The history of support for graduate education offers insight into societal tensions. This lecture describes these tensions as a context for our current state of affairs in graduate education—disrupted. Unionization efforts, academic labor market conditions, algorithmic justice, and many other factors press. The U.S. human capital regime depends on graduate education to produce knowledge workers to advance local, state, and national economic interests and to strengthen our national security. Moreover, graduate education is critical to the knowledge production process. Knowledge is characterized as a public good. And thus, many equate graduate education as a public good. The lecture will argue that graduate education in the modern university must continue to fulfill its traditionally defined aims, while embracing its position as a community partner in pursuit of brain regimes organized to foster opportunity, health and well-being, and civic problem solving.