I want to know what I am doing. I am a great enemy of thoughtless action.

I want to think about what I do, and I have to act all the time.

What it means to me is that the Job Corps represents for the educational community a kind of a Mayo Clinic. We have on the one hand here a clinic where we treat people who are in need, and people who are not getting treatment in other places in the educational system.

We do not treat these youngsters in the schools of Harlem adequately. We can't. We don't do it in the restricted suburbs of our affluent cities.

These are youngsters in great need, and on the one hand it is a clinic, but the Mayo Clinic is more than a clinic where you treat the sick. You do research. You study diseases that come before you. You study analytically and in depth the problems that these patients bring to you, and it is perhaps this laboratory aspect to the Job Corps which is so fascinating to me and many of my colleagues which are among some of the most innovative educators in the country, in all fields we are watching the Job Corps.

We want a feedback from the Job Corps. I have faulted the Job Corps in the past very plainly to some of the people there by telling them they had not done enough in relating to the educational community.

I have a specific recommendation that I wish to make on that score, but nonetheless, the Job Corps represents a very profound and new approach in American higher education. It wasn't invented there. I would place a great deal of credit for what is going on in Job Corps in the efforts that arose, already in the 19th century in our university extension, agricultural extension and what today we refer to as adult and continuing education.