

1984 Press Releases

January

Gabriel P. Weisberg Appointed Assistant Director, Museums Programs
Susan R. Parr Appointed Assistant Director, Central Disciplines
Caroline Taylor Appointed Assistant Director for Publications

February

Humanities Endowment Announces Reassignments in Fellowships
Division, Challenge Grants Office
President Reagan Asks Congress for \$125 Million for NEH in FY 1985
(A brief description of important points in the FY 1985 budget
request and table on Endowment funding from FY 1983 to FY 1985.)
Humanities Endowment Chairman Faults "Insignificant, Lifeless and
Pointless" Graduate Programs -- Bennett Calls for Major
Changes in Teaching Scholarship

March

Statement on NEH Review of the Association for Humanities in Idaho
Bennett to Hold News Briefing on Tuesday, March 20 at 10:00 a.m.
Chairman Holds News Briefing on Educational and Equal Employment
Opportunities
(A list by state of the 67 Younger Scholars
Fact sheet -- Younger Scholars Program
Fact sheet -- Undergraduate in the Humanities
Fact sheet -- NEH Hiring Policy
Bennett's letter to Clarence Thomas; and articles and
editorials about the letter.)
Humanities Endowment Makes First Awards to Younger Scholars
(A complete list of all 67 Younger Scholars is attached.)

April

Humanities Endowment Sponsors Four National Conferences on the
Bicentennial of the U.S. Constitution - Inaugural Conference
at Wake Forest University April 9 - 12
Ronald Herzman Appointed Assistant Director for Seminar Programs
Second National Conference on Bicentennial of Constitution
Scheduled for Boston College April 26 - 28 -- John Agresto
Will Give Welcoming Address
Sidney Hook Will Give 1984 Jefferson Lecture in Washington on
May 14 and in New York on May 17
Third National Conference on Bicentennial of Constitution
Scheduled for San Jose State University May 1 - 3

1984 continued

May

Sidney Hook biography - fact sheet
Spring 1984 Meeting of the National Council to be Held May 14 and 15
Sidney Hook Will Give 1984 Jefferson Lecture in Washington May 14
Fourth National Conference on Bicentennial of Constitution
Scheduled for Brigham Young University May 16 - 18
1984 Jefferson Lecture in the Humanities (Original typescript)
Fact sheet - 1984 Jefferson Lecture in the Humanities
Sidney Hook Urges Schools to Promote Study of Freedom
(Text of the 1984 Jefferson Lecture and a brief biography of
Sidney Hook accompany release [with note and without note].)

June

National History Day Convenes at College Park, Md., June 13 - 16
National History Day 1984 - Fact sheet
National History Day 1984 National Winners - Fact sheet
Thirty-Six Secondary School Students and Groups Win Prizes at
National History Day 1984

July

Marjorie A. Berlincourt Appointed Director of State Programs
President Reagan Appoints Seven New Members to the National
Council on the Humanities

August

Summer 1984 Meeting of the National Council to be Held August 9 - 10
Humanities Endowment Announces Results of Survey on Basic Works
in the Humanities for High School Students

October

Susan H. Metts Appointed Director of Public Affairs

November

NEH to Release Report on the Humanities in Higher Education
Report on the Humanities in Higher Education Finds Deficiencies and
Decline Nationwide in Curriculum, Teaching and Learning,
Suggests Guidelines "To Reclaim a Legacy"
(Fact sheet - Study Group on State of Learning in Humanities
To Reclaim a Legacy, A Report on the Humanities in Higher Educ.
William J. Bennett biography (revised 11/84)
William J. Bennett bibliography
John F. Andrews Appointed Deputy Director, Division of Education
Blanche L. Premo Appointed Deputy Director, Division of Research

December

Cleanth Brooks Named Jefferson Lecture in the Humanities for 1985
Humanities Endowment Awards \$14.9 Million in Challenge Grants
Humanities Endowment Announces First Grants in Special Initiative
to Improve Teacher Preparation in the Humanities

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NEWS



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Public Affairs Office
Media Relations

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Contact: Terry Krieger
Darrel deChaby

For Release: January 5, 1984

HUMANITIES ENDOWMENT APPOINTS GABRIEL P. WEISBERG ASSISTANT DIRECTOR, MUSEUMS PROGRAM

WASHINGTON -- The National Endowment for the Humanities, NEH, has announced the appointment of Dr. Gabriel P. Weisberg as assistant director for the humanities projects in museums and historical organizations program in its Division of General Programs.

The announcement was made by NEH chairman William J. Bennett and Jeffrey Wallin, director of the Division of General Programs.

Weisberg was a Samuel H. Kress Fellow at the Center for Advanced Visual Arts at the National Gallery of Art earlier this year. He held a Guggenheim Fellowship in 1982. Prior to that he was Andrew Mellon visiting professor of art history at the University of Pittsburgh and, for eight years, curator of art history and education at the Cleveland Museum of Art.

He also taught at the University of Cincinnati, New York University, the University of New Mexico, Queens College of CUNY, and Johns Hopkins University.

Dr. Weisberg's books include Francois Bonvin: His Life and Work (1970), a study of the 19th century French painter, that was published in French and English. He organized the major exhibition "The Realist Tradition: French Painting and Drawing, 1830-1900" while at the

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NEH News Release
Appointment of Gabriel P. Weisberg
1/5/84
Page 2

Cleveland Museum. He has also published widely in scholarly journals and been the curator of many exhibitions.

Weisberg received his BA from New York University and his MA and Ph.D in 19th and 20th century art history from Johns Hopkins University.

The humanities projects in museums and historical organizations program supports interpretive exhibitions and programs that encourage public understanding of the great works, events, and ideas of the humanities; organizational management of collections; and certain kinds of conservation activities.

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For Release: January 6, 1984

HUMANITIES ENDOWMENT APPOINTS SUSAN R. PARR ASSISTANT DIRECTOR, CENTRAL DISCIPLINES

WASHINGTON -- The National Endowment for the Humanities (NEH) has announced the appointment of Dr. Susan Resneck Parr as assistant director, Division of Education Programs, with responsibility for central disciplines programs.

The announcement was made by NEH chairman William J. Bennett and Richard Ekman, director of the Division of Education Programs.

Parr joined the NEH staff in September 1982 as an Intergovernmental Personnel Act (IPA) appointee. She was on leave from Ithaca College, where she was a professor and chairperson of the college's English department.

Dr. Parr's book The Moral of the Story: Literature, Values and American Education, was published last year by Columbia University's College Press. She is currently editing Approaches to Teaching Ellison's Invisible Man, which will be published this year by the Modern Language Association.

Parr holds a B.A. from Wellesley College, an M.A. in English from the University of Chicago and a Ph.D. from the University of Wisconsin in philosophy and English.

The central disciplines in undergraduate education program of the NEH makes grants which support costs associated with establishing or sustaining the disciplines of the humanities in a central role in undergraduate education and with achieving long-term institutional improvements in the way in which the humanities are taught.

Susan Resneck Parr was born in Janesville, Wisconsin.

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For Release: January 6, 1984

HUMANITIES ENDOWMENT APPOINTS CAROLINE TAYLOR ASSISTANT DIRECTOR FOR PUBLICATIONS

WASHINGTON -- The National Endowment for the Humanities (NEH) has announced the appointment of Caroline Taylor as assistant director of public affairs for publications.

The announcement was made by NEH chairman William J. Bennett and Marion Blakey, director of public affairs.

Taylor formerly was general publications editor at the National Trust for Historic Preservation. There she was responsible for editing and production management for all National Trust publications, including the annual report.

At NEH, Taylor will be responsible for the design, editing, and production of all the endowment's publications. She will also have oversight responsibility for Humanities, the NEH bimonthly review, and Insight, the agency's newsletter.

Taylor holds a BA degree from the University of the State of New York (Albany) with a major in history and English literature. She is also an alumna of the George Washington University editing and publications program.

From 1976 to 1977, Taylor was an assistant editor for the Population Crisis Committee and, from 1977 until 1980, served as assistant director of publications for the Washington-based National Association for the Education of Young Children. Taylor was born in Pasadena, California.

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FOR RELEASE: February 1, 1984

HUMANITIES ENDOWMENT ANNOUNCES REASSIGNMENTS IN FELLOWSHIPS DIVISION, CHALLENGE GRANTS OFFICE

WASHINGTON -- The National Endowment for the Humanities (NEH) has announced the reassignment of James Blessing to director of the Office of Challenge Grants and Thomas Kingston to director of the Division of Fellowships and Seminars. Blessing formerly headed Fellowships and Kingston Challenge Grants.

The reassignments were announced by NEH chairman William J. Bennett.

Bennett also announced that the three programs of the Fellowships Division -- seminars, fellowships, and stipends and centers -- would be consolidated into two, eliminating stipends and centers as a separate unit.

Bennett said that summer stipends would be added to the fellowships program, which will continue to be headed by its assistant director, Maben Herring.

Centers will be added to the seminars program, for which an assistant director soon will be announced.

"Jim Blessing is one of the endowment's most senior staff and is largely responsible for creating a series of fellowship programs that are respected throughout the United States," said Bennett.

"Tom Kingston has ably led the reinstitution of an active challenge grants program. I hope by these reassignments to build on momentum and further strengthen both areas."

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EMBARGO

For release only after 12:00 noon, Wednesday, February 1, 1984

PRESIDENT REAGAN ASKS CONGRESS FOR \$125 MILLION FOR HUMANITIES ENDOWMENT IN FISCAL YEAR 1985

WASHINGTON, February 1 -- President Reagan today asked Congress to appropriate \$125.475 million for the National Endowment for the Humanities (NEH) in fiscal year 1985.

The president made his request as part of the FY 1985 budget that he submitted to Congress.

The request for the humanities endowment covers \$80 million in regular program funds; \$11 million in Treasury funds to match private gifts for endowment projects on a one-to-one basis; \$21 million for challenge grants, which require three non-federal dollars for each federal dollar in support of humanities institutions; and \$13.475 million for administrative expenses.

NEH Chairman William J. Bennett said, "The proposed funding will enable the endowment to play a proper role in supporting high quality education, research and general audience activities in the humanities."

Bennett noted that the \$32 million in Treasury funds and challenge grants, constituting more than 28.5 percent of the \$112 million in requested program funds, is designed to stimulate high levels of support for the humanities from corporations, foundations, state and local governments and individual citizens.

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The president's request includes roughly equal funding for the endowment's five divisions: education, fellowships and seminars, research, state programs and general audience programs.

Under the proposed budget, the endowment would proceed in FY 1985 with special initiatives on the bicentennial of the U.S. Constitution, the state of the humanities disciplines and the cataloging and preservation of U.S. newspapers. It also would continue its highly successful summer seminars for secondary school teachers and its new travel to collections program for scholars.

For this fiscal year (FY 1984), the budget request was \$112.2 million and the actual appropriation was \$140 million.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

NOTE: A brief description of important points in the FY 1985 budget request and a table on endowment funding from FY 1983 to FY 1985 are attached.

#

I. NEH Budget Request for 1985

The National Endowment for the Humanities has requested for Fiscal Year 1985 an appropriation of \$125.475 million:

- \$80 million in Definite (general program) appropriations;
- \$11 million in Treasury Funds to match private gifts;
- \$21 million for Challenge Grants; and
- \$13.475 million for Administrative expenses.

The proposed funding will enable the Endowment to provide national leadership in the humanities by supporting high quality educational, research, and general audience activities which are important to the advancement, promotion, and appreciation of the humanities in this country. The Endowment requests for fiscal 1985 a total of \$112 million in program funds for these activities. This includes \$32 million (or more than 28.5 percent of the total) expressly intended to stimulate high levels of non-Federal support of the humanities on the part of corporations, foundations, non-Federal governmental organizations and agencies, and individual citizens.

II. Endowment Plans and Initiatives in 1985

The major objectives of Endowment policy are to focus on the central disciplines of the humanities, to insist upon rigorous standards for ourselves and for applicants, to support only high quality work in the humanities, and, whenever possible, to fund projects that can serve as models for others to emulate. In addition, the Endowment is committed to maintaining a broad scope of programmatic offerings in order to support humanities activities in diverse settings and for a wide range of individuals.

The agency's budget and programmatic plan for fiscal 1985 has the following features:

In terms of Definite program funds, roughly equal funding is allocated to Education Programs, Fellowships and Seminars, Research Programs, State Programs, and General Programs in the Endowment's efforts to improve the quality of education, to advance humanities scholarship, and to provide for public appreciation of the humanities.

For funds requiring contributions from third-parties, the Challenge Grants Program, which provides one Federal dollar for every three non-Federal dollars donated to humanities institutions, is a high priority; funding of \$21 million is proposed. Treasury Funds, which match gifts to discrete humanities projects on a one-to-one basis, are also a vital aspect of the Endowment's policy concerning the stimulation of private sector support. Strenuous efforts will be made to increase the use of matching grants wherever possible in 1985.

Special Emphases

In fiscal 1985, the Endowment plans special initiatives in the Bicentennial of the United States Constitution, the State of the Humanities Disciplines, and U.S. Newspapers. Two programs -- Summer Seminars for Secondary School Teachers, initiated with great success in 1983, and Travel to Collections, which will make its first awards in 1984 -- will be continued.

1. Summer Seminars for Secondary School Teachers

This program is designed to sharpen the intellectual vitality and substantive skills of teachers in the humanities in the Nation's secondary schools. Most Americans have their main, and sometimes their only, contact with the humanities while in the schools, and, as numerous studies of American education have demonstrated, major effort is needed in this area in order to revitalize humanities education. A major step in that process is to deepen the subject knowledge and stimulate the intellectual interest of humanities teachers. Summer Seminars for Secondary School Teachers provide teachers in the humanities an opportunity to attend seminars concentrating on central and primary texts in the humanities under the direction of recognized humanities scholars and teachers. The program, which has received very positive response from the field, is one way to provide support for and encourage meritorious work by teachers at the secondary level, a recommendation of the National Commission on Excellence in Education strongly supported by President Reagan.

The first 15 seminars in this program were held in the summer of 1983; about 50 will be held in the summer of 1984. In 1985, 63 seminars would be supported.

2. Bicentennial of the U.S. Constitution

The 200th anniversary of the United States Constitution offers a singular occasion for encouraging both renewed scholarly interest in and public reflection on the principles and foundations of constitutional government. Toward this end the Endowment in 1982 initiated an effort (which will be continued in 1985) within each of the grant-making divisions to promote the study and public appreciation of the history and principles of the United States Constitution. The Endowment is supporting proposals involving studies by scholars over the whole range of philosophical and historical questions raised by the Constitution and the founding period.

Moreover, the Endowment is encouraging the wide dissemination of the results of such studies, as well as of the best work now existing, through conferences, public lectures and exhibitions, television, radio, and film productions, and through summaries and analyses for high school and college students and for general audiences. Proposals are being encouraged on the philosophical, literary, historical, and political origins of the Constitution, the relation of the Constitution to American political, social, and intellectual culture, and the connection between self-government and the ends of human life.

3. U.S. Newspapers Program

This activity has been supported by the Endowment for many years; in fiscal 1985 and beyond it would be highlighted as a separate activity. In 1972, with encouragement from the Endowment, the American Council of Learned Societies conducted a survey of bibliographic needs in the humanities. American historians stressed the urgency of securing access to the Nation's more than 300,000 newspapers. In response to this concern, the Endowment made a grant in 1973 to the Organization of American Historians to examine the feasibility of updating existing printed newspaper bibliographies. In view of the inadequacy of these bibliographies, the OAH determined that a national newspapers program should be developed using the enhanced capability offered by computerized bibliographic networks. Grants to the OAH in 1976-78 confirmed the feasibility of developing a national plan for computerized access to and preservation microfilming of newspapers. Refined by advisory panels held by the Endowment in 1978-79, this plan became the basis for the Endowment's U.S. Newspapers Program, guidelines for which were issued in 1982.

Grants are made on a competitive basis, following normal peer review procedures. The goal of the program is to involve all states and territories and the entire effort requires close cooperation among a number of parties. Endowment staff are directly involved in proposal development and program management. Technical support is provided by staff of the Library of Congress, who set cataloging and preservation standards, and by Online Computer Library Center staff, who advise on data entry.

4. Travel to Collections

This modest program, initiated in 1983 in response to interest expressed by humanities researchers and scholars, is an inexpensive way to effect real impact on humanities research. In FY 1985 about 500 humanities scholars engaged in significant projects would be offered grants of \$500 for travel to humanities research collections which are essential to their work.

5. "The State of the Disciplines"

Through a special initiative on "The State of the Disciplines in the Humanities," begun in 1983 and continued in 1984 and 1985, the Endowment seeks to encourage studies that assess the condition of the humanities disciplines today, their history, and their future. Under this rubric, the Endowment encourages studies that explore such topics as the development of the various disciplines in the humanities; the conditions of their growth; the rise or decline of particular areas and fields; the emergence of new fields and new techniques of scholarly research; the effect of politics and ideology on scholarly fields; and the effect of changes in the arts, science, and social sciences on the humanities.

Towards this end, the Endowment encourages applications for fellowships by scholars wishing to pursue independent study in the area; it offers support for activities at schools, universities, centers, and public meetings; it welcomes proposals that explore the topic through the media of television or radio; it encourages collaborative scholarly efforts in the field; it anticipates receiving a number of requests to fund a wide range of proposals from school teachers and administrators, as well as educational groups as to the state of the humanities disciplines at all levels of teaching.

No set-aside of funding would be provided for this activity. Rather, projects in this area are expected to be funded through a wide variety of existing programs.

NATIONAL ENDOWMENT FOR THE HUMANITIES

Program Funding FY 1983 - FY 1985 (\$000)

| | <u>FY 1983</u> <u>Actual</u> | <u>FY 1984</u> <u>Allocations</u> | <u>FY 1985</u> <u>Request</u> |
|---|---------------------------------|--------------------------------------|----------------------------------|
| I. <u>DEFINITE PROGRAM APPROPRIATION</u> | <u>\$90,432</u> | <u>\$97,750</u> | <u>\$80,000</u> |
| <u>Education Programs</u> | <u>14,530</u> | <u>19,000</u> | <u>16,085</u> |
| Humanities instruction in elementary and secondary schools..... | 5,965 | 7,600 | 6,435 |
| Exemplary projects and humanities programs for nontraditional learners..... | 2,735 | 4,940 | 4,180 |
| Central disciplines in undergraduate education..... | 5,829 | 6,460 | 5,470 |
| <u>Fellowships and Seminars</u> | <u>13,473</u> | <u>14,500</u> | <u>13,965</u> |
| National Endowment for the Humanities Fellowships..... | 5,529 | 5,280 | 5,750 |
| Fellowships for independent study and research..... | (2,797) | (2,640) | (2,875) |
| Fellowships for college teachers..... | (2,733) | (2,640) | (2,875) |
| Summer stipends..... | 626 | 700 | 700 |
| Summer seminars for teachers... | 6,779 | 7,720 | 6,815 |
| Summer seminars for college teachers..... | (4,529) | (4,370) | (3,315) |
| Summer seminars for secondary school teachers..... | (2,250) | (3,350) | (3,500) |
| Fellowships at centers for advanced study..... | 538 | 800 | 700 |
| <u>Research Programs</u> | <u>16,556</u> | <u>18,400</u> | <u>16,500</u> |
| Basic research..... | 6,372 | 6,600 | 6,250 |
| Project research..... | (3,383) | (3,000) | (2,600) |
| Intercultural research..... | (1,614) | (2,300) | (2,300) |
| Humanities, science, and technology..... | (904) | (650) | (700) |
| Research conferences..... | (471) | (400) | (400) |
| Travel to collections..... | (--) | (250) | (250) |
| Reference works..... | 5,873 | 6,600 | 5,600 |
| Tools..... | (2,673) | (3,350) | (2,575) |
| Editions..... | (2,158) | (2,150) | (2,175) |
| Translations..... | (1,042) | (1,100) | (850) |
| Resources..... | 4,311 | 5,200 | 4,650 |
| Access..... | (3,335) | (4,200) | (3,000) |
| U.S. Newspapers..... | (1/) | (1/) | (750) |
| Preservation..... | (577) | (600) | (450) |
| Publications..... | (399) | (400) | (450) |

| | <u>FY 1983 Actual</u> | <u>FY 1984 Allocations</u> | <u>FY 1985 Request</u> |
|--|---------------------------|--------------------------------|----------------------------|
| <u>General Programs</u> | <u>24,843</u> | <u>23,300</u> | <u>16,700</u> |
| Humanities projects in media... | 9,894 | 9,100 | 7,710 |
| Humanities projects in museums and historical organizations..... | 5,326 | 9,000 | 5,250 |
| Special projects..... | 9,624 | 5,200 | 3,740 |
| Humanities programs for youth..... | (684) | (750) | (750) |
| Humanities programs for adults..... | (6,234) | (1,450) | (2,990) |
| Humanities projects in libraries..... | (2,706) | (3,000) | (4/) |
| <u>State Programs</u> | <u>20,329</u> | <u>21,850</u> | <u>16,000</u> |
| <u>Planning and Assessment Studies</u> | <u>700</u> | <u>700</u> | <u>750</u> |
| II. <u>INDEFINITE APPROPRIATIONS</u> | | | |
| Challenge grants..... | 16,864 2/ | 18,000 | 21,000 |
| Treasury funds..... | 11,064 3/ | 11,500 | 11,000 |
| III. <u>ADMINISTRATIVE FUNDS</u> | <u>11,887</u> | <u>12,750</u> | <u>13,475</u> |
| GRAND TOTAL ALL APPROPRIATIONS | \$130,247 3/ | \$140,000 | \$125,475 |

1/ Included in Access.

2/ Does not include \$5.2 million reappropriated from FY 1982 to FY 1983 for the special initiative for research libraries.

3/ Does not include \$10,500 in carryover funds obligated in FY 1983.

4/ Included in Humanities Programs for Adults.

Note: Detail may not add
to total due to rounding.

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FOR RELEASE: AM Wednesday, February 22, 1984

HUMANITIES ENDOWMENT CHAIRMAN FAULTS
'INSIGNIFICANT, LIFELESS AND POINTLESS' GRADUATE PROGRAMS
Bennett Calls for Major Changes in Teaching and Scholarship

CHICAGO, February 21 -- William J. Bennett, chairman of the National Endowment for the Humanities (NEH), this afternoon charged that too many graduate humanities programs are "insignificant, lifeless and pointless."

In a speech at the University of Chicago's John M. Olin Center, the federal official said, "What we have is history without the story, 'literary studies' without literature, philosophy without love or wisdom -- a humanities too often foreign to man."

Bennett argued that "by failing to make hard judgments of the comparative worth of its own endeavors, graduate education has contributed to a general climate of relativism."

"If we will not make decisions about what is significant and what is not," he asked, "how can we urge others to make such decisions?"

'Intellectual Indifference and Lassitude'

A former professor and university administrator, Bennett pointed out, "The study of the humanities is intended to produce human beings of understanding and perspective."

"But much graduate humanities work is a smorgasbord that presents not discernment but intellectual indifference and lassitude."

- MORE -

NEH News
William J. Bennett - Graduate Education
2/22/84
Page 2

"To do things right," he declared, "requires us to act on the conviction that some things are more important than others. Only some things nourish the mind and spirit; others don't. Indifference to the cultivation of mind and heart is the greatest failing of graduate education."

All Education Has Same Goal

Bennett stressed that graduate and undergraduate education should have the same goal: "to be an enterprise where one learns things worth knowing, and where passion and vitality are not unknown."

The NEH chairman said, "Moving from undergraduate to graduate study should be like moving from being a college athlete to a professional athlete. Instead, it frequently is like being transformed from a college athlete into a sports statistician, if not a distant and demoralized spectator."

Need New 'Professional Self-Definition'

Bennett declared, "We need a new model of professional self-definition in which faculty members take the needs of their students and their universities as seriously as their publications and professional notoriety."

"Universities can help promote this necessary change by stressing the importance of their own institutional goals."

"The life of a scholar who sees his university as his home," Bennett observed, "is different from that of a homeless intellect. The responsibilities of a home do not inhibit true genius and real progress, but they do limit intellectual aimlessness and pseudo-cosmopolitanism."

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"To do things right," he declared, "requires us to act on the conviction that some things are more important than others. Only some things nourish the mind and spirit; others don't. Indifference to the cultivation of mind and heart is the greatest failing of graduate education."

All Education Has Same Goal

Bennett stressed that graduate and undergraduate education should have the same goal: "to be an enterprise where one learns things worth knowing, and where passion and vitality are not unknown."

The NEH chairman said, "Moving from undergraduate to graduate study should be like moving from being a college athlete to a professional athlete. Instead, it frequently is like being transformed from a college athlete into a sports statistician, if not a distant and demoralized spectator."

Need New 'Professional Self-Definition'

Bennett declared, "We need a new model of professional self-definition in which faculty members take the needs of their students and their universities as seriously as their publications and professional notoriety."

"Universities can help promote this necessary change by stressing the importance of their own institutional goals."

"The life of a scholar who sees his university as his home," Bennett observed, "is different from that of a homeless intellect. The responsibilities of a home do not inhibit true genius and real progress, but they do limit intellectual aimlessness and pseudo-cosmopolitanism."

NEH News

William J. Bennett - Graduate Education

2/22/84

Page 3

Bennett concluded his speech with a warning: "We need to connect graduate study in the humanities to life's most compelling questions, or we will watch such study disappear into a richly deserved obscurity."

The University of Chicago's John M. Olin Center brings together eminent scholars, promising students and individuals responsible for the conduct of public affairs to study and discuss the critical political and moral issues of contemporary life.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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#

MEDIA ADVISORY



National Endowment for
the Humanities

Public Affairs Office
Media Relations

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The Idaho Statesman of March 8 contains the attached story on the Association for the Humanities in Idaho, which is funded by the National Endowment for the Humanities (NEH). In order to clarify the situation the NEH has issued the attached statement.

NATIONAL ENDOWMENT FOR THE HUMANITIES



WASHINGTON, D.C. 20508

March 9, 1984

STATEMENT ON ENDOWMENT REVIEW
OF THE
ASSOCIATION FOR THE HUMANITIES IN IDAHO,
A State-Based Program of the National Endowment for the Humanities

The Idaho Statesman of March 8 carried the attached story concerning the administration of the Association for the Humanities in Idaho. The National Endowment for the Humanities (NEH) was informed of this situation by the Association, and based on discussions with them, NEH auditors have been in Idaho all week investigating the internal accounting procedures and management of the Association's funds. We should have a preliminary report from our audit staff next week. Until that time, it is not appropriate to comment further.

This situation arises during an audit being conducted by the General Accounting Office (GAO) at the request of Congressman Denny Smith and Senator Steve Symms to look into the operations and procedures of the state humanities programs. The GAO audit is currently in progress, and findings are not yet available.

The Endowment is pursuing these matters and will provide information to the public as appropriate. Further inquiries concerning the affairs of the Association should be directed to Marvin Henberg, the Association's chairman (208/885-6147).

Marion C. Blakey
Director of Public Affairs

The Idaho STATESMAN

Page 1C

Boise, Thursday, March 8, 1984

Humanities chief resigns as inquiry proceeds

By HARRIET GUTHERTZ
The Idaho Statesman

David Hansen resigned his position as executive director of the Association for the Humanities in Idaho on Feb. 27, Marvin Henberg, the association's chairman, said Wednesday.

Although Hansen resigned two days after the humanities association's executive committee ordered an inquiry into the association's accounting procedures, Henberg said there is no evidence that Hansen took any money illegally.

"We have no reason to believe that grant money went to any other sources than properly approved recipients," Henberg said.

Hansen, who served as executive director of the Association for the Humanities for eight years, offered to resign on his own, Henberg said.

Tom Rybus, associate director for the past five years, will be acting executive director, he said.

The National Endowment for the Humanities, parent group of the Idaho association, currently is examining the Idaho association's

records to determine whether internal accounting procedures were followed properly, Henberg said. Arrangements also are under way for an external audit, he said.

The executive committee decided to call for the audits after discovering figures on separate reports did not match up, Henberg said.

Henberg said he expects the NEH audit, which will be completed within the next week, to clarify the association's finances.

The association received about \$320,000 in federal funds during fiscal year 1983, Henberg said. The 1984 fiscal year budget is about \$305,000, he said.

Henberg stressed that the audits and resignation "had nothing to do with any programs or programmatic content."

The Association for the Humanities in Idaho came under fire last fall for its partial sponsorship of the Russian Awareness Week program at Boise State University Oct. 17-21.

MEDIA ADVISORY



National Endowment for
the Humanities

Public Affairs Office
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March 14, 1984

BENNETT TO HOLD NEWS BRIEFING
ON TUESDAY, MARCH 20 at 10:00 A.M.
Humanities Endowment Chairman Will Discuss
Educational Opportunity for Young People and
Equal Employment Opportunity at the Endowment

William J. Bennett, chairman of the National Endowment for the
Humanities (NEH), will hold a news briefing on Tuesday, March 20 at 10:00
in his endowment office (room 502, Old Post Office Building, 1100
Pennsylvania Avenue, N.W., Washington, D.C.).

At the briefing, Bennett will:

*Announce the first 67 awards in the endowment's
Younger Scholars Program, which enables
individuals under 21 to conduct their own
research projects during the summer under
the guidance of humanities scholars.

*Launch a special program of summer fellowships
in the humanities for undergraduate students.

The purpose of the program -- "Undergraduate
Fellows in the Humanities" -- is to provide
an outstanding, structured educational
experience for college students who ordinarily
would not have such an opportunity.

- MORE -

*Discuss the reaction to his refusal to provide
the Equal Employment Opportunity Commission
(EEOC) with numerical "goals" for hiring women
and minorities at the endowment and the
bipartisan support he has received for his
position from the National Council on the
Humanities.

Other matters may be raised at the briefing by Bennett or journalists
who attend.

The National Endowment for the Humanities is an independent federal
agency that supports research, scholarship, education and general audience
programs in the humanities.

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NEWS



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Public Affairs Office
Media Relations

(202) 786-0449

Contact: Marion Blakey
Terry Krieger
Darrel deChaby

FOR RELEASE: 10:00 A.M. Tuesday, March 20, 1984

HUMANITIES ENDOWMENT CHAIRMAN HOLDS NEWS BRIEFING
ON EDUCATIONAL AND EQUAL EMPLOYMENT OPPORTUNITIES
Bennett Sees 'Early Quest for Excellence' in New Programs
For Younger Scholars and Undergraduate Fellows; Says 'Only
Criterion is Competence' in Defense of NEH Hiring Policy

WASHINGTON, March 20 - William J. Bennett, chairman of the National Endowment for the Humanities (NEH), at a 10:00 a.m. news briefing in his office today announced the first awards in the agency's younger scholars program, launched a new program for undergraduate fellows in the humanities and defended his controversial position on NEH hiring policy.

Younger Scholars Program

Bennett announced the first awards in a program that funds serious scholarship in the humanities for students under 21.

In announcing the new awards, Bennett said, "These grants were much coveted and hard-won and give promise of solid work. The younger scholars program is one of the ways in which NEH is encouraging the early quest for excellence in the humanities."

The grants will provide 67 younger scholars throughout the country up to \$1,800 each for nine weeks of full-time work on non-credit humanities research papers.

The young scholars will do their research and writing this summer under the guidance of expert advisors, who will receive a \$400 stipend.

The young scholars, two of whom are still in high school, were selected for the awards from among 351 applicants nationwide.

- MORE -

Undergraduate Fellows in the Humanities

Bennett also announced a new program which, in the summer of 1985, will give 150 undergraduates travel and living stipends to participate in six-week, non-credit seminar programs at major research institutions of higher education.

"The program's purpose is to provide an outstanding summer learning experience for college students who ordinarily would not have such an opportunity," said Bennett. "This is another example of our encouragement of programs that put students where the humanities are."

Bennett said that initially there would be ten seminars, with 15 participants in each. Seminars will be devoted to the study of significant texts and subjects in the humanities and directed by eminent scholars who are outstanding teachers.

Seminar directors will soon be selected and Bennett said that examples of seminar topics might be the English lyric poetry tradition, Platonic dialogues and the causes and consequences of the Reformation in English history.

Program locations, directors and their subjects and application information for participants will be announced by the endowment in September.

Students who will be between their junior and senior years in the summer of 1985, and who demonstrate that the program provides an academic opportunity not otherwise available to them, may apply to program directors by February 1, 1985.

NEH Hiring Policy

Bennett discussed the reaction to his refusal to provide the Equal Employment Opportunity Commission (EEOC) with numerical "goals" for hiring women and minorities at the endowment.

He said that his position had recently received bipartisan support from the National Council on the Humanities, the agency's Presidentially-appointed advisory body.

The council, by more than a two-thirds majority, adopted a resolution on NEH hiring policy at its last quarterly meeting in Washington.

The resolution, whose language was taken from a letter that Bennett wrote to EEOC chairman Clarence Thomas, reads in full:

"The National Endowment for the Humanities should neither favor nor slight anyone because of race, color, national origin, religion, or gender.

Bennett said, "This resolution represents a clear endorsement of our policy not to discriminate between our employees on the basis of irrelevant criteria. At NEH our only criterion for hiring is -- and should be -- competence."

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

NOTE: Attached are a list by state of the 67 younger scholars; fact sheets on that program, undergraduate fellows and NEH hiring policy; William J. Bennett's letter to Clarence Thomas; and articles and editorials about the letter.

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NEH HIRING POLICY

William J. Bennett, Chairman of the National Endowment for the Humanities (NEH), wrote a letter to Clarence Thomas, Chairman of the Equal Employment Opportunity Commission (EEOC), on January 16, 1984 in which he declined to provide the EEOC with requested indices of "underrepresentation" and numerical "goals" concerning employment at the NEH.

On February 17, 1984 the National Council on the Humanities, the Presidentially-appointed advisory body of the NEH, adopted a resolution on the agency's employment policy supporting Bennett's position. The language of the Council's resolution was taken from Bennett's letter to Thomas. The resolution reads in full:

"The National Endowment for the Humanities should neither favor nor slight anyone because of race, color, national origin, religion, or gender."

The resolution was proposed at a public session by council member Jacob Neusner at the council's quarterly meeting in Washington. Neusner, professor of religious studies at Brown University, was appointed to the council by President Carter in 1978.

Seventeen of the 26-member council were present for the vote. Two-thirds of the present council were appointed by President Carter; one-third by President Reagan. Thirteen voted yes for the resolution; four did not vote for it.

Bennett's letter to Thomas points out that the Justice Department has recently taken the position that the EEOC exceeds its authority by seeking the kind of information that its management directive requested of NEH.

#



NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

THE CHAIRMAN

January 16, 1984

Mr. Clarence Thomas
Chairman
Equal Employment Opportunity
Commission
2401 E Street, N.W.
Washington, D.C. 20506

Dear Mr. Thomas:

Enclosed is the response of the National Endowment for the Humanities to EEO-MD707A. Although we have sought to comply with your management directive, we cannot provide the requested indices of "underrepresentation" nor the statement of numerical "goals" concerning employment at the Endowment. We note that the Justice Department has recently taken the position that EEOC exceeds its authority by seeking such information. In addition to the question of authority there is also a question of principle -- whether race or ethnicity or gender should influence employment policies. And we strongly believe that different or special treatment by this agency on the basis of these characteristics offends our best principles as a nation.

It was the glory of America to proclaim to the world: all men are created equal. To believe in human equality and equal liberty can mean nothing less than to treat white and black, male and female, Jew and Gentile as morally equal. Distinctions based on race, ethnicity or gender are not rational categories of public reward or rejection. Blindness to color, race, and national origin is the hallmark of civilized justice as embodied in the principles of this Republic.

Americans can only look back with sadness and deep regret at every terrible episode in our history where individuals or races were either privileged or penalized because of their color, sex, religion, or national origin. Justice is even more

Mr. Clarence Thomas
January 16, 1984
Page 2

offended when such distinctions are propagated through the acts of the government of all the people.

This principle of equality we take to be so clearly just that we now must decline to comply with your request. We decline even though some might feel that asking us for race- and gender-based "goals" and "timetables" is, in itself, moderate and benign. We do not agree. To request that we set and state numerical "goals" for hiring is to ask us to anticipate hiring on the basis of such "goals." It asks us to consider race or sex or color as reasonable ingredients in such decisions. But they are not. We would find it difficult to envision a time when the answer, "Because she was a black female," or, "Because he was a Jew," would be the legitimate response to the question, "Why did you hire or promote or fire this person?"

Moreover, we cannot support the argument that holds that "goals" are somehow distinguishable from preferential treatment. "Goals" announce to the world that race and sex will now be factors in arriving at our results. This is especially clear when "goals" are coupled with the truly pernicious idea of "underrepresentation" -- the notion that there is a "proper" proportion of races and sexes and colors for jobs. We cannot comply with any inquiry that has as its premise the idea that there is a proper and improper mixing of races, creeds, colors, or sexes in the workplaces of this country.

Under its current leadership, this agency will neither favor nor slight anyone because of race, color, national origin, religion, or gender. As you know there has been no finding whatsoever of discrimination by this agency. We trust that in the future, as in our past, that all of our decisions will always flow from an honest estimation of merit and worth, not ancestry or gender or faith. Our interest in selecting the best individuals for the job, wherever they might be, and whoever they are, dictates that we at the Endowment cast a wide net when searching for new employees. We have done so and will continue to do so.

With our fellow citizens we hope for the day when all individuals will be evaluated according to merit and work and character, and never on grounds of color or sex or national origin. We believe that the coming of this day can be hastened only by acting on the great principle of equality.

Our ancient faith reminds us that wrongs of privilege, of racism, of discrimination in the past cannot make right, nor do

Mr. Clarence Thomas
January 16, 1984
Page 3

they justify, similar actions today. We believe that the fundamental idea of America is contained in two simple words: No privilege. In this country, and especially in this government, there should be no privileged peoples, no privileged sexes, no privileged religions, no privileged races, no privileged classes.

We hope that you will understand our position on this matter. If you have any questions, please do not hesitate to call me. I remain,

Sincerely yours,

William J. Bennett
Chairman

Enclosure

Humanities endowment chairman spurns numerical EEOC hiring goals

Washington (AP) — William J. Bennett, chairman of the National Endowment for the Humanities, is refusing in the name of "human equality and equal liberty" to set numerical goals required by the Equal Employment Opportunity Commission for hiring women and minorities.

"Under its current leadership, this agency will neither favor nor slight anyone because of race, color, national origin, religion or gender," Mr. Bennett, an appointee of President Reagan, said in a letter sent Monday to the EEOC's chairman, Clarence Thomas.

The EEOC, established by Congress in 1964 to eliminate job discrimination, seeks voluntary compliance or, if necessary, court action to enforce civil rights statutes. However, it has no power to sue or impose sanctions on any federal agency that refuses to comply with its regulations.

Mr. Thomas was out of town until next week and could not be reached for comment on Mr. Bennett's letter.

Douglas J. Bielan, who supervises EEOC efforts among 110 federal agencies as director of public-sector programs, said his agency is not requiring job quotas.

"We're talking flexible goals to be set, targets to try and reach," he said. "What we want is for them to make an effort."

The National Endowment for the Humanities is an independent federal agency with a \$140 million budget and about 250 employees. It awards tax-paid grants and fellowships to underwrite a wide variety of scholarly and educational projects.

Mr. Bennett said he was inspired by Attorney General William French Smith, who wrote the EEOC last July that the

"To believe in human equality and equal liberty can mean nothing less than to treat white and black, male and female, Jew and gentile as morally equal. . . ."

— William J. Bennett

Justice Department would rely on recruiting — but not quotas — to increase the number of women and minorities on its payroll.

"In spite of the best intentions to the contrary," Mr. Smith wrote, numerical hiring goals required by the EEOC "often become, in fact, quotas, by operating to give preference in the hiring process to applicants because of race, sex, religion or handicap."

"That is discrimination, and that is wrong," Mr. Smith said.

The Justice Department's hiring plan was rejected by Mr. Thomas in September because it lacked numerical goals or timetables for testing results. The EEOC says it is still negotiating for a satisfactory plan.

For his part, Mr. Bennett said:

"To believe in human equality and equal liberty can mean nothing less than

to treat white and black, male and female, Jew and gentile as morally equal. . . . We strongly believe that different or special treatment by this agency on the basis of these characteristics offends our best principles as a nation."

Mr. Bennett added in his letter that "this principle of equality we take to be so clearly just that we now must decline to comply with your request." He said, "We would find it difficult to envision a time when the answer, 'Because she was a black female,' or, 'Because he was a Jew,' would be the legitimate response to the question, 'Why did you hire or promote or fire this person?'"

The endowment chairman said in a telephone interview he believed that "most Americans feel this way." He said his action was based on "the rights of man, the moral teaching of generations, the ancient founding faith of this country, constitutional principle and the determination of the Justice Department."

The day after Mr. Bennett mailed his letter, the newly reorganized U.S. Civil Rights Commission reversed its previous membership's liberal policy and declared Tuesday that affirmative action quotas represented "unjustified discrimination" that creates "a new class of victims" among majority groups.

Mr. Bennett, a former college professor, has supported Mr. Reagan's unsuccessful campaign to persuade Congress to trim the endowment budget in favor of greater private financial support for the arts and humanities. As endowment chairman, he has shifted the emphasis of grants from scholarship to basic education in the humanities.

REVIEW & OUTLOOK

Being Counted

This week the U.S. Commission on Civil Rights voted to denounce the use of quotas as a means of promoting minority interests in this country. The vote was big news. But to see just how large an event it was, you have to look back at the way Americans have talked about race in recent years.

When the Civil Rights Commission was established back in the late 1950s, discrimination meant to civil-rights leaders what it still means to most people today—treating people of different races differently. But beginning in the mid-1960s, the growing civil-rights establishment decided that the old-style fight against racial discrimination was not going to ensure well-being for minorities. The movement began campaigning for government-funded social programs aimed at the black community and for preferential treatment for minorities in the workplace.

In the course of these campaigns, the movement began to argue that if you voted against these things you were voting against blacks, which meant you were pro-discrimination and a racist. In the short run this was a smart rhetorical strategy. By this time Americans were properly educated against racism, an important advancement. The Civil Rights Commission went beyond this to become something akin to thought police, ever alert to deviations from the expanding idea of what constituted civil rights.

And underneath all the official and quasi-official rhetoric, people did not believe what the progressives were telling them. Most people were against racial discrimination but did not believe they owed racial reparations, or at least not the involuntary kinds that were being thrust upon them.

In a closed society this subsurface resentment might not have mattered. Public policy would have marched along on its way until one day most citizens would have forgotten that there was a difference between voting rights and laws allotting jobs and school seats on the basis of skin color. But we are an irrepressibly open society and always have political entrepreneurs around to offer an electoral alternative to a ticked-off citizenry. Thus we elected Ronald Reagan.

When the Reagan administration said it was going to change the makeup of the Civil Rights Commission, many of us said it could never do it. But when the commission met this week, lo and behold, the anti-quota majority was solidly in place and the changes began.

Member John Bunzel successfully proposed that the commission start studying the crucial question of how much minority inequality was due to deprivation and how much was not. The commission voted to continue a study that Congress asked for years ago, on what bad consequences affirmative-action programs might be having for citizens of East European and Southern European descent. The body decided to reassess its support of busing.

Most central, the commission by a vote of 6 to 2 deplored the use of quota systems such as the one the Detroit Police Department has used to promote minority-group members. Old Carter commission member Mary Berry professed herself shocked that the majority could decide such a thing without study. But some of the new members have been studying this very question for years. And as new member Morris Abram has concluded, the most important fact about quota systems and social-program civil rights is that they destroy the unity of support that Americans should be giving to the central idea of anti-discrimination.

The same impulse is abroad in other places in the Reagan administration as well. Chairman William Bennett of the National Endowment for the Humanities has just refused to give the Equal Employment Opportunity Commission a statement of his agency's numerical "goals" for minority hiring. The Endowment is simply not going to categorize its employees in this offensive way, Mr. Bennett says.

The debate has begun now. The anti-quota forces know they are not racists and are showing not the slightest fear of being labeled as such. It is an immense relief to have the discussion out in the open this way instead of hidden by official pieties and simmering under the surface like a cancer in our political life.

JAN 21 1984

BURRELLE'S

The Big Lie

EDITORIAL

The big lie theory goes something like this: if you repeat anything often enough, people will eventually come to believe it. Truth has nothing to do with it.

That's the technique being brought to bear on the concept of affirmative action, which the Reagan administration calls "quotas." The president finally has enough people who don't believe in civil rights on the U.S. Civil Rights Commission to guarantee a majority. That formerly distinguished organization has in the last week decided it wants nothing to do with "quotas."

The fact that quotas are not the issue and never has been doesn't seem to matter.

But it took one William J. Bennett to surpass all the other Reaganists for deception and the crap quotient of his remarks. Bennett is chairman of the National Endowment for the Humanities and a typical Reagan appointment to that kind of agency. He sees his job as cutting his own budget so his congressionally-mandated agency won't be able to do very much.

Now Bennett is wrapping himself in truth, justice and the American way, and writing stirring letters about how he's refusing to go along with the dread Equal Employment Opportunity Commission in the name of "human equality and equal liberty." You might think the EEOC had burst into his office and forcibly impressed half his staff onto the crew of a banana boat.

The truth is something a lot less stirring. The EEOC has no power over Bennett or his agency. It cannot sue or impose sanctions. It certainly cannot force any of those quotas.

It had merely had the effrontery to ask that Bennett try to establish some goals so as to make his agency a little less a white male preserve. Without goals, it's pretty unlikely anybody will accomplish anything. That may be Bennett's basic desire — and the president's.

Quotas aren't the point at all. The point is that this administration — from top to bottom — has no interest at all in advancing anybody who's "different" or in making an effort toward making this society a little more fair.

This Reagan Promise Is Coming True, and With a Vengeance

Act Three, reelection phase, the Reagan Revolution:

Here we are, fellow citizens, three years after it all began, and let the record speak to our accomplishments.

When I faced west on the steps of the Capitol and took the oath as your new president, I said, "We suffer from the longest and one of the worst sustained inflations in our national history," and promised to end it. We have fought inflation to a standstill, and reversed the sorry trend of the past. I told you that "idle industries have cast idle workers into unemployment," and promised to do something about it. This last year we have seen a dramatic and heartening drop in the rate of our jobless. I told you, "It is time to rekindle this industrial giant," and we see again the stirrings of American industrial might. I told you we suffered from "a tax system which penalizes successful achievement," and promised to change it. Now we all enjoy tax cuts that lighten our burden. I told you, "As we renew ourselves here in our own land, we will be seen as having greater strength throughout the world." Today we have immeasurably strengthened our military arsenal, as I promised

we would. I told you we would let the enemies of freedom know "our reluctance for conflict should not be misjudged as a failure of will. When action is required to preserve our national security, we will act." And in liberating Grenada, in checking the tide of communism in the Middle East and Central America, we have acted.

Not bad, and certainly politically powerful, though nowhere as clear-cut as it all sounds.

When it comes to Ronald Reagan's political promises, with a notable exception, his record of fulfillment is mixed.

The lessening of inflation has been purchased through the ravages of recession. The tax cuts and increases in defense hardware have resulted in historic budget deficits—the very opposite of a central promise of his presidential campaign and inaugural address: "For decades we have piled deficit upon deficit, mortgaging our future and our children's future for the temporary convenience of the present. To continue this long trend is to guarantee tremendous social, cultural, political and economic upheavals We must act today in order to preserve tomorrow, and let there be no misunderstanding—we are going to begin to act beginning today." By no means has

his demonstrated willingness to use military force assured a more secure world, or even won great support within the ranks of our military establishment. The growth of government has not been curbed.

Yet in at least one significant area his underlying philosophical promise is being achieved, and with a vengeance. That involves civil rights.

On two fronts last week, Reagan appointees strongly moved to reverse a cornerstone of the federal attempt to assure civil

Haynes Johnson

RIGHTS

rights: the use of quotas as a last resort to alleviate proven acts of discrimination. The new Reagan majority on the U.S. Civil Rights Commission abruptly overturned the policies of their predecessors on setting quotas. Another Reagan appointee, the head of the National Endowment for the Humanities, defied the Equal Employment Opportunity Commission (EEOC) and refused to set employment goals for women and minorities at his agency as required.

(Continued)

Now the setting of quotas and the orders of the EEOC hardly win popularity contests, whether in Washington or around the country. Serious questions exist about that path to assure equality and the implementation of those policies. Reverse discrimination is real. The very notion of quotas has a repugnant air. It carries an undemocratic, and unfair, connotation.

But something more profound is at stake here. At issue is the willingness of the federal government to act to remedy wrongs.

This latest example of the Reagan administration's approach to civil rights and discrimination is entirely consistent with Reagan's own *laissez-faire* inclinations.

When he was governor of California, Reagan became angry at criticism of his failure to support the landmark Civil Rights Act that transformed the lives of black Americans. Once, he stalked out of a meeting of black Republicans after being questioned about his opposition to the Civil Rights Act. Before leaving, he stunned the audience by bitterly assailing those who "imply I lack integrity."

His performance then and later led the Republican Ripon Society to comment in 1968 that Reagan appeared not to see any difference between the personal question of

how one *feels* about discrimination and the public question of what you will *do* about it. So it has been during his presidency. He has set the tone in failing to exercise authority to act. His appointees are faithfully following his lead.

When a Washington Post reporter asked William J. Bennett about his new policy of refusing to set employment goals at his agency, the humanities-endowment chairman responded with a stream of high-sounding words about equality and freedom and human liberty. He was defending the highest principles, he said, and was taking a stand dictated "by the rights of man, the moral teaching of generations, the ancient founding faith of this country, constitutional principle and the determination of the Justice Department."

That may be consistent with the promises of this administration. It probably is even smart politics. But as an affirmation of a policy to assure equal rights for all Americans, as a signal of true intent in the area of civil rights, it is appalling.

Strip away all the fine phrases and you come down to this: the Reagan administration has been operating on the principle that it is enough to deplore discrimination rather than take steps to end it.

BARELY CIVIL

BY TOM DIAZ

A forthright stand against hiring goals

Last week William J. Bennett, chairman of the National Endowment for the Humanities, did an unusual thing for this city. He stood fast by one of the principles upon which the republic was founded.

• Dr. Bennett stood for equality and against government discrimination, for any reason, however "benign."

Reaction to this radical stand has been mixed. As might have been expected, there are those who find the light of uncompromised principle as obnoxious as Count Dracula found the cross. But perhaps many more have been inspired by the act.

Here is the principle for which Mr. Bennett stood, as stated by him in an eloquent letter to Clarence Thomas, chairman of the Equal Employment Opportunity Commission:

"It was the glory of America to proclaim to the world: All men are created equal. To believe in human equality and equal liberty can mean nothing less than to treat white and black, male and female, Jew and Gentile as morally equal. Distinctions based on race, ethnicity or gender are not rational categories of public reward or rejection."

Had Mr. Bennett stopped there, he would have been guilty of nothing more than a willful effusion of high-sounding prose — a misdemeanor offense here in Babble-On by the Potomac. Columnists do it every day. Congresspeople do it in after-the-fact forgeries of the Congressional Record euphemistically called "extensions of remarks."

But it wasn't the mere statement of the principle of equality that attracted attention to Mr. Bennett. It was that he dared put the principle into effect. He told Mr. Thomas that the National Endowment for the Humanities would not give to the EEOC either a statement of numerical hiring "goals" or a set of "indices of underrepresentation."

"To request that we set and state numerical 'goals' for hiring is to ask us to anticipate hiring on the basis of such 'goals.' It asks us to consider race or sex or color as reasonable ingredients in such decisions. . . . We cannot comply with any inquiry that has as its premise the idea that there is a proper and improper



mixing of races, creeds, colors or sexes in the workplace of this country," wrote Mr. Bennett.

In other words, Mr. Bennett's agency will not practice discrimination in the name of "equal opportunity." It will judge each man and woman on his or her merits, one at a time as a person, not as a mere "member of a protected class."

Well, this has stirred the ant heap of liberal self-righteousness into a seething rage of sanctimonious anger. A columnist for another Washington newspaper screwed himself up into the highest pitch of moralistic apoplexy and pronounced Mr. Bennett's "high-sounding words about equality and freedom and human liberty" to be "appalling" as a "policy to assure human rights."

So much for the Declaration of Independence.

In fact, Mr. Bennett's action is a refreshing return to sanity after a decade of levelling silliness that cowed most administrators into speechless fear of the bogeymen from the EEOC and the hit squads from a constellation of special-interest group enforcers.

Nearly everyone understands that "goals" are a not particularly honest euphemism for "quotas." If a manager is ever called to account for such goals, they are in fact quotas. If not, they are meaningless. If they are meaningless, why have them?

"Indexes of underrepresentation" are a more arcane matter. They are a mathematical exercise cooked up to give an aura of scientific objectivity to the "goals" by which an organization's supposed devotion to "equality of opportunity" are measured. The indexes are derived by comparing the proportion of blacks, women, Hispanics and whatever other groups the government has decided need special treatment in a given agency's workforce to the proportion of the same groups in the general workforce.

A group is considered to be "underrepresented" to the extent that its proportional representation within the agency is less than its proportional representation in the general workforce.

Putting aside the crude asininity of the statistical method involved, it ought to be self-evident that the premise upon which such "indexes" are based has nothing whatever to do with equality of opportunity and everything to do with equality of result. As Professor Walter Williams often points out, if such indexes make any sense at all the National Basketball Association should be in deep trouble with the EEOC.

To some extent, the episode is a tempest in a teapot. Under existing law, the EEOC can do little but fume about Mr. Bennett's recalcitrance. But, take heart. Since Mr. Bennett's letter became public, a number of other agency chiefs reportedly are screwing up the courage to refuse to go along with the numbers game the EEOC has been running. (The only other agency to have so defied the EEOC's request is the Department of Justice, which has done so for two years running.)

In the meantime, Congress might consider changing the EEOC's name to the Equal Employment Results Commission. Granted, that would be a bit like dressing the pregnant bride in a white wedding gown. But it would give the commission's children an honest name.



YOUNGER SCHOLARS PROGRAM

In its first year, the Younger Scholars Program will provide 67 of the nation's youth with an opportunity to undertake independent research and writing projects during the summer months. Under the guidance of humanities scholars, young people up to age 21 are able to pursue their own humanities projects during a concentrated period of time not normally available during the school year. By producing a paper on a specific humanities topic, grantees may significantly enhance their intellectual development.

Eligibility

All applicants must be under 21 years of age throughout the entire calendar year in which the application is submitted. They must be U.S. citizens or foreign nationals who have lived in the U.S. for at least three consecutive years. Applicants for the summer, 1985 competition may not have received a bachelor's degree, nor expect to receive one, before October, 1985.

Grant Characteristics

All grants will involve nine weeks of full-time work on a specific humanities project during the summer months. College students, or high school graduates at the time of application, may apply for \$1,800. Students in high school at the time of application may apply for \$1,400. Projects are not to be used for academic credit. Projects require a project advisor with knowledge and qualifications in an appropriate humanities discipline who will work closely with the grantee; advisors will receive a \$400 stipend. Projects will result in a written essay, which must be submitted to the Endowment in conjunction with a final narrative report.

Humanities Content

In both subject matter and methodology, projects must be firmly grounded in the disciplines of the humanities. Projects must fall within one of the following three areas: the interpretation of cultural works; the study of historical ideas, figures and events; and the understanding of the disciplines of the humanities.

Review Process

Applications are first reviewed by the endowment staff for eligibility and are then forwarded to independent panels of humanities experts. These panels make recommendations to the National Council on the Humanities, the 26-member advisory body of the endowment. The council makes recommendations to the endowment chairman for his decision.

Deadline for receipt of applications for projects to be conducted in the summer of 1985: September 15, 1984.

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FACTS



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Public Affairs Office
Media Relations

(202) 786-0449

UNDERGRADUATE FELLOWS IN THE HUMANITIES

The Undergraduate Fellows in the Humanities Program in its first year will provide for 150 undergraduate students a summer program of educational enrichment in the humanities and academic opportunity not otherwise available to them. The pilot year will consist of ten six-week programs located at major research institutions of higher education. Each program will be directed by an eminent scholar who is an outstanding teacher of the humanities. There will be 15 fellows in each program, and fellows will be selected by application to the seminar director.

Eligibility

Participants will be rising undergraduate seniors (students between their junior and senior years); participation is not limited to humanities majors. Successful applicants will demonstrate that participation in the program provides the student with an academic opportunity not otherwise available to him or her.

Grant Characteristics

No academic credit is offered; a certificate of participation will be presented upon conclusion. Fellows will receive travel expenses to and from the host university or college, housing and board, and a stipend.

Humanities Content

Each program will be devoted to the study of significant texts and subjects within the humanities in accord with the specialty of the respective director. The first ten programs will take place in the summer of 1985. Locations, directors and their subjects, and application information for fellows will be announced by the endowment in September, 1984.

Students who will be between their junior and senior years in the summer of 1985 may apply to program directors by February 1, 1984.

#

3/20/84

NEWS



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Public Affairs Office
Media Relations

(202) 786-0449

Contact: Terry Krieger
Darrel deChaby

FOR RELEASE: 10:00 AM Tuesday, March 20, 1984

HUMANITIES ENDOWMENT MAKES FIRST AWARDS TO YOUNGER SCHOLARS Bennett Sees 'Early Quest for Excellence' in New Program

WASHINGTON, March 20 -- The National Endowment for the Humanities (NEH) has announced the first awards in a new program that supports serious scholarship in the humanities for students under 21.

The grants will allow 67 younger scholars up to \$1,800 each for nine weeks of full-time work on non-credit humanities research papers.

They will do research and writing under the guidance of expert advisors, who will receive a \$400 stipend.

The young scholars, two of whom are still in high school, were selected for the awards from among 351 applicants nationwide.

'Early Quest for Excellence'

In announcing the awards, NEH Chairman William J. Bennett said, "These awards were much coveted and hard-won, and give promise of solid work. The younger scholars program is one of the ways in which NEH is encouraging the early quest for excellence in the humanities."

Leon Bramson, NEH assistant director for special projects, said, "This program gives young students in fields such as history, philosophy and literature a chance to build on what they have already learned by doing intensive research and writing during the summer."

- MORE -

Wide Variety of Subjects

Younger scholars have chosen to work in a wide variety of subjects: Louise Martzinek of Hunter College in New York City will do her project on "'The Ransom of Hector': A Comparative Analysis of its Description in the Iliad and its Depiction in Greek Vase-Painting." Jeffrey P. Beck, at the University of Iowa in Iowa City, Iowa, will survey "Concepts of Time in Wolfe's Look Homeward Angel and Faulkner's The Sound and the Fury."

Susanna T. Gatlin, a high school student at Christ Church Episcopal School in Greenville, South Carolina, will study "Charleston Theatre in the Eighteenth Century." David A. Gamson of Bowdoin College in Brunswick, Maine will pursue "A Study of Children and Childhood in Selected Works of Twain."

Mary A. Kelleher of the University of St. Thomas in Houston, Texas will write on "Aquinas: The Soul's Knowledge of Itself." Edward L. Widmer of Harvard University in Cambridge, Massachusetts will write on "Changing Perspectives on the American Indian in Colonial Writing."

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

Note: A complete list of all 67 younger scholars, their institutions, telephone numbers and research subjects is attached, together with a fact sheet on the program.

#

YOUNGER SCHOLARS

CALIFORNIA

Sawaya, Marie R. (714)962-2882

University of California

Irvine, CA

The Conception of the Scientist in Frankenstein & Middlemarch

Shives-McCrea, Lisa J. (619)450-1414

University of California

San Diego, CA

Charles Peguy: A Chronicle of His Sporadic Significance

Vander Waerdt, Paul A. (415)497-2582

Stanford University

Stanford, CA

Good Man and Good Citizen: On the Foundations of Aristotle's
Political Science

COLORADO

Larson, Dorothy L. (303)733-5368

University of Denver

Denver, CO

Environment Versus Warfare: Determinants of Settlement of
Tsegi Canyon

CONNECTICUT

Brenner, David A. (203)347-9411

Wesleyan University

Middletown, CT

Thomas Bernhard's Wittgensteins Neffe: Translation and Critical
Introduction

Waldemar, Karen E. (203)432-0693

Yale University

New Haven, CT

Islam in West Sumatra: A Study of Traditions in Conflict

FLORIDA

Norman, David L. (904)395-7660

University of Florida

Gainesville, FL

Translations of Songs from the Swedish of C.M. Bellman, (1740-
1795)

ILLINOIS

Kerrigan, Theresa L. (312)262-5871

Mundelein College

Chicago, IL

Interpretations of the Dionysian in Nietzsche

Manouelian, Edward E. (312)753-2233

University of Chicago

Chicago, IL

The Theme of Exile in the Poetry of Joseph Brodsky

Rucoba, Ruben J. (312)764-4080

Loyola University of Chicago

Chicago, IL

The Parasite Character in English Renaissance Drama

MARYLAND
cont.

Richman, Ilene B. (301)583-0357
Goucher College
Towson, MD
Characterization, Voice, and Vision in Virginia Woolf's
The Waves

MASSACHUSETTS

Belleville, Jacqueline E. (617)285-4063
Wheaton College
Norton, MA
Characterization of Older Women in the Novels of Woolf and
Forster

Fennell, Thomas (617)552-8466
Boston College
Chestnut Hill, MA
The Russian Influence on the Catholic Worker Movement

Findlen, Paula E. (617)237-0452
Wellesley College
Wellesley, MA
A Study of Anatomical Theory and Notions of Sexuality in
Europe, 1300-1600

Gassner, Nadine C. (617)353-6897
Boston University
Boston, MA
The Varieties of Metaphor in Humanistic Discourse

Talty, Stephan J. (413)542-2849
Amherst College
Amherst, MA
The Travel-Poetry of Elizabeth Bishop

Widmer, Edward L. (401)497-4506
Harvard University
Cambridge, MA
Changing Perspectives on the American Indian in Colonial Writing

MINNESOTA

Zuern, John D. (218)236-8885
Moorhead State University
Moorhead, MN
The German-Russian Experience in Ethnic Literature

MISSOURI

Locke, Nancy E. (314)875-1603
University of Missouri
Columbia, MO
Manet's Images of Victorine

NEW YORK

Aaron, Melissa D. (914)793-7751
Sarah Lawrence College
Bronxville, NY
The Travesti Role in Opera History

Amico, David G. (716)372-9830
St. Bonaventure University
St. Bonaventure, NY
A Translation and Historical Introduction for Bernard of Besse's
Liber de Laudibus Beati Francisci

NEW YORK
cont.

Dorenkamp, Monica C. (914)793-7567
Sarah Lawrence College
Bronxville, NY
The Work of Susan Sontag in the Context of 20th Century
Literary Criticism

Feerick, Lisa M. (518)457-8362
SUNY
Albany, NY
An Historical and Archaeological Survey of Early Schoharie
Creek Mills

Finley, Suzanne M. (716)275-6092
University of Rochester
Rochester, NY
Changing Perspectives on the New World: English Literature
of Travel and Discovery in the 16th Century

Jedwab, Shoshana B. (212)316-4449
Barnard College
New York, NY
Study of the Cultural Significance of a 16th Century Jewish
Legal Text in Poland

Kelly, Joseph F. (716)275-6020
University of Rochester
Rochester, NY
Yeats, Eliot and the Transcendence of Age

Martzinek, Louise M. (212)358-0976
Hunter College
New York, NY
The Ransom of Hector: A Comparative Analysis of its Description
in the Iliad & its Depiction in Greek Vase-Painting

Petrou, Judy R. (716)275-6102
University of Rochester
Rochester, NY
Ben Jonson's Masques and Poems: Explorations of the Ideal

Platt, Alexander B. (203)222-1000
Columbia University (entering Fall 1984)
New York, NY
Cesar Franck and His Influence in French Music

Rossie, Jennifer L. (315)379-9294
St. Lawrence University
Canton, NY
Two Perspectives on Canada: The Writings of MacLennan and
Callaghan

NEW YORK
cont.

Schamess, Andrew I. (984)337-0700
Sarah Lawrence College
Bronxville, NY
Visions of Madness in American Literature

Vasiliou, Iakovas (607)256-0474
Cornell University
Ithaca, NY
Translation of Hohn Philoponus' Commentary of Book III of
Aristotle's De Anima

Young, Katherine E. (212)280-7592
Columbia University
New York, NY
A Sixteenth-Century Cross-Cultural Dialogue: the Ivan-
Elizabeth Letters

NORTH CAROLINA

Bennett, Herman L. (919)966-5496
University of North Carolina
Chapel Hill, NC
The February Revolution in Trinidad: A Study of the Impact
of the Ideology of Black Power in a Caribbean Island

OHIO

Behrendt, Carolyn E. (216)721-8527
Cleveland Institute of Music
Cleveland, OH
The History and Performance of the Keyboard Toccata

Graham, George R. (216)569-3211 Ext. 443
Hiram College
Hiram, OH
The Membership Policies of the Separatists of Zoar

Tongpituk, Sudrntai R. (513)529-6577
Miami University
Oxford, OH
The Ramayana in Literature and Art: a Comparative Analysis
of Indian and Thai Versions

OREGON

Rizzo, Tracey K. (503)378-7995
Willamette University
Salem, OR
Denis Diderot's Philosophical Response to Madness

Thompson, Mary P. (503)774-9108
Reed College
Portland, OR
A Different Drummer: Grass' Character Oskar as His Weapon
of Peace

PENNSYLVANIA

Barlik, Lynann (215)252-9289
Lafayette College
Easton, PA
Fielding and Social Justice

Bookmiller, Robert J. (412)349-3728
Indiana University of Pennsylvania
Indiana, PA

ISLAM: Its Values and Their Impact on the Political Systems
of Three Selected Islamic Nations

Cohen, William A. (215)447-7194
Swarthmore College
Swarthmore, PA
Modern Critical Theories & Shakespearean Texts

Gentzler, Jyl K. (215)645-6079
Bryn Mawr College
Bryn Mawr, PA
Hegel's Logic and Its Kantian Origins

Hardack, Richard B. (215)645-5992
Haverford College
Haverford, PA
The Evolution of the Mythical Animal in the Work of Spenser,
Melville, and Pynchon

Levenstein, David A. (215)642-9170
Haverford College
Haverford, PA
Thoreau's Private and Political Humanization

Villarejo, Amy (215)645-5683
Bryn Mawr College
Bryn Mawr, PA
A Study of Sarah Orne Jewett as Local Colorist

Wood, Joanne A. (215)447-7186
Swarthmore College
Swarthmore, PA
Kantian Morality and Conrad's Lord Jim: The Problem of Moral
Agency

RHODE ISLAND

Keen, Suzanne P. (401)863-6396
Brown University
Providence, RI
The Twentieth Century Reaction to the Lyric Series Poem

Weinstein, Andrew G. (401)863-4765
Brown University
Providence, RI
History's Effect on the Realism of the American Painter
Edward Laning, 1930-1960

SOUTH CAROLINA

Gatlin, Susanna T. (803)244-4225
Christ Church Episcopal School
Greenville, SC
Charleston Theatre in the Eighteenth Century

TENNESSEE

Bice, Daniel M. (615)775-9831
Bryan College
Dayton, TN
An Interpretation of Three Manifestations of Classical
Revival in America: Cole's Course of Empire, Cooper's
The American Democrat and the Jefferson letters

TEXAS

Kelleher, Mary A. (713)643-0270
University of St. Thomas
Houston, TX
Aquinas: The Soul's Knowledge of Itself

McLemee, Scott R. (512)478-3859
University of Texas
Austin, TX
Cotton Mather's Writings: A Critical Study

VIRGINIA

Berry, Margaret (804)253-4575
College of William and Mary
Williamsburg, VA
Development and Implications of NSC-68 in American Foreign
Policy During and After the Cold War

WISCONSIN

Bush, Terrence J. (608)365-3391
Beloit College
Beloit, WI
The Conception of Human Nature in The Federalist

Hillebrand, Joan M. (415)739-3618 Ext. 6883
Lawrence University
Appleton, WI
A Theoretical History of the Role of the Italian Peasant in
the Rise of the Italian Communist Party, 1920 to the Present

MEDIA ADVISORY



National Endowment for
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Contact: Wake Forest University
Patsy Gray
(919) 761-5665

Humanities Endowment
Darrel deChaby

April 4, 1984

HUMANITIES ENDOWMENT SPONSORS FOUR NATIONAL CONFERENCES ON THE BICENTENNIAL OF THE UNITED STATES CONSTITUTION Inaugural Conference At Wake Forest University April 9-12

The National Endowment for the Humanities (NEH) is sponsoring four national conferences that will consider the drafting, ratification and 200-year legacy of the United States Constitution.

The inaugural conference, the Tocqueville Forum National Colloquium, will be held at Wake Forest University April 9-12. Other conferences will be held at Boston College April 26-28; San Jose State University May 1-3; and Brigham Young University May 16-18.

The conferences are designed to bring together constitutional scholars, the media, teachers of history and civics, public officials and the general public.

The conferences are a part of an NEH special initiative on the Bicentennial of the Constitution, which is an attempt to renew vigorous debate and study of the foundations of that document.

Dr. William J. Bennett, chairman of the NEH, will give the keynote address, "The U.S. Constitution and Civic Education," on Monday, April 9 at 4:00 p.m. at Brendle Recital Hall, Scales Fine Arts Center on the Wake Forest campus.

In his address, Bennett states: "The Constitution is the most imitated political document in the world; it deserves our attention for many reasons.

- MORE -

"It celebrates liberty, possibly the greatest political idea ever advanced; it has betrayed neither the hopes of its children nor of its founders; and it is ours.

"We need to re-introduce study of this civilization and this Constitution because our greatest principles and best aspirations contained therein are not widely understood. Ours is a civilization under attack; more than ever it requires articulate defense.

"Our tradition is that tradition most conducive to intellectual and moral freedom and to human dignity; it should not be allowed to waste away; it should not be ignored."

Dr. Robert L. Utley, Jr., who is directing the conference at Wake Forest, advises that the conference should be especially useful to the media because of the important role of the media in our civic life.

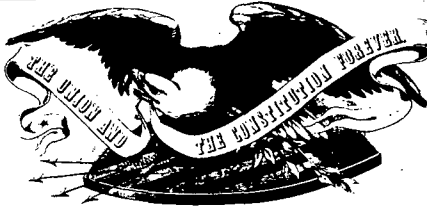
The media will have ample opportunity to meet alone or in very small groups with the scholars and nationally prominent speakers who will be on the campus.

All of the lectures, panels and seminars at Wake Forest will be open to the public free of charge.

Attached please find a detailed schedule of events and speakers at Wake Forest.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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SCHEDULE OF EVENTS

NATIONAL ENDOWMENT FOR THE HUMANITIES/TOCQUEVILLE FORUM NATIONAL COLLOQUIUM SCHEDULE

Saturday, Sunday
April 7, 8
All day

On Campus
Wake Forest

6th North Carolina Continental Line Regiment encampment demonstrations, re-enactments

Monday, April 9
4-5 p.m.

Brendle Recital Hall
Scales Fine Arts Center

"The U.S. Constitution and Civic Education"
Dr. William Bennett, Chairman,
National Endowment for the Humanities

Tuesday, April 10
9-12 noon

Moot Court Room
Law School, WFU

Panel I: "The Constitutional Convention and the Founding Principles"
Wilson Carey McWilliams, Jack Rakove and panel response

8 p.m.

Brendle Recital Hall
Scales Fine Arts Center

"Principles of the Constitutional Order"
Walter Berns and panel response

Wednesday, April 11
9-12 noon

Brendle Recital Hall
Scales Fine Arts Center

Panel II: "The Constitution Through the Eyes of the Federalists and Anti-Federalists"
Thomas Pangle, Murray Dry and panel response

8 p.m.

Brendle Recital Hall
Scales Fine Arts Center

"The Contest for Ratification" Garry Wills and panel response

Thursday, April 12
9-12 noon

Brendle Recital Hall
Scales Fine Arts Center

Panel III: "The Separated Powers and the American Constitution"
Hadley Arkes, David Broyles, Louis Fisher and panel response

Afternoon seminars will be held Tuesday, Wednesday and Thursday. For more information call The Tocqueville Forum 919/761-5665.

★ ★ ★ ★

PRINCIPLES OF THE CONSTITUTIONAL ORDER: THE RATIFICATION DEBATES

"It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend, for their political constitutions, on accident and force."

This grave observation, combining as one the fate of political life in general and American politics in particular, is found in the opening paragraph of *The Federalist Papers*. How to reflect upon the nature of the newly drafted United States Constitution and the wisdom of choosing its adoption are the twin purposes and argument of this famous work. Written by James Madison, Alexander Hamilton and John Jay, it urges the adoption of the United States Constitution by the American people, explains the reasonableness of its principles, and defends it against its detractors now known as the Anti-Federalists.

What are these principles of political life to be discovered in the reflections of our Founding Fathers? Why was this Constitution which was produced by their deliberations worthy of the unanimous choice with which it was adopted? Are their principles still to be deemed worthy of our choice? Only a continual process of historical recollection and reflection will allow each generation of Americans to answer these questions wisely. If the Founding Fathers' claims for the significance of the Constitution are correct, then it is imperative that these questions receive judicious consideration.

Judiciously or not, these questions have been asked and answered throughout our history. Alexis de Tocqueville, the great student of American life, observed long ago that in the United States all significant political questions ultimately become constitutional questions. He meant by this that whenever our identity as a people is at serious issue, we appeal to the Constitution as the wise and final answer to such disputes. The truth of this statement is as evident today as when it was first written.

To know what we are as a people we look to the Constitution. It is, therefore, only fitting that during the two centuries of our history it has become an object of veneration and celebration. More important and as urgent as celebration, it demands our study and cerebration. Only an approach of thoughtful attentiveness will ensure the possibility of an appreciation of the document which is in harmony with the avowed intention of its authors. Such study properly commences with a consideration of the writings of those who drafted the Constitution, as well as the arguments pro and con presented during the ratification debates. Attention to this founding period, which precedes the glory and veneration with which age and custom have draped our Constitution, may allow the original character and principles of our political order to be seen most clearly.

In this spirit we undertake this national colloquium in honor of the forthcoming Bicentennial of the United States Constitution.

NEWS



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Public Affairs Office
Media Relations

(202) 786-0449

Contact: Terry Krieger
Darrel deChaby

FOR RELEASE: April 10, 1984

HUMANITIES ENDOWMENT APPOINTS RONALD HERZMAN ASSISTANT DIRECTOR FOR SEMINAR PROGRAMS

WASHINGTON - The National Endowment for the Humanities (NEH) has announced the appointment of Ronald Herzman as assistant director for seminar programs in its division of fellowships and seminars.

The announcement was made by NEH chairman William J. Bennett and Thomas Kingston, director of the fellowships and seminars division.

Herzman joined the NEH staff in September, 1982 to organize and head the highly successful program of summer seminars for secondary teachers.

He will continue to administer that program as well as assume responsibility for NEH programs of summer seminars for college teachers and fellowships at centers for advanced study.

Before joining the NEH staff, Herzman was a professor in the English department at the State University of New York (SUNY) College at Geneseo.

He received his BA from Manhattan College and his MA and Ph.D from the University of Delaware.

Herzman currently holds the rank of professorial lecturer at Georgetown University.

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Contact: Terry Krieger - NEH
Darrel deChaby - NEH
(202) 786-0449

Paulette Boudreaux - Boston College
(617) 552-3350

April 20, 1984

SECOND NATIONAL CONFERENCE ON BICENTENNIAL OF CONSTITUTION
SCHEDULED FOR BOSTON COLLEGE APRIL 26-28
John Agresto Will Give Welcoming Address

The second of four national conferences supported by the National Endowment for the Humanities (NEH) on the drafting, ratification and 200-year legacy of the United States Constitution will be held at Boston College April 26-28.

The conferences, designed to bring together constitutional scholars, teachers, the media, government officials and the general public, are a part of an NEH special initiative on the Bicentennial of the Constitution. The special initiative aims to renew vigorous debate and study on the foundations of that document.

The Boston College conference, "Interpreting the Constitution," is jointly sponsored by NEH and the Boston College Department of Political Science.

NEH assistant chairman John Agresto will give the welcoming address, "The Philosophy of the American Constitution," at McElroy Commons on the Boston College campus on April 26 at 5:30 p.m.

Agresto is a political philosopher and the author of The Supreme Court and Constitutional Democracy, which will be published next month by Cornell University Press.

In his prepared remarks, Agresto maintains, "The Constitution is not an abstract text. It contains the principles and the organizing practices of our everyday national life. We are who we are because of that work, and we know ourselves better the better we know its basic principles.

"We are a nation of infinite, individual diversity. What unites us together as Americans is one document -- the Constitution -- which literally 'constitutes' us as a nation devoted to certain principles and ideals, sharing a way of life unique in the history of mankind."

The Boston College conference will consist of a series of addresses, panels, workshops and lectures. There will be three panel discussions, all open to the public.

The first of the NEH-supported bicentennial conferences was held at Wake Forest University April 9-12. The third and fourth conferences will be at San Jose State University May 1-3 and Brigham Young University May 16-18.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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Note: The preliminary program for the Boston College conference is attached.

BOSTON COLLEGE

CHESTNUT HILL, MASSACHUSETTS 02167

(617) 969-0100

DEPARTMENT OF POLITICAL SCIENCE

PRELIMINARY PROGRAM FOR CONFERENCE ON "INTERPRETING THE CONSTITUTION"
SPONSORED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND THE POLITICAL SCIENCE
DEPARTMENT OF BOSTON COLLEGE. CONFERENCE BEGINS THURSDAY EVENING, APRIL 26,
AND RUNS THROUGH SATURDAY, APRIL 28.

THURSDAY, APRIL 26

- 5:30 p.m. - Check in and Dinner
- Welcoming address by John Agresto, Assistant Chairman of the National Endowment for the Humanities
 - Address on the origin and nature of judicial review, from the founders through Oliver Wendell Holmes, Jr., by Professor Robert Scigliano, Political Science Department, Boston College

FRIDAY, APRIL 27

- 9:00 a.m. - PANEL I - Views of Interpreting the Constitution
- Panelists: Professor Henry Monaghan, Columbia Law School
Professor Paul Brest, Stanford Law School
Professor Robert Faulkner, Chairman, Political Science Department, Boston College
- Discussants: Professor Gary Jacobsohn, Williams College
Professor Michael Perry, Northwestern Law School

Lunch

- 1:30 p.m. - PANEL II - Interpreting the First Amendment
- Panelists: Professor David Manwaring, Political Science, Boston College
Professor David Lowenthal, Political Science, Boston College
- Discussants: Professor Henry Monaghan, Columbia Law School
Joseph Phelan, NEH

4-5:30 p.m. - WORKSHOPS

- 6:00 p.m. - Dinner: Address by the Honorable Antonin Scalia, Circuit Judge for the U.S. Appeals, District of Columbia Circuit

SATURDAY, APRIL 28

- 9:00 a.m. - PANEL III - Interpreting the Fourteenth Amendment
- Panelists: Professor Gary McDowell, Political Science Department, Tulane University
Professor Michael Perry, Northwestern Law School
- Discussants: Professor David Manwaring, Political Science, Boston College
Edward Erler, NEH
Professor Paul Brest, Stanford Law School

12-1:30 p.m. LUNCH

1:30-4:30 p.m. WORKSHOP



Contact: Terry Krieger - NEH
Darrel deChaby - NEH
(202) 786-0449

Helen Horowitz - New York University
(212) 598-2451

April 24, 1984

SIDNEY HOOK WILL GIVE 1984 JEFFERSON LECTURE
IN WASHINGTON ON MAY 14 AND NEW YORK ON MAY 17
Leading Philosopher of Freedom Will
Be Available for Interviews on May 7 and 9
in New York and May 9, 10 and 11 in Washington

Sidney Hook, emeritus professor of philosophy at New York University and one of the world's leading philosophers of freedom, will deliver the 1984 Jefferson Lecture in the Humanities in Washington on Monday, May 14 at 8:00 p.m. in the Departmental Auditorium (Constitution Avenue between 12th and 14th Streets, N.W.). The lecture will be followed by a reception in the Pavilion at the Old Post Office (Pennsylvania Avenue between 11th and 12th Streets, N.W.).

Hook will give the lecture again in New York City on Thursday, May 17 at 5:00 p.m. in Tishman Auditorium of New York University's Vanderbilt Hall (40 Washington Square South). The lecture will be followed by a reception in Vanderbilt Hall's Greenberg Lounge.

In both Washington and New York, the lecture is free and open to the public but by ticket only.

The topic of Hook's lecture is "The Humanities and the Defense of a Free Society."

Highest Federal Honor

Established in 1972 by the National Endowment for the Humanities, the Jefferson lectureship -- which carries a \$10,000 stipend -- is the highest

- MORE -

honor conferred by the federal government for outstanding achievement in the humanities.

The Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore matters of broad concern. Previous Jefferson lecturers were Jaroslav Pelikan, Emily T. Vermeule, Gerald Holton, Barbara Tuchman, Edward Shils, C. Vann Woodward, Saul Bellow, John Hope Franklin, Paul A. Freund, Erik H. Erikson and Lionel Trilling.

Available for Interviews

Sidney Hook will be available for interviews in New York all day Monday, May 7 and early Wednesday morning, May 9. He also will be available for interviews in Washington late Wednesday afternoon, May 9 and all day Thursday and Friday, May 10 and 11.

To obtain tickets for the Washington lecture or arrange a Washington interview with Hook, please contact Terry Krieger or Darrel deChaby at the National Endowment for the Humanities (202/786-0449).

To obtain tickets for the New York lecture or arrange a New York interview with Hook, please contact Helen Horowitz at New York University (212/598-2451).

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

New York University is the largest private university in the United States with nationally-ranked graduate programs in many fields, including art history, English, foreign languages, law, mathematics and medicine.



Contact: Darrel deChaby - NEH
(202) 786-0449

Richard Staley - San Jose University
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April 27, 1984

THIRD NATIONAL CONFERENCE ON BICENTENNIAL OF CONSTITUTION
SCHEDULED FOR SAN JOSE STATE UNIVERSITY MAY 1-3
William J. Bennett Will Address Opening Session

The third of four national conferences supported by the National Endowment for the Humanities (NEH) on the drafting, ratification and 200-year legacy of the United States Constitution will be held at San Jose University May 1-3.

The conferences, designed to bring together constitutional scholars, teachers, the media, government officials and the general public, are a part of an NEH special initiative on the Bicentennial of the Constitution. The special initiative aims to renew vigorous debate on the foundations of that document.

The San Jose State University conference, "200 Years of Free Government: The Higher Law and the Constitution," is jointly sponsored by NEH and the San Jose State University Department of Political Science.

NEH chairman William J. Bennett will address the first session on Tuesday, May 1 at the Music Auditorium on the San Jose campus. His topic is "The U.S. Constitution and Civic Education."

In his prepared remarks, Bennett states, "The Constitution is the most imitated political document in the world; it deserves our attention for many reasons.

"It celebrates liberty, possibly the greatest political idea ever

advanced; it has betrayed neither the hopes of its children nor of its founders; and it is ours.

"We need to re-introduce study of this civilization and this Constitution because our greatest principles and best aspirations contained therein are not widely understood. Ours is a civilization under attack; more than ever it requires articulate defense.

"Our tradition is that tradition most conducive to intellectual and moral freedom and to human dignity; it should not be allowed to waste away; it should not be ignored."

The San Jose University conference will consist of a series of panels, lectures and seminars, all open to the public and free of charge.

The first and second NEH-supported bicentennial conferences were held at Wake Forest University April 9-12 and Boston College April 26-28. The fourth conference will be held at Brigham Young University May 16-17.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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SIDNEY HOOK

In the introduction to his book The Quest for Being, Sidney Hook declares, "The philosopher's distinctive function ... is moral both in its critical and creative modes. At the very least, the philosopher should make men critically aware of their fundamental commitments and the consequences of their commitments. At his best, he projects a vision of human excellence, of what men may become, rooted in a firm knowledge of the limiting conditions of nature, and a sober assessment of the possibilities of development open to men in an unfinished universe."

As a result of his own exemplary fulfillment of "the philosopher's distinctive function," Sidney Hook was selected to give the 1984 Jefferson Lecture in the Humanities.

Sidney Hook, now emeritus professor of philosophy at New York University, was born in New York City on December 20, 1902.

Hook attended the city's public schools. He then entered the College of the City of New York, where he became a student of the philosopher Morris R. Cohen and received a B.S. degree with a major in philosophy in 1923. Hook taught in the city's public schools while he pursued the study of philosophy under John Dewey and F.J.E. Woodbridge at Columbia University, where he received his M.A. in 1926 and a Ph.D. in 1927.

From 1927 to 1969, Hook taught philosophy at New York University. He was head of the all-university philosophy department from 1948 to 1969.

Hook also taught at the New School for Social Research, Columbia University, Harvard University and the University of California at Santa Barbara and San Diego. In 1928-29, he received Guggenheim Fellowships

for philosophical research in Germany and Russia. In 1958, he was awarded a Ford Foundation traveling fellowship for the study of Asian philosophy and culture. He conducted research at Stanford University as a fellow at the Center for Advanced Study in the Behavioral Sciences during 1961-62 and as a senior research fellow at the Hoover Institution on War, Revolution and Peace during this past academic year.

Hook has been elected to the American Academy of Arts and Sciences as well as the American Academy of Education. He served as president of the Eastern division of the American Philosophical Association in 1959-60. From 1972 to 1978, he was a member of the National Council on the Humanities, which advises the chairman of the humanities endowment on policy matters and makes recommendations on grant applications.

In 1968, Hook helped to found University Centers for Rational Alternatives, an organization of scholars who opposed the coercive conduct of many radical students and faculty members as well as the failure of many universities to defend academic freedom.

Hook has received honorary degrees from the University of California, the University of Florida, the University of Maine, the University of Utah, Rockford College and Hebrew Union College Institute of Religion.

The 1984 Jefferson lecturer has written many influential works on problems of social, political and legal philosophy. His book The Hero in History earned him Columbia University's Nicholas Murray Butler Silver Medal for distinction in the field of philosophy and education. Among his other books are The Metaphysics of Pragmatism, Political Power and Personal Freedom, The Quest for Being, The Paradoxes of Freedom, Academic Freedom and Academic Anarchy, Pragmatism and the Tragic Sense of Life,

Philosophy and Public Policy, and several books each on Karl Marx and Hook's friend and teacher John Dewey.

Influenced by Dewey, Hook has adopted a philosophical approach called "pragmatism" or "experimental naturalism" that has guided all his activity as a scholar and a citizen.

In the introduction to Pragmatism and the Tragic Sense of Life, Hook offers this description of pragmatism: "In its broadest sense as a philosophy of life, it holds that the logic and ethics of scientific method can and should be applied to human affairs. This implies that one can make warranted assertions about values as well as facts Most daring and controversial of all, pragmatism holds that it is possible to gain objective knowledge not only about the best means available to achieve given ends ... but also about the best ends in the problematic situations in which the ends are disputed or become objects of conflict."

Hook concludes the book's title essay with these observations about the relationship between pragmatism and freedom: "Pragmatism, as I interpret it, is the theory and practice of enlarging human freedom in a precarious and tragic world by the arts of intelligent social control. It may be a lost cause. I do not know of a better one. And it may not be lost if we can summon the courage and intelligence to support our faith in freedom -- and enjoy the blessings of a little luck."

Terry Krieger



Contact: Terry Krieger
Darrel deChaby

May 7, 1984

SPRING, 1984 MEETING OF THE NATIONAL COUNCIL ON THE HUMANITIES
TO BE HELD MAY 14 AND 15
Policy Sessions of Quarterly Meeting
Open to the Media and the Public

The Spring, 1984 meeting of the National Council on the Humanities will be held in room M-09 (first floor) at the Old Post Office, 1100 Pennsylvania Avenue, N.W. on Monday and Tuesday, May 14 and 15.

The discussion of division and program policies by Council committees will be open to the media and the public on May 14 from 9:30 a.m. until 10:30 a.m. From 10:30 on, the committees will consider grant applications, which are confidential.

From 9:30 a.m. until approximately 11:30 a.m. on May 15, the full Council will discuss committee reports on policy and other general matters, and this discussion will be open to the media and the public. The Council then will meet in closed session to review and make recommendations on grant applications.

The National Council on the Humanities is a 26-member body appointed by the President to advise the humanities endowment chairman on policy matters and make recommendations on grant applications.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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MEDIA ADVISORY



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Public Affairs Office
Media Relations

(202) 786-0449

Contact: Terry Krieger
Darrel deChaby

May 10, 1984

SIDNEY HOOK WILL GIVE 1984 JEFFERSON LECTURE IN WASHINGTON ON MAY 14

Sidney Hook, emeritus professor of philosophy at New York University and one of the world's leading philosophers of freedom, will deliver the 1984 Jefferson Lecture in the Humanities in Washington on Monday, May 14 at 8:00 p.m. in the Departmental Auditorium (Constitution Avenue between 12th and 14th Streets, N.W.). The lecture will be followed by a reception in the Pavilion at the Old Post Office (Pennsylvania Avenue between 11th and 12th Streets, N.W.).

The topic of Hook's lecture is "The Humanities and the Defense of a Free Society."

The lecture is free and open to the public but by ticket only.

Established in 1972 by the National Endowment for the Humanities (NEH), the Jefferson lectureship -- which carries a \$10,000 stipend -- is the highest honor conferred by the federal government for outstanding achievement in the humanities.

To obtain tickets for the Washington lecture, please contact Terry Krieger or Darrel deChaby at NEH.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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Contact: Terry Krieger - NEH
Darrel deChaby - NEH
(202) 786-0449

Phillip Harris - Brigham Young University
(801) 378-4853

May 11, 1984

FOURTH NATIONAL CONFERENCE ON BICENTENNIAL OF CONSTITUTION
SCHEDULED FOR BRIGHAM YOUNG UNIVERSITY MAY 16-18
William J. Bennett Will Give Keynote Address

The last of four national conferences supported by the National Endowment for the Humanities (NEH) on the drafting, ratification and 200-year legacy of the United States Constitution will be held at Brigham Young University May 16-18.

The conferences, designed to bring together constitutional scholars, teachers, the media, government officials and the general public, are a part of an NEH special initiative on the Bicentennial of the Constitution. The special initiative aims to renew vigorous debate on the foundations of that document.

The Brigham Young University conference, "Teaching the Constitution in High Schools," is jointly sponsored by the NEH and the Brigham Young University Department of Political Science.

NEH chairman William J. Bennett will give the keynote address on Wednesday, May 16 at 8:00 p.m. at the Conference Center on the Brigham Young campus. His topic is "The U.S. Constitution and Civic Education."

The Bennett address is open to the public free of charge, as are two sets of panel discussions on Thursday and Friday mornings from 8:30 a.m. until noon.

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In his prepared remarks, Bennett states, "The Constitution is the most imitated political document in the world; it deserves our attention for many reasons.

"It celebrates liberty, possibly the greatest political idea ever advanced; it has betrayed neither the hopes of its children nor of its founders; and it is ours.

"We need to re-introduce study of this civilization and this Constitution because our greatest principles and best aspirations contained therein are not widely understood. Ours is a civilization under attack; more than ever it requires articulate defense.

"Our tradition is that tradition most conducive to intellectual and moral freedom and to human dignity; it should not be allowed to waste away; it should not be ignored."

The first three NEH-supported bicentennial conferences were held at Wake Forest University April 9-12; Boston College April 26-28 and San Jose State University May 1-3.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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FACTS



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Public Affairs Office
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(202) 786-0449

May, 1984

1984 JEFFERSON LECTURE IN THE HUMANITIES - KEY FACTS

The Jefferson Lecture in the Humanities was established in 1972 by the National Endowment for the Humanities (NEH). The lectureship is the highest honor conferred by the federal government for outstanding achievement in the humanities. It carries a \$10,000 stipend.

The Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore matters of broad concern.

The 1984 Jefferson lecturer is Sidney Hook, emeritus professor of philosophy at New York University and one of the world's leading philosophers of freedom.

The topic of Hook's lecture is "The Humanities and the Defense of a Free Society."

Hook will deliver the lecture in the federal government's Departmental Auditorium in Washington on Monday, May 14. He will give the lecture again at New York University in New York City on Thursday, May 17.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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MEDIA ADVISORY



National Endowment for
the Humanities

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

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May, 1984

1984 JEFFERSON LECTURE IN THE HUMANITIES

The original typescript of the 1984 Jefferson Lecture in the Humanities by Sidney Hook is attached to this advisory.

Since the lecture will not be delivered until Monday, May 14 in Washington and Thursday, May 17 in New York, please consult Terry Krieger or Darrel deChaby at the National Endowment for the Humanities (202/786-0449) or Helen Horowitz at New York University (212/598-2451) before using the text in an interview or a story.

case for a free press does not rest on such an absurd position, which overlooks the fact that in a state of anarchy, one without government, there would be no press at all. It would be destroyed by mob rule when it exercised its critical functions, as indeed happened during some stormy years of American history. Of course, government is not a sufficient condition of a free press but it is a necessary condition not only of press freedom but of any freedom. For how can any freedom be exercised unless those who would violate it are not free to do so?

Rhetorical excesses and logical ⁱⁿconsistencies apart, the profoundest feature of Jefferson's political philosophy, and what all major political groups in American life today regard as possessing a perennial and valid significance, is its emphasis on self-government. Self-government in Jefferson's conception has three central features. It is based on freely given or uncoerced consent. Secondly, freely given consent entails the guaranteed right to dissent, to wit, the freedoms of speech, press, association, and assembly, and all other freedoms legitimately derived from them. It is this feature that distinguishes the Jeffersonian, or modern, conception of self-government from the ancient and transient democratic orders of the past which recognized no limits on government power, and treated opponents within the democratic system as enemies. Finally, given the recognition of the right to dissent, a sine qua non of a self-governing community is the principle of majority rule. In the absence of a consensus, rarely to be expected in the inescapable

conflicts of human interests and opinions, this rule is the only way to reach orderly decision and effect a peaceful succession of government. Jefferson stresses this, as did many years later the uncompromising individualist, William James. "The first principle of republicanism," writes Jefferson, "is that the lex majoris partis is the fundamental law of every society of individuals of equal rights. To consider the will of society enunciated by a single vote, as sacred as if unanimous, is the first of all lessons in importance. This law, once disregarded, no other remains but the use of force."

Jefferson was acutely aware, as are we all, that majorities may go astray, be injudicious, and even be morally tyrannical within the letter of the law. For this he had only one remedy: not the rule of presumably enlightened minorities, but the education of experience. His not unreasonable assumption is that, given access to knowledge, most adult human beings are better judges of their own interests than are others. However, to be able to learn effectively from their present experience, to make it available for their future experience, citizens should have access to education of a narrower kind--to schooling that develops the intellectual skills and imparts the relevant knowledge necessary to sustain a free society. The people themselves, Jefferson continually observes, are "the only safe depositories" of non-oppressive rightful government.

One may ask, of course, whether such government is not only safe but whether it is sound, not only whether it is right,

but whether it is good. Jefferson's reply indicates where he puts his faith: "To render them [the people] safe, their minds must be improved to a certain degree. This is indeed not all that is necessary though it be essentially necessary. An amendment of our Constitution must here come in aid of the public education. The influence on government must be shared by all the people."

How far we have come from the Jeffersonian faith that the people or their representatives are the only safe depository of a free society is evidenced by current discussions of a constitutional convention. I am not a partisan of any particular measure advocated for the agenda of such a convention and I disapprove of most. But I am appalled at the reasons offered by some who oppose its convocation by crying out in alarm that it might run amok and even abolish the Bill of Rights. No more flagrant contradiction of the Jeffersonian faith is imaginable than such a sentiment. It confidently predicts that measures threatening the foundations of a free society will not only be adopted by a majority of the delegates but also by three quarters of our fifty states, and by both freely elected legislative assemblies in those states. If such a thing were to come to pass, it would certainly establish that a majority of citizens are either too stupid or too vicious to be entrusted with self-government. And if this were indeed true, as some philosophers from Plato to Santayana have asserted, why should anyone be in favor of a ^{politically} free society?

Far from fearing a constitutional convention I believe its convocation, timed for our bicentenary, could become the occasion for a great historic debate. Reviewing and interpreting the experience of two centuries, it might strike a more adequate balance among the branches of our government and clarify some central ambiguities in present constitutional provisions.

Jefferson, as we know, was in advance of his time. He provided the rationale for the systems of public education that developed in the United States after his day, especially for instruction going beyond the fundamentals of literacy--reading, writing, and the arts of calculation. He even ventured on the outlines of a curriculum of studies, mainly based on science and history, to strengthen faith in a free society and safeguard it from the corruptions of human ambition and power.

Now suppose that, in the spirit of Jefferson, we wanted to devise an educational system that would indeed strengthen allegiance to our self-governing democratic society; how would we do this today? One possible way -- consistent with Jefferson's own prescriptions -- would be to modify our educational system so that its central emphasis became the detailed study of the sciences. But is there really any reason to believe that this would result in an increase of support for a free self-governing society? After all, the subject matters and techniques of the sciences can be mastered in any kind of society. Even though it is true that the greatest burgeoning and bursts of creative discovery in science have occurred during the last two centuries in modern democratic countries, it does not tax our imagination to conceive a world in which, once political freedom has been

lost, the sciences become not only the organon of continuous inquiry into nature but also the instrument of enforcing a cruel and ruthless despotism over society. The domination man exercises over nature has often been used to fasten bonds of domination over other men.

To be sure, as John Dewey often pointed out, there is much in the process of scientific inquiry--its openness, sense of evidence, tentativeness, and cooperative intelligence--which when carried over into the discussion and practice of human affairs vitalizes the free society. But Dewey also never ceased to remind us that, desirable as it is to carry over scientific method in the pursuit and test of human ends, science and politics differ in several crucial respects. For one thing, not everyone is qualified to be a scientist or has a right to a scientific judgment, while all citizens of a free society are deemed qualified to participate in determining judgments of political policy. Deny this and one is committed to the view of government by experts which is incompatible with the premises of a self-governing society. For those premises imply that on crucial questions of policy one does not have to be an expert to judge the work of experts or among their oft-conflicting proposals.

the pursuit of Further, scientists are united in one ^{*overriding*} interest--the interest in truth; human affairs, on the other hand, is a field of conflicting interests. The agreements scientists reach are ultimately determined by the compulsions of fact; in human affairs, even when there is agreement on facts, the resolution

of differences may require tolerance and compromise of interests. In a free society, it may be necessary to forgo demands for the full measure of justified claims in order to preserve the process by which future claims may be peacefully negotiated. Science develops by the elimination of error. But the life of a free society consists not so much in the elimination of interests as in their reconciliation. In science, a wrong judgment loses all value as soon as it is established to be wrong; in a democracy even the interest which is outvoted has value. It must be respected in defeat if only because it has submitted itself to the arbitrament of argument and persuasion.

In short, a curriculum concentrating entirely on science could not be expected to achieve the aim Jefferson sought. Not that Jefferson himself was a simple-minded believer in the effect of science and science education on the moral estate of humanity. He called freedom "the first born daughter of science"; yet he was aware that science could "produce the bitter fruits of tyranny and rapine." He never wavered in his belief that through the diffusion of scientific knowledge the human condition could be advanced. And if by the advance of the human condition we mean the material improvement of the human estate, the extension of longevity, and the increase of our power over nature, surely none can gainsay him. Yet even if we grant the dubious proposition that all knowledge is good, ^{surely} not all of it is relevant for our political purpose. Henry Adams to the contrary notwithstanding, no law of physics has any bearing on the justification for a free society. Einstein's theory overthrew

Newton's, not the Declaration of Independence.

It is a commonplace but an important one that it is not science and technology that are fateful to man but the uses to which they are put. When we speak of uses, we imply purposes and ends, goals and policies. We therewith find ourselves in the realm of values. The humanities, broadly speaking, are concerned with the exploration of this realm. Though Jefferson prescribed a mainly scientific course of study for the intellectual elite, a curriculum built on the humanities was roughly what he had in mind for the ordinary citizen, whose studies should, he thought, be chiefly historical. Might not such a curriculum today provide what the sciences cannot--a strengthened faith in a free self-governing society?

I wish to declare at once that regardless of how we answer this question, the humanities--primarily the disciplines of language and literature, history, art, and philosophy--should have a central place in the education of any society. For their subject matter is perennial and transcends, even when it touches on, the temporalities of politics.

The reasons for this are manifest and heralded in many ways from ancient days to the present. The study of the humanities nurtures an understanding and appreciation of the great and often unfamiliar visions and modes of life. Within any mode of life, they present "the problems of the human heart in conflict with itself."^(Faulkner) They therefore embrace but go beyond the dimensions of the political and ideological. They strike no consensus. They have no flag nor creed, even when they celebrate ways of life

and death fought under warring battle cries. They take us out of ourselves and enable us to see with the eyes and minds of others, just as we become aware of the reach and power of others in us. Define the humanities and limit their concerns for curricular purposes as one will, their cultivation leads to the permanent enrichment of the internal landscape of the mind in any clime or social station. For they provide an ever renewed source of delight, consolation, insight, even hope.

Surely this is merit enough to justify the place of the humanities in any curriculum of liberal studies. Surely this justifies us in maintaining that their absence is the sign of a truncated, one-sided, and impoverished education--whatever other virtues such education may have.

Nonetheless, we cannot honestly maintain that the study of the humanities of itself generates allegiance to the free society. Two considerations prevent us from doing so. The first is the historical fact that the student populations of Western Europe, who until recently were brought up in their lycées and gymnasia largely on classical studies, were certainly not noteworthy for their ardor and enthusiasm for free democratic societies. Indeed, not infrequently in countries like Spain, Italy, France, and Germany, it was students who provided the intellectual shock troops for anti-democratic movements.

There is a second troubling reason why we cannot maintain that an organic relationship exists between the humanist tradition in life and letters and commitment to the free or

liberal society. This is the fact that many of the monumental writers of the past regarded the promise of democratic progress as a threat to the life of the mind and to the creative spirit, as the political gloss on the mechanisms that were levelling and standardizing culture and taste. No one can reasonably dispute the record. From the age of Plato to the present, the dominating figures in the humanistic disciplines have been critical of, sometimes even hostile to, the extension of political power to the masses, even when safeguards against the excesses of popular sovereignty have been adopted. In the 19th century, writers like Dickens, George Eliot, and Shelley were sympathetic to the advance of the democratic idea, but their influence was more than counter-balanced by Wordsworth, Balzac, Goethe, Dostoyevsky, and many others. In our own time such major literary figures as T.S. Eliot, Yeats, Pound, Faulkner, and D.H. Lawrence typify the distrust and suspicion of democratic society prevalent among the creative vanguard.

Why there should be this "adversary" relationship, as Lionel Trilling called it, between the sympathies and values of so many great humanists and the democratic tendencies of their culture, and why there should be a corresponding bias toward aristocratic tradition, is hard to explain. A partial answer may lie in the greater receptivity among aristocratic classes to the novel and experimental than is generally found in the larger public. ("Nothing is so foreign to the plain man," observes Santayana, "as the corrupt desire for simplicity.") To this may be added the fact that where the people are sovereign

they have sometimes been less tolerant of heresies that challenge accepted beliefs than have some benevolent despotisms which under the mantle of a patronizing Narrenfreiheit, the freedom accorded to the Fool, ^{sometimes} sheltered purveyors of doctrines dangerous to the state.

Whatever the explanation, we cannot plausibly deny that the outstanding humanist figures have rarely been protagonists of the ordered freedoms we associate with democratic life and republican virtue in a self-governing society. The growth of ~~such a~~ society in the West owes more to the dissident, non-conformist religious sects, ~~and~~ to the agitation and struggles ^{and other manifestations of class struggle} of the early trade unions, than to the classical humanist tradition. It was not a scholar inspired by Plato or Aristotle, Aquinas or Dante, or any figures of the Renaissance, but a spokesman of the Protestant levellers who proclaimed that "the poorest he that is in England has a life to live as the greatest he," and therefore argued for the right "to choose those who are to make the laws for them to live under."

In pointing to the considerations that prevent us from making the easy inference that a liberal-arts education centered around the humanities is integral to the existence and survival of a liberal society, I do not mean to suggest that there is a ^{single} causal relation between curricular study and political behavior. A contemporary literary critic has written in a tone of bitter discovery: "We know now that a man can read Goethe and Rilke in the evening, that he can play Bach and Schubert, and go to

(STEINER)

his day's work at Auschwitz in the morning." But he could have added that those who studied Euclid and Newton also built the crematoria at Auschwitz. And he undoubtedly is aware that those in previous times who led the massacres of innocents in their holy war against heretics or infidels invoked the blessings of the God of love on their dedicated work. This is an old story. The face of evil can wear the mask of learning. The devil can play the role not only of a gentleman but of a scholar--but this does not make learning or manners evil or less desirable. The guilt of a criminal does not stain the means by which he commits or conceals his crimes.

Moreover, after one has said everything there is to be said to the contrary, there still remains at least some positive connection between the rationale of a free society and the great expressions of the human spirit in art and literature. Regardless of their specific political orientation, these works are usually animated by a passion or vision of opposition to the customary. They move by challenging complacency. They are essentially non-conformist. To reach their mark they must disturb, upset, and sometimes frighten.

To the extent, then, that a free society thrives on diversity, the play and struggle of varied perspectives, the dialectic of confrontation, it is served by the humanities, just as it serves them better than the authoritarian societies ^{some humanists} ~~they~~ tend to favor. For a free society offers an unlimited theater for works of the spirit to develop, in contrast with authoritarian societies which always in some crucial area of the mind invoke the Augustinian dictum that error has no rights. ^{as a bar to further inquiry and experiment}

¶ To be sure, free societies sometimes sin against the light of cultural freedom. But when they do, they are violating their own ethos. Conversely, some unfree societies may tolerate, even encourage, experiment and variation in some restricted area, but never in all the realms of the human spirit. I am struck by a story told about General de Gaulle. In refusing to endorse the arrest of Sartre for an infraction of the law, he is reputed to have said: "In a free society one does not arrest Voltaire." Sartre was no Voltaire, and he was to boot an apologist for Stalinism, but we know what his fate would have been under a Stalinist regime.

I do not want to go beyond the modest claim that there is no essential or necessary hostility between the humanities and the free society, and that there need be no conflict between a love of the humanities and a commitment to liberal democracy. But I believe I have also shown that a curriculum concentrating on the humanities can no more be expected to achieve the Jeffersonian objective of strengthening faith in the free society than a curriculum based on the sciences.

I have brought up Jefferson's ideas ^{on the relation between} ~~about~~ education ~~and~~ ^{and freedom} not out of an academic concern with those ideas, but rather in the hope that examining them might yield some guidance in dealing with an urgent contemporary crisis. It is a crisis that threatens the very survival of a free self-governing society in the United States. For it consists precisely of an

eroding allegiance to the ideals of a free self-governing society itself. It would require volumes to document the failure to abide by the democratic ethos in American life today. Restricting ourselves only to phenomena observable without enlisting batteries of research teams to report on them, we find: (1) the vehement assertion of rights and entitlements without the acceptance of corresponding duties and obligations; (2) the invocation of group rights to justify overriding the rights of individuals; (3) the growth of violence, and the tolerance of violence, in schools and local assemblies; (4) the open defiance of laws authorized by democratic process, and the indulgence of courts toward repeated and unrepentant violators; (5) the continued invasion by the courts themselves into the legislative process; (6) the loss of faith in the electorate as the ultimate custodian of its own freedom.

Each reflective observer can make his own list of the ^{multiple} threats from within our own society to the health, security, and civility of the processes of self-government. However conceived, they raise the question of whether we possess the basic social cohesion and solidarity today to survive the challenge to our society from without, particularly that posed by the global expansion of Communism. Although there are different views of the immediacy and magnitude of the Communist threat to the free world, it is plain political folly to deny its existence. The map of the world from 1945 to the present bears witness to the fact that the policy of containment, initiated by President Truman

after the Baruch-Lilienthal and the Marshall Plan had been rejected by the Kremlin, does not contain.

The threat of Communist expansion is compounded by the fear that the defensive use of nuclear weapons will result in a nuclear holocaust. The artful, unremitting, and often unscrupulous propaganda by fanatical groups, exemplified by television programs like The Day After and by terrifying classroom scenarios on every level of our school system from kindergarten to university, has generated a mood of fear not far removed from hysteria. The fallout from this sustained propaganda has often short-circuited reflection. It has led to the mistaken belief in some ^{circles} ~~cases~~ that we are confronted by the stark alternative of either unilateral disarmament or inevitable war, and to a disregard of the well-grounded position that an effective deterrent is the best way of preserving peace without sacrificing freedom. Clarity, however, requires recognition that to renounce in advance the retaliating ~~ing~~ use of a deterrent is to proclaim in effect that we have no deterrent, thus inviting the very aggression the policy of deterrence was designed to discourage.

In our precarious world every policy has risks. What shall we risk for freedom? What shall we sacrifice for mere survival? If our nation were confronted by a nuclear ultimatum, would there be enough loyalty to a free society to generate the necessary resolution to cope with the threats without bluster or paralyzing panic? To many the answer seems doubtful, and this in itself is an alarming sign of the state of the national mind. Past generalizations about American character are no guide, whether drawn from Toqueville, Whitman, or Lord Bryce.

What then must be done? Not long ago ^g our President proposed.

and our Congress approved the organization of a National Endowment for Democracy to encourage the spread of democratic forces abroad. As welcome as such a program is, I submit that it is even more necessary to organize a National Endowment for Democracy at home. The first goal of such an endowment would be to make the study of the basic elements of a free society a required part of instruction on every educational level.

Today it is widely agreed that fundamental educational reforms are needed to improve the levels of skill and literacy of American students so that they may cope with the present and future problems arising from the multiple changes in our complex world. Agreeing with this, I am suggesting that it is just as important to sharpen their understanding of a free society, its responsibilities and opportunities, the burdens and dangers it faces. Instead of relying primarily on the sciences and humanities to inspire loyalty to the processes of self-government, we should seek to develop that loyalty directly through honest inquiry into the functioning of a democratic community, by learning its history, celebrating its heroes, and noting its achievements. Integral to that society would be the intensive study of the theory and practice of contemporary totalitarian societies, especially the fate of human rights in those areas where communism has triumphed.

The first retort to such a proposal is sure to be that it is just a variant of the propaganda and indoctrination we find so objectionable in Communist society. As to propaganda, Karl Jaspers somewhere says that the truth sometimes needs propaganda, -

a dark saying. I interpret it to mean that we require courage ^{both to make it more persuasive and} to defend the truth when challenged and the skills to combat its distortions. But as to indoctrination, the retort misses the basic difference between the open and closed society. This lies not in the presence or absence of indoctrination but in the presence or absence of the critical, questioning spirit. Indoctrination is the process by which assent to belief is induced by non-rational means, and all education in all societies at home and in school in the tender years is based on it. The habits of character, hygiene, elementary sociality and morality are acquired by indoctrination and become the basis of all further learning. In a free society, however, such methods are, and always should be, accompanied by, and gradually become subordinate to, the methods of reflective, critical thought at every appropriate level. When students achieve greater maturity they are able to assess for themselves step by step the validity of the beliefs and the justifications of the habits in which they have been nurtured. A free society not only permits but encourages, commensurate with the intellectual powers of students, questioning as integral to learning.

In a closed society indoctrination induces assent by irrational as well as non-rational means, beyond the early years, and throughout the entire course of study in all except certain technical areas. It never permits a critical study of its first principles and the alternatives to them. The unfree society regards its subjects as in a permanent state of political

childhood; it controls what they read and hear by a monopoly of all means of communication. The free society can live with honest doubt and with faith in itself short of certainty. Skeptical of perfect solutions, it eschews the quest for absolutes. In contrast with the closed society, it can live with the truth about itself.

I am not making the utopian claim that anything we do in the schools today will of itself redeem or rebuild our society. Continued institutional changes must be made to strengthen the stake of all groups in freedom. But of this I am convinced. In our pluralistic, multi-ethnic, uncoordinated society, no institutional changes ^{of themselves} will develop that bond of community we need to sustain our nation in times of crisis without a prolonged schooling in the history of our free society, its martyrology, and its national tradition. In the decades of mass immigration in the 19th and 20th centuries that bond was largely forged by the American public school. What I propose is that our schools, reinforced by our colleges and universities, do the same job today *in a more intelligent and sophisticated way.*

There was a time when most Americans understood that the free self-governing society bequeathed to them by Jefferson and the other founding fathers was the "last best hope on earth." If anything, the experience of the 20th century, and especially of the past fifty years, should have made that truth even more ~~obvious~~-evident than it was to Jefferson himself. During that period, our own society has been able to make gigantic strides

in the direction of greater freedom, prosperity, and social justice, while its totalitarian enemies--first Nazi Germany and then the Soviet Union--have produced ~~nothing but~~ war *and holocaust* economic misery, cultural starvation, and concentration camps. Yet in spite of that record, the paradox is that faith and belief in the principles of liberal democracy has declined in the United States. Unless that faith and that belief can be restored and revived, liberal democracy will perish. Jefferson ^{thought} ~~believed~~ ^{proper} that education was necessary to the birth and establishment of a free society. He would not have been surprised to discover that it is also necessary to its perpetuation and indeed to its very survival.

NEWS



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FOR RELEASE: AM Tuesday, May 15, 1984

SIDNEY HOOK URGES SCHOOLS
TO PROMOTE STUDY OF FREEDOM
Leading Philosopher Warns of Danger to Democracy
in 1984 Jefferson Lecture

WASHINGTON, May 14 -- Sidney Hook tonight called upon the nation's schools "to make the study of the basic elements of a free society a required part of instruction on every educational level."

Emeritus professor of philosophy at New York University and one of the world's leading philosophers of freedom, Hook made his appeal in the 1984 Jefferson Lecture in the Humanities. The lecture was delivered in the federal government's Departmental Auditorium on Constitution Avenue.

Hook maintained that, while " ... it is widely agreed that fundamental educational reforms are needed to improve the levels of skill and literacy of American students, it is just as important to sharpen their understanding of a free society, its responsibilities and opportunities, the burdens and dangers it faces." He cited Jefferson's "faith in the processes of education to guide, strengthen and defend this free self-governing society"

Democracy May Perish

Hook pointed out that, in the 20th century, " ... our own society has been able to make gigantic strides in the direction of greater freedom, prosperity and social justice, while its totalitarian enemies -- first Nazi Germany and then the Soviet Union -- have produced war and holocaust, economic misery, cultural starvation and concentration camps.

- MORE -

"Yet ... faith and belief in the principles of liberal democracy has declined in the United States. Unless that faith and that belief can be restored and revived, liberal democracy will perish."

Highest Federal Honor

Established in 1972 by the National Endowment for the Humanities (NEH), the annual Jefferson lectureship is the highest honor conferred by the federal government for outstanding achievement in the humanities. It carries a \$10,000 stipend.

The Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore matters of broad concern.

'Eroding Allegiance'

Titled "The Humanities and the Defense of a Free Society," Hook's lecture was prompted by what he called in the lecture "an eroding allegiance to the ideals of a free self-governing society itself." He characterized "emphasis on self-government" as "the profoundest feature of Jefferson's political philosophy."

Hook said, " ... The multiple threats from within our own society to the health, security and civility of the processes of self-government raise the question of whether we possess the basic social cohesion and solidarity today to survive the challenge to our society from without, particularly that posed by the global expansion of Communism."

The 1984 Jefferson lecturer asked, "What shall we risk for freedom? What shall we sacrifice for mere survival? If our nation were confronted by a nuclear ultimatum, would there be enough loyalty to a free society to

generate the necessary resolution to cope with the threats without bluster or paralyzing panic?

"To many the answer seems doubtful," he observed, "and this in itself is an alarming sign of the state of the national mind."

Sciences and Humanities Not Sufficient

Hook argued that neither the sciences nor the humanities could provide sufficient support for freedom.

"Science develops by the elimination of error," he noted. "But the life of a free society consists not so much in the elimination of interests as in their reconciliation."

He remarked, " ... No law of physics has any bearing on the justification of a free society."

As for the humanities, Hook noted that many Western European students, who until recently received a classical education, have been indifferent or hostile to free democratic societies. He also pointed out that many great figures in the humanities have been very critical of popular sovereignty and quite sympathetic to authoritarian government.

Having presented these facts, Hook said, "I do not want to go beyond the modest claim that there is no essential or necessary hostility between the humanities and the free society, and that there need be no conflict between a love of the humanities and a commitment to liberal democracy.

"But ... a curriculum concentrating on the humanities can no more be expected to achieve the Jeffersonian objective of strengthening faith in the free society than a curriculum based on the sciences."

'Bond of Community'

Hook declared, "In our pluralistic, multi-ethnic, uncoordinated society, no institutional changes of themselves will develop that bond of community we need to sustain our nation in times of crisis without a prolonged schooling in the history of our free society, its martyrology and its national tradition.

"In the decades of mass immigration in the 19th and 20th centuries, that bond was largely forged by the American public school. What I propose is that our schools, reinforced by our colleges and universities, do the same job today in a more intelligent and critical way."

Hook observed, "Jefferson thought that proper education was necessary to the birth and establishment of a free society. He would not have been surprised to discover that it is also necessary to its perpetuation and indeed to its very survival."

The lecture was followed by a reception in the Pavilion at Washington's Old Post Office building, the home of the humanities endowment. Hook will give the lecture again at New York University in New York City this Thursday, May 17.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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NOTE: The text of the 1984 Jefferson lecture and a brief biography of Sidney Hook accompany this release.

MEDIA ADVISORY



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June 4, 1984

NATIONAL HISTORY DAY 1984 CONVENES AT
COLLEGE PARK, MARYLAND JUNE 13-16
1,600 Student Winners Of State Contests
Will Compete for 36 National Awards

More than 1,600 secondary-school students from 43 states and the District of Columbia will gather at the University of Maryland, College Park, June 13-16 to compete for 36 prizes to be awarded on National History Day, now in its tenth year.

The 1,600 students from grades six through twelve -- at least 24 from each participating state -- are all winners of a series of contests held in their respective states this Spring. Among participating states, they competed with 150,000 fellow students, all of whom researched and produced papers, projects, performances and media presentations on this year's theme: "Family and Community in History."

Note: For detailed state lists giving the names and addresses of state winners, their schools, teachers and project titles, please call Darrel deChaby/Eleanor Ashton (202) 786-0449.

- MORE -

NATIONAL HISTORY DAY 1984

Funded by NEH Youth Projects of the National Endowment for the Humanities/Directed from the campus of Case Western Reserve University

The state winners convening at the University of Maryland will begin to register and set up projects on June 13. Judging of the various entries and selection of national winners will take place on June 14 and 15. The National History Day awards ceremony will be held at 10:30 a.m. on Saturday, June 16 at Cole Field House, University of Maryland, College Park.

Note: The names of first, second and third place winners in six categories and two age divisions -- a total of 36 national winners -- will be available to the media in advance of the awards ceremony on the 16th. Contact: Darrel deChaby/Eleanor Ashton (202) 786-0449.

Projects, performances and media presentations for National History Day can be seen at the College Park campus of the University of Maryland on June 14 and 15 and provide excellent, colorful opportunities for both electronic and print coverage. Interviews with students, parents, teachers and others may be obtained by contacting: Tom Otwell (301) 454-5335.

A list of the 43 states participating in National History Day 1984 is attached.

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NATIONAL HISTORY DAY 1984

Funded by NEH Youth Projects of the National Endowment for the Humanities/Directed from the campus of Case Western Reserve University

FACTS



National Endowment for
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NATIONAL HISTORY DAY 1984 PARTICIPATING STATES

ALABAMA

ARIZONA

ARKANSAS

CALIFORNIA

COLORADO

CONNECTICUT

FLORIDA

GEORGIA

IDAHO

ILLINOIS

INDIANA

IOWA

KANSAS

KENTUCKY

MAINE

MARYLAND

MASSACHUSETTS

MICHIGAN

MINNESOTA

MISSISSIPPI

MISSOURI

MONTANA

NEBRASKA

NEW HAMPSHIRE

NEW JERSEY

NEW MEXICO

NEW YORK

NORTH CAROLINA

OHIO

OKLAHOMA

OREGON

PENNSYLVANIA

RHODE ISLAND

SOUTH CAROLINA

SOUTH DAKOTA

TENNESSEE

TEXAS

UTAH

VERMONT

VIRGINIA

WASHINGTON

WISCONSIN

WYOMING

DISTRICT OF COLUMBIA

6/84

NATIONAL HISTORY DAY 1984

Funded by NEH Youth Projects of the National Endowment for the Humanities/Directed from the campus of Case Western Reserve University



NATIONAL HISTORY DAY 1984

National History Day this year has involved some 150,000 secondary school students from 43 states and the District of Columbia in the preparation of papers, projects, performances and media presentations on the theme "Family and Community in History."

Supported by a series of major grants from the National Endowment for the Humanities, with additional funding from many corporations, private foundations and individuals across the nation, National History Day emphasizes the importance of the study of history in the school curriculum and its value in helping to develop well educated citizens.

The research that students do for their projects, guided by their teachers, stimulates imagination and creativity as well as scholarship, reading and writing skills.

National History Day itself is the culmination of a series of contests held at the district and state levels judged by hundreds of historians and educators. The national contest will be held on the campus of the University of Maryland, College Park from June 13-16. There, 1,600 students will compete for first, second and third prizes in six categories and two age divisions -- a total of 36 winners nationally.

Started by a group of faculty members at Case Western Reserve University in Ohio in 1974, National History Day spread rapidly and is expected to be conducted in all 50 states by 1985. It is formally sponsored by the American Historical Association, the Organization of American Historians, the National Council for Social Studies, and the American Association for State and Local History.

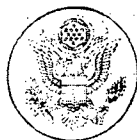
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6/84

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FACTS



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NATIONAL HISTORY DAY 1984 NATIONAL WINNERS

(Judges: Please print legibly or type all information.)

STATE _____

STUDENT'S NAME _____ GRADE _____

HOME ADDRESS _____

CITY _____ TELEPHONE _____

| | | | |
|----------|------------|------------|-----------|
| PRIZE | first () | second () | third () |
| DIVISION | Senior () | Junior () | |

CATEGORY: () 1. Historical Paper
 () 2. Media Presentation
 () 3. Individual Performance
 () 4. Group Performance
 () 5. Individual Project
 () 6. Group Project

PROJECT TITLE _____

SCHOOL _____

CITY _____

TEACHER'S NAME _____

STATE COORDINATOR _____

TELEPHONE (DAYTIME) _____

This project had: single winner () multiple winners ()

For multiple (group) winners, see attached continuation sheet.

NATIONAL HISTORY DAY 1984

Funded by NEH Youth Projects of the National Endowment for the Humanities/Directed from the campus of Case Western Reserve University

National History Day 1984
National Winners
Continuation Sheet

Project Title _____

STUDENT'S NAME _____ GRADE _____

HOME ADDRESS _____

CITY _____ Telephone _____

STUDENT'S NAME _____ GRADE _____

HOME ADDRESS _____

CITY _____ Telephone _____

STUDENT'S NAME _____ GRADE _____

HOME ADDRESS _____

CITY _____ Telephone _____

STUDENT'S NAME _____ GRADE _____

HOME ADDRESS _____

CITY _____ Telephone _____

STUDENT'S NAME _____ GRADE _____

HOME ADDRESS _____

CITY _____ Telephone _____

NATIONAL HISTORY DAY 1984

Funded by NEH Youth Projects of the National Endowment for the Humanities/Directed from the campus of Case Western Reserve University

NEWS



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Eleanor Ashton (Home: 703/670-2467)

FOR RELEASE: 10:00 A.M. Saturday, June 16, 1984

THIRTY-SIX SECONDARY-SCHOOL STUDENTS AND GROUPS
WIN PRIZES AT NATIONAL HISTORY DAY 1984
Prizes Are Awarded For Papers and Projects On
"Family and Community in History"

COLLEGE PARK, MARYLAND, June 16 -- Thirty-six secondary-school students and groups from across the nation today were awarded prizes in the fifth annual National History Day competition held at the University of Maryland, College Park.

First, second and third prizes in six categories and two divisions were awarded for student projects on "family and community in history," this year's history day theme.

Note: A detailed list of History Day winners is attached.

More than 1,600 students from 43 states and the District of Columbia competed for the prizes.

National History Day, now in its 10th year, has been supported by a series of major grants from the National Endowment for the Humanities (NEH), with additional funding from many corporations, private foundations and individuals across the nation.

- MORE -

NATIONAL HISTORY DAY 1984

Funded by NEH Youth Projects of the National Endowment for the Humanities/Directed from the campus of Case Western Reserve University

150,000 Compete at State Level

The 1,600 students were all first and second place winners of a series of contests held in their respective states this Spring. Within the 43 participating states, they competed with 150,000 fellow students.

The six categories in which they competed were historical papers, media presentations, individual and group performances and individual and group projects.

Prizes were awarded in junior and senior divisions for each category. The junior division included students from grades 6 through 8; the senior division grades 9 through 12.

First, second and third prizes were \$1000, \$500 and \$200 respectively. For group winners, the prize money is shared among members of the group.

National prizes were presented by Dr. Lois Scharf, executive director of National History Day, at a 10:30 a.m. awards ceremony in the Cole Field House on the College Park campus.

In her welcoming remarks, Scharf said, "Besides the awards for specific winners, all participants gain the rewards of tools, talents and techniques sharpened by historical research and presentation. I congratulate you all."

The large audience was composed of students, their parents and teachers, and history day state and district coordinators and judges. All had traveled to College Park at their own expense; coordinators and judges at all levels were volunteers.

In brief remarks prepared for the awards ceremony, NEH Deputy chairman Geoffrey Marshall said, "We are especially pleased with the way in which

National History Day exemplifies one of the basic assignments given to the Endowment by Congress. As our founding legislation says, 'no government can call a great scholar or artist into existence,' but we can help 'create a climate encouraging freedom of thought, imagination and inquiry' in a project involving the creative talent of thousands of young people."

Examples of Projects

Examples of family and community projects presented by students included "Family and Holocaust;" "The Community of Jamestown;" "The King Ranch: A Community Brought About by Family;" "My Rhode Island Heritage: Roger Williams and Other Founders of Providence;" and "Pennsylvania Germans."

Also "Natchez Antebellum Architecture: An Enduring Expression of a Cultured People;" "John Quigley: Preserving the Montana Community;" "The Underground Railroad in Farmington, Illinois;" and "Immigrants: Backbone of the U.S. - Creators of Communities."

Started by a group of faculty members at Case Western Reserve University in Ohio in 1974, National History Day spread rapidly and is expected to be conducted in all 50 states by 1985. It is formally sponsored by the American Historical Association, the Organization of American Historians, the National Council for Social Studies, and the American Association for State and Local History.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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FOR RELEASE: July 11, 1984

HUMANITIES ENDOWMENT APPOINTS MARJORIE A. BERLINCOURT DIRECTOR OF STATE PROGRAMS DIVISION

WASHINGTON -- The National Endowment for the Humanities (NEH) has announced the appointment of Marjorie A. Berlincourt as director of its division of state programs.

The NEH state programs division supports grant-making humanities committees in the 50 states, the District of Columbia, Puerto Rico and the Virgin Islands.

NEH chairman William J. Bennett said, "I expect Marjorie Berlincourt's managerial experience and academic background to prove very valuable to the state committees and to the endowment in her new position."

Berlincourt joined the NEH staff in 1972 to begin its program of summer seminars for college teachers. She also administered the NEH summer stipends program.

In 1978 she was appointed deputy director of the NEH division of research programs, where she established a separate intercultural research program and developed the agency's new travel to collections program.

- MORE -

NEH News Release - Marjorie A. Berlincourt Appointment
7/11/84
Page 2

Berlincourt recieved her B.A. in classics and French from the University of Toronto in 1950 and her Ph.D. in classics and history from Yale University in 1954.

Between 1959-1971 she served as professor of ancient history and classical languages and literature at the University of Southern California; California Lutheran College; California State University, Northridge; and Metropolitan State College, Denver.

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Darrel deChaby (H: 703/356-4605)

FOR RELEASE: Thursday, July 12, 1984

PRESIDENT REAGAN APPOINTS SEVEN NEW MEMBERS TO THE NATIONAL COUNCIL ON THE HUMANITIES

WASHINGTON - President Reagan appointed seven new members to the National Council on the Humanities on July 2. They replace seven council members who have been serving on an interim basis since January 1984.

The recess appointees will serve until the conclusion of the next session of Congress in December 1985 unless the Senate acts on their nominations before that time. Normally, appointments to the council are for a period of six years.

The national council is a 26-member body appointed by the President to advise the endowment's chairman on policy matters and to make recommendations on grant applications.

William J. Bennett, who is chairman of the council as well as the endowment, said, "These appointees represent a cross-section of the American public and members of the scholarly community. They will be a credit to the national council and I look forward to working closely with them."

The recess appointees are as follows:

William Barclay Allen, associate professor of government, Harvey Mudd College, Claremont, California. A scholar of American government, jurisprudence, and political philosophy, Allen is currently working on a new critical edition and translation of Montesquieu's Spirit of the Laws and a study on the philosophy of the Founding Fathers.

Mary Josephine Conrad Cresimore, a Phi Beta Kappa graduate of the University of North Carolina, Greensboro, and recipient of a North Carolina Outstanding Volunteer award, was the founding chairman of the

- MORE -

City of Raleigh Arts Commission and presently serves on the boards of several North Carolina civic and cultural organizations.

Leon Richard Kass, Henry R. Luce Professor of the Liberal Arts of Human Biology at the University of Chicago, was a founding fellow of the Institute of Society, Ethics, and Life Sciences at Hastings-on-Hudson, New York. A physician, Kass has written widely on ethical and social implications of biomedical advances in such journals as The New England Journal of Medicine, Commentary, and Science.

Kathleen S. Kilpatrick, president of the American Literary Society, is publisher of the Yale Literary Magazine. Kilpatrick was executive director of the Education and Research Institute in Washington, D.C., and has served with the Federalist Society for Law and Public Policy, also in Washington.

Robert Laxalt, a graduate of the University of Nevada, Reno, was a United Press International correspondent before founding the University of Nevada Press. He was a Fulbright research scholar and consultant in Basque culture to the Library of Congress. Laxalt has published several books on Nevada's history. In 1983 he became the Reynold's Distinguished Visiting Professor at the University of Nevada's Department of Journalism.

The Reverend James Vincent Schall, associate professor in the Department of Government at Georgetown University, is a scholar whose publications include Human Dignity and Human Numbers (1971) and Christianity and Politics (1981). Schall is also co-editor of "Contemporary Catholic Theology," a theology series.

Helen Marie Taylor, an honors graduate of the Royal Academy of Dramatic Art in London, is a regent of the James Monroe Law Office Museum and Memorial Library and president of the James Monroe Memorial Foundation. In 1983, Taylor was a delegate to the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Council members being replaced by those just appointed are: Charles Hamilton, professor of government, Columbia University; Louis Hector, attorney, Steel, Hector and Davis, Miami, Florida; Carl M. Holman, president, National Urban Coalition, Washington, D.C.; Mary Beth Norton, professor, department of history, Cornell University, Ithaca, New York; Joel Reed, president, Alverno College, Milwaukee, Wisconsin; Leon Stein, editor emeritus, Justice Magazine, International Ladies Garment Workers, New York City; Harriet Zimmerman, member, advisory board, Georgetown Center for Strategic and International Studies, Georgetown University, Washington, D.C.

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Contact: Marion Blakey
Darrel deChaby

August 3, 1984

SUMMER, 1984 MEETING OF THE NATIONAL COUNCIL ON THE HUMANITIES
TO BE HELD AUGUST 9 AND 10
Policy Sessions of Quarterly Meeting
Open to the Media and the Public

The Summer, 1984 meeting of the National Council on the Humanities will be held in room M-09 (first floor) at the Old Post Office, 1100 Pennsylvania Avenue, N.W. on Thursday and Friday, August 9 and 10.

William J. Bennett, who is chairman of the Council as well as the National Endowment for the Humanities, will welcome seven new council members at this meeting.

The discussion of division and program policies by Council committees will be open to the media and the public on August 9 from 9:30 a.m. until 10:30 a.m. From 10:30 on, the committees will consider grant applications, which are confidential.

From 9:00 a.m. until approximately 11:30 a.m. on August 10, the full Council will discuss committee reports on policy and other general matters, and this discussion will be open to the media and the public. The Council then will meet in closed session to review and make recommendations on grant applications.

-MORE-

The National Council on the Humanities is a 26-member body appointed by the President to advise the humanities endowment chairman on policy matters and make recommendations on grant applications.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

###



Contact: Marion Blakey
Darrel deChaby

August 8, 1984

Note: The attached information is embargoed until Sunday, August 12.

HUMANITIES ENDOWMENT ANNOUNCES RESULTS OF SURVEY ON
BASIC WORKS IN THE HUMANITIES FOR HIGH SCHOOL STUDENTS

Attached are the results of an informal survey initiated by William J. Bennett, chairman of the National Endowment for the Humanities (NEH), to discover if there is a consensus about what important works in the humanities should be read by every American high school student.

The survey represents responses from citizens of all types -- teachers, businessmen, lawyers, parents, university professors, journalists -- in forty-two states and the District of Columbia. It indicates that there is a consensus among several hundred respondents about the significant books and authors every high school student should read.

The top four suggestions were Shakespeare, particularly "Macbeth" and "Hamlet"; American historical documents such as the Declaration of Independence and the Constitution; Mark Twain, particularly "Huckleberry Finn"; and the Bible.

The NEH survey lists the thirty top works and authors suggested by respondents. In surveying the list, Bennett concluded that the top ten would make a fine nucleus for a high school curriculum -- but that so would the second ten, the third ten, or any ten of the thirty.

-MORE-

Bennett suggested that no group of ten could comprise an entire curriculum but that it could make an excellent core, which should be supplemented by works tailored to individual teachers, the background and makeup of their student-body, and the interests of parents and school boards.

Bennett suggested that the survey raised many other interesting questions, among them the value of these books as compared to textbooks, whose value is a matter of current debate.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

#

**IMPORTANT WORKS IN THE HUMANITIES
FOR THE HIGH SCHOOL STUDENT**

Authors and Titles Most Frequently Listed

Author (title)

1. Shakespeare (particularly Macbeth & Hamlet)
2. American historical documents (particularly the Declaration of Ind., Constitution, & Gettysburg Address)
3. Twain (Huckleberry Finn)
4. Bible
5. Homer (Odyssey, Iliad)
6. Dickens (Great Expectations, Tale of Two Cities)
7. Plato (Republic)
8. Steinbeck (Grapes of Wrath)
9. Hawthorne (Scarlet Letter)
10. Sophocles (Oedipus)
11. Melville (Moby Dick)
- Orwell (1984)
- Thoreau (Walden)
14. Frost (poems)
15. Whitman (Leaves of Grass)
16. Fitzgerald (Great Gatsby)
17. Chaucer (Canterbury Tales)
18. Marx (Communist Manifesto)
19. Aristotle (Politics)
20. Dickinson (poems)
- Dostoevsky (Crime and Punishment)
- Faulkner (various)
23. Salinger (Catcher in the Rye)
- de Tocqueville (Democracy in America)
25. Austen (Pride and Prejudice)
- Emerson (Essays & poems)
- Machiavelli (Prince)
28. Milton (Paradise Lost)
29. Tolstoy (War and Peace)
- Vergil (Aeneid)

NEWS



National Endowment for
the Humanities

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FOR RELEASE: October 8, 1984

HUMANITIES ENDOWMENT APPOINTS SUSAN H. METTS DIRECTOR OF PUBLIC AFFAIRS

WASHINGTON -- The National Endowment for the Humanities (NEH) has announced the appointment of Susan H. Metts as director of public affairs.

Metts formerly was assistant director for administration at the National Humanities Center in Research Triangle Park, North Carolina, a private center for advanced study in the humanities.

There she had responsibility for financial management, administration, and personnel supervision as well as working closely with the Center's director on policy matters.

NEH Chairman William J. Bennett said, "I expect Susan Metts' broad managerial experience and familiarity with the work of humanist scholars to be as valuable to NEH in her new position as it was to the National Humanities Center."

Metts worked with Bennett when he was president and director of the Center before his appointment as chairman of the NEH in 1981.

Metts earned a liberal arts degree from Virginia Intermont College in Bristol and a degree in business and economics from Meredith College in Raleigh, North Carolina. She has also studied at North Carolina State University in Raleigh.

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CONTACT: Susan Metts 786-0446
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HUMANITIES ENDOWMENT TO RELEASE REPORT ON THE HUMANITIES IN HIGHER EDUCATION

On Monday, November 19, William J. Bennett, chairman of the National Endowment for the Humanities (NEH), will issue a report on the humanities in higher education. The report, "To Reclaim a Legacy," written by Bennett, is the result of the work of 31 nationally prominent teachers, scholars, administrators and authorities on higher education whom Bennett convened as a study group in March 1984. The group held three public meetings during the spring and summer.

On Thursday, November 15 at 10:00 a.m., Bennett will hold a news briefing on the report:

Office of the Chairman, Room 502
National Endowment for the Humanities
Old Post Office
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Copies of the report and background materials, including a list of study group members, will be available to the media at the briefing.

Those interested in attending the Thursday news briefing are asked to call the Director of Public Affairs Susan Metts, or Assistant Director of Public Affairs Darrel deChaby at the numbers given above.

Thank you.

###



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EMBARGOED UNTIL: 12:01 A.M., Monday November 26, 1984

REPORT ON THE HUMANITIES IN HIGHER EDUCATION FINDS DEFICIENCIES AND
DECLINE NATIONWIDE IN CURRICULUM, TEACHING AND LEARNING,
SUGGESTS GUIDELINES "TO RECLAIM A LEGACY"

WASHINGTON, November 26 -- William J. Bennett, chairman of the National Endowment for the Humanities (NEH), today issued a report that finds most college students "shortchanged in the humanities, lacking even the most rudimentary knowledge about the history, literature, art, and philosophical foundations of their nation and their civilization." The report says that "the fault lies principally with those of us whose business it is to educate these students."

The report, "To Reclaim a Legacy," written by Bennett, is the result of the work of 31 nationally prominent teachers, scholars, administrators and authorities on higher education whom Bennett convened as a study group in March 1984. The group held three public meetings during the spring and summer.

"We have blamed others but the responsibility is ours," the report states. "Not by our words but by our actions, by our indifference, we have brought about this condition. It is we the educators who too often have given up the great task of transmitting a culture to its rightful heirs."

"Thus, what we have on many of our campuses is an unclaimed legacy, a course of studies in which the humanities have been siphoned off, diluted, or so adulterated that students graduate knowing little of their heritage."

The report focuses sharply on what it describes as the two basic prerequisites for learning in the humanities -- good teaching and good curriculum -- and makes recommendations for improvement in both.

"Properly taught," the report says, "the humanities bring together the perennial questions of human life with the greatest works of history, literature, philosophy, and art."

"At most colleges and universities the humanities are taught both well and poorly, with inspiration in one classroom, excruciating dullness or pedantry in another."

Noting that 87 percent of all undergraduate credit hours in the humanities are taken in the freshman and sophomore years, largely by non-humanities majors, the report urges the need for "teachers who can make the humanities live and who can guide students through the landscape of human thought."

All too often, the report asserts, teaching can be "lifeless or tendentious, mechanical or ideological. On too many campuses the curriculum has become a self-service cafeteria through which students pass without being nourished."

The report observes, "If the teacher is the guide, the curriculum is the path. A good curriculum marks the points of significance so that the student does not wander aimlessly over the terrain, dependent solely on chance to discover the landmarks of human achievement."

The report cites the recent efforts of such institutions as Brooklyn College, St. Joseph's College in Indiana and Kirkwood Community College in Iowa as "bright spots." There, in recent years, "the drift toward curricular disintegration has been reversed."

Central to the report's considerations are such basic questions as "Why study the humanities?" and "How should the humanities be taught and learned?"

The report argues that "the past twenty years have seen a steady erosion in the place of the humanities in the undergraduate curriculum." It describes a condition in which students "have chosen to vote with their feet, stampeding out of humanities departments." It warns that "if students do not experience the best the humanities have to offer early in their undergraduate careers, they are unlikely to come back for more."

In order to reverse the decline, the report recommends:

- * The nation's colleges and universities must reshape their undergraduate curricula based on a clear vision of what constitutes an educated person, regardless of major, and on the study of history, philosophy, languages and literature.
- * College and university presidents must take responsibility for the educational needs of all students in their institutions by making plain what the institution stands for and what knowledge it regards as essential to a good education.
- * Faculties must put aside narrow departmentalism and instead work with administrators to shape a challenging common curriculum with a core of common studies.
- * Colleges and universities must reward excellent teaching in hiring, promotion, and tenure decisions.

- * Study of the humanities and Western civilization must take its place at the heart of the college curriculum.

The report stresses that its aim is not to argue for more majors in the humanities, but to "state emphatically that the humanities should have a place in the education of all," that they are "not an educational luxury and they are not just for majors."

"Our nation is significantly enriched by the breadth and diversity of its professions and occupations, and the interests of its citizens," the report observes. "Our universities should continue to encourage instruction in a full variety of fields and careers."

"But we do argue that, whatever endeavors our students ultimately choose, some substantial instruction in the humanities should be an integral part of everyone's collegiate education. To study the humanities in no way detracts from the career interests of students. Properly taught, they will enrich all."

Members of the study group include Mark H. Curtis, president, Association of American Colleges; Hanna H. Gray, president, University of Chicago; Diane Ravitch, adjunct professor of history and education, Teacher's College, Columbia University; David Riesman, professor of sociology, Harvard University; John E. Sawyer, president, Andrew W. Mellon Foundation; John R. Silber, president, Boston University; Linda Spoerl, professor of English, Highline Community College; and Donald M. Stewart, president, Spelman College.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general programs in the humanities.

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NOTE TO EDITORS: A fact sheet including the names, addresses and telephone numbers of members of the study group is attached.



STUDY GROUP ON THE STATE OF LEARNING IN THE HUMANITIES IN HIGHER EDUCATION

The Study Group on the State of Learning in the Humanities in Higher Education was convened by Humanities Endowment chairman William J. Bennett in March 1984. The group met for three, day-long public meetings in Washington, D.C., on April 24, June 8, and July 24. This report, "To Reclaim a Legacy," written by Bennett, is the result of their work.

Dr. Bennett describes the composition of the group and the complexity of their task on pages i through v of the Foreword to the report. There he thanks them for their "hard work, inspired discussions, thoughtful papers, and helpful suggestions."

The study group members contributed their time and expertise to the Endowment without compensation. They were, however, reimbursed for the cost of their travel to and from Washington, D.C., and for the costs of their meals and lodging while in Washington.

An alphabetical listing of members of the group, including business addresses and telephone numbers, is attached.

###

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EMBARGOED UNTIL NOVEMBER 26, 1984

TO RECLAIM A LEGACY

A Report on the Humanities in Higher Education

William J. Bennett

National Endowment for the Humanities

November 1984

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CONTENTS

| | |
|---|----|
| Foreword | i |
| Introduction | 1 |
| I. Why study the humanities? | 5 |
| II. How should the humanities be taught and learned? | 7 |
| Good teaching | 7 |
| A good curriculum | 9 |
| What should be read? | 13 |
| III. How well are the humanities being taught and learned on the nation's campuses? | 17 |
| The state of teaching in the humanities | 20 |
| Effects of graduate education on teaching | 23 |
| The state of the humanities curriculum | 27 |
| Effects of the curriculum on secondary education | 29 |
| Bright spots in the curriculum | 31 |
| IV. The challenge to academic leadership | 34 |
| V. Concluding thoughts | 37 |

Our civilization cannot effectively be maintained where it still flourishes, or be restored where it has been crushed, without the revival of the central, continuous and perennial culture of the Western world.

Walter Lippmann, 1941

One reason I wanted to make the gift (was) to remind young people that the liberal arts are still the traditional highway to great thinking and the organization of a life.

James Michener, appearing on the September 26, 1984, CBS Morning News on the occasion of his \$2 million gift to Swarthmore College.

FOREWORD

In March 1984 I invited thirty-one prominent teachers, scholars, administrators, and authorities on higher education to join a Study Group on the State of Learning in the Humanities in Higher Education. The study group held three public meetings during the spring and summer to seek answers to three questions: What is the condition of learning in the humanities; why is it as it is; and what, if anything, should be done about it? Our discussion centered on the teaching and learning of the humanities at the baccalaureate level, but we also considered how secondary and graduate education have affected undergraduate education and been affected by it.

The study group was charged with assessing only the state of the humanities, not that of other subjects taught at the college level or higher education generally. That this report does not discuss these other subjects -- notably mathematics, the sciences, and the the social sciences -- is in no way a commentary on their importance. They too are essential to an educated person but lie outside the mandate of our group.

The members of the study group came from research universities, land grant colleges, coeducational liberal arts colleges, women's colleges, historically black colleges, two-year colleges, and secondary schools. They included presidents, vice presidents, deans, and professors, as well as officials of educational and scholarly

associations, a journalist, a foundation officer, and a school principal. They were, in sum, as diverse as the enterprise of education itself.

As one would expect from such a heterogeneous group of capable, experienced individuals, there was often lively discussion, sometimes debate. Despite our different backgrounds and perspectives, however, we found common ground on a number of important points.

The study group's discussions were aided by four kinds of information:

- o Detailed descriptions of graduation requirements at fifteen colleges and universities representative of a diversity of institutions.
- o Reports prepared by study group members on the humanities in secondary education, two-year colleges, and graduate schools.
- o Papers written by individual members of the study group recommending ways to improve teaching and learning in the humanities.
- o Data from several national studies and surveys pertaining to undergraduate education and to the humanities in general.

In this report I offer my assessment, based on these meetings, of the state of learning in the humanities in higher education. Although the report is informed to no small degree by the work of the study group, responsibility for authorship belongs to me. Members of the group were shown a draft of the report and asked to comment on it. From their responses, it is clear that they concur with the report's general thrust and with its particular points.

The study group was convened at this particular moment because the time is right for constructive reform of American education. Over the past two years, most of the national attention has been directed to elementary and secondary education. This scrutiny, epitomized by the National Commission on Excellence in Education, has contributed to a number of long-overdue changes, with state and local governments leading the way. Higher education has largely escaped the public's eye except for the National Commission on Student Financial Assistance and occasional studies, commissions, and appeals by higher education specialists. This situation should and will change. Indeed, it has already begun to change with the recent publication of a report from the National Institute of Education's Study Group on the Conditions of Excellence in American Higher Education and the forthcoming report of the Association of American Colleges on the quality of the baccalaureate degree. With more than half of all high school graduates now going on to some form of post-secondary education, the public -- parents, employers, alumni, and the students themselves -- is beginning to ask, and has the

right to ask, whether today's colleges and universities are offering to America's youth an education worthy of our heritage.

This report has five sections. The first, "Why study the humanities?," explores briefly the question of what the humanities are and why they are important to an educated person. The second section, "How should the humanities be taught and learned?," offers the study group's and my thoughts on what constitutes an appropriate education in the humanities. The third section, "How well are the humanities being taught and learned on the nation's campuses?," compares the achievable to the actual, again drawing heavily from the study group's discussions. The fourth section, "The challenge to academic leadership," discusses the role of college presidents and other academic officials in strengthening the place of the humanities. The fifth and final section offers some thoughts on how colleges and universities might do a better job in transmitting the accumulated wisdom of our civilization.

I want to thank the members of the study group for their hard work, their inspired discussions at our meetings, the thoughtful papers they submitted for consideration and discussion, and their helpful suggestions in reviewing a draft of this report. I especially want to thank Daniel Schecter of the Endowment for heading up the staff effort on this project.

INTRODUCTION: TO RECLAIM A LEGACY

Although more than 50 percent of America's high school graduates continue their education at American colleges and universities, few of them can be said to receive there an adequate education in the culture and civilization of which they are members. Most of our college graduates remain shortchanged in the humanities -- history, literature, philosophy, and the ideals and practices of the past that have shaped the society they enter. The fault lies principally with those of us whose business it is to educate these students. We have blamed others, but the responsibility is ours. Not by our words but by our actions, by our indifference, and by our intellectual diffidence we have brought about this condition. It is we the educators -- not scientists, business people, or the general public -- who too often have given up the great task of transmitting a culture to its rightful heirs. Thus, what we have on many of our campuses is an unclaimed legacy, a course of studies in which the humanities have been siphoned off, diluted, or so adulterated that students graduate knowing little of their heritage.

In particular, the study group was disturbed by a number of trends and developments in higher education:

- o Many of our colleges and universities have lost a clear sense of the importance of the humanities and the purpose of education, allowing the thickness of their catalogues to substitute for vision and a philosophy of education.

o The humanities, and particularly the study of Western civilization, have lost their central place in the undergraduate curriculum. At best, they are but one subject among many that students might be exposed to before graduating. At worst, and too often, the humanities are virtually absent.

o A student can obtain a bachelor's degree from 75 percent of all American colleges and universities without having studied European history; from 72 percent without having studied American literature or history; and from 86 percent without having studied the civilizations of classical Greece and Rome.

o Fewer than half of all colleges and universities now require foreign language study for the bachelor's degree, down from nearly 90 percent in 1966.

o The sole acquaintance with the humanities for many undergraduates comes during their first two years of college, often in ways that discourage further study.

o The number of students choosing majors in the humanities has plummeted. Since 1970 the number of majors in English has declined by 57 percent, in philosophy by 41 percent, in history by 62 percent, and in modern languages by 50 percent.

- o Too many students are graduating from American colleges and universities lacking even the most rudimentary knowledge about the history, literature, art, and philosophical foundations of their nation and their civilization.

- o The decline in learning in the humanities was caused in part by a failure of nerve and faith on the part of many college faculties and administrators, and persists because of a vacuum in educational leadership. A recent study of college presidents found that only 2 percent are active in their institutions' academic affairs.

In order to reverse the decline, the study group recommended:

- o The nation's colleges and universities must reshape their undergraduate curricula based on a clear vision of what constitutes an educated person, regardless of major, and on the study of history, philosophy, languages, and literature.

- o College and university presidents must take responsibility for the educational needs of all students in their institutions by making plain what the institution stands for and what knowledge it regards as essential to a good education.

- o Colleges and universities must reward excellent teaching in hiring, promotion, and tenure decisions.

o Faculties must put aside narrow departmentalism and instead work with administrators to shape a challenging curriculum with a core of common studies.

o Study of the humanities and Western civilization must take its place at the heart of the college curriculum.

I. Why study the humanities?

The federal legislation that established the National Endowment for the Humanities in 1965 defined the humanities as specific disciplines: "language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, and theory of the arts"; and "those aspects of the social sciences which have humanistic content and employ humanistic methods." But to define the humanities by itemizing the academic fields they embrace is to overlook the qualities that make them uniquely important and worth studying. Expanding on a phrase from Matthew Arnold, I would describe the humanities as the best that has been said, thought, written, and otherwise expressed about the human experience. The humanities tell us how men and women of our own and other civilizations have grappled with life's enduring, fundamental questions: What is justice? What should be loved? What deserves to be defended? What is courage? What is noble? What is base? Why do civilizations flourish? Why do they decline?

Kant defined the essence of the humanities in four questions: What can I know? What should I do? What may I hope for? What is man? These questions are not simply diversions for intellectuals or playthings for the idle. As a result of the ways in which these questions have been answered, civilizations have emerged, nations have developed, wars have been fought, and people have lived contentedly or miserably.

If ideas are important, it surely follows that learning and life are poorer without the humanities. Montaigne wrote:

A pupil should be taught what it means to know something, and what it means not to know it; what should be the design and end of study; what valor, temperance, and justice are; the difference between ambition and greed, loyalty and servitude, liberty and license; and the marks of true and solid contentment.

Further, the humanities can contribute to an informed sense of community by enabling us to learn about and become participants in a common culture, shareholders in our civilization. But our goal should be more than just a common culture -- even television and the comics can give us that. We should, instead, want all students to know a common culture rooted in civilization's lasting vision, its highest shared ideals and aspirations, and its heritage. Professor E.D. Hirsch of the University of Virginia calls the beginning of this achievement "cultural literacy" and reminds us that "no culture exists that is ignorant of its own traditions." As the late philosopher Charles Frankel once said, it is through the humanities that a civilized society talks to itself about things that matter most.

II. How should the humanities be taught and learned?

Mankind's answers to compelling questions are available to us through the written and spoken word -- books, manuscripts, letters, plays, and oral traditions -- and also in nonliterary forms, which John Ruskin called the book of art. Within them are expressions of human greatness and of pathos and tragedy. In order to tap the consciousness and memory of civilization, one must confront these texts and works of art.

The members of the study group discussed at length the most effective ways to teach the humanities to undergraduates. Our discussion returned continually to two basic prerequisites for learning in the humanities: good teaching and a good curriculum.

(a) Good teaching

Good teaching is at least as essential in the humanities as in other fields of learning. In this connection, it is critical to point out that of all undergraduate credit hours taken in the humanities, 87 percent are taken in the freshman and sophomore years. Because nonhumanities majors account for the largest part of these credit hours, courses taken at the introductory level are the first and only collegiate exposure to the humanities for many students. Therefore, we should want to extend to these students the most attractive invitation to the humanities possible. This requires teachers who can make the humanities live and who can guide students through the landscape of human thought.

Just as students can be drawn to the humanities by good teachers, they can be chased off by poor ones. "Students come to learning through their teachers," wrote Oberlin College Dean Robert Longworth, "and no list of great works nor any set of curricular requirements can do the work of a good teacher." Although it can take many forms, we all know what poor teaching is. It can be lifeless or tendentious, mechanical or ideological. It can be lacking in conviction. Perhaps most commonly, it can fail to have a sense of the significance of the material it purports to study and teach. It can bore and deaden where it means to quicken and elevate. Giving one example, Harvard Professor David Riesman pointed out that poor teaching can masquerade as good teaching when it "invites students to join a club of sophisticated cynics who are witty, abrasive, and sometimes engrossing; many teachers in the humanities parade and glorify their eccentricities, and only on reflection and at some distance does one realize that they are really lifeless."

What characterizes good teaching in the humanities? First, and foremost, a teacher must have achieved mastery of the material. But this is not enough; there must also be engagement. Professor William Arrowsmith of Emory University described good teachers as "committed to teaching what they have learned to love." In one crucial way, good teachers cannot be dispassionate. They cannot be dispassionate about the works they teach -- assuming that they are teaching important works. This does not mean they advocate each idea of every author, but rather that they are moved and are seen to be moved by the power of the works and are able to convey that power to their students. Just as good scholarship is inspired, so must good teaching be.

(b) A good curriculum

If the teacher is the guide, the curriculum is the path. A good curriculum marks the points of significance so that the student does not wander aimlessly over the terrain, dependent solely on chance to discover the landmarks of human achievement.

Colleges and universities have a responsibility to design general education curricula that identify these landmarks. David Savage of the Los Angeles Times expressed the consensus of the study group when he said: "Most students enter college expecting that the university and its leaders have a clear vision of what is worth knowing and what is important in our heritage that all educated persons should know. They also have a right to expect that the university sees itself as more than a catalogue of courses."

Although the study group embraced the principle that all institutions should accept responsibility for deciding what their graduates should know, most members believed that no single curriculum could be appropriate in all places. The study group recognized the diverse nature of higher education under whose umbrella are institutions with different histories, philosophies, educational purposes, student body characteristics, and religious and cultural traditions. Each institution must decide for itself what it considers an educated person to be and what knowledge that person should possess. While doing so, no institution need act as if it were operating in a vacuum. There are

standards of judgment: Some things are more important to know than others.

The choices a college or university makes for its common curriculum should be rooted firmly in its institutional identity and educational purpose. In successful institutions, an awareness of what the college or university is trying to do acts as a unifying principle, a thread that runs through and ties together the faculty, the curriculum, the students, and the administration. If an institution has no clearly conceived and articulated sense of itself, its efforts to design a curriculum will result in little more than an educational garage sale, possibly satisfying most campus factions but serving no real purpose and adding up to nothing of significance. Developing a common curriculum with the humanities at the core is no easy task. In some institutions it will be difficult to attain. But merely being exposed to a variety of subjects and points of view is not enough. Learning to think critically and skeptically is not enough. Being well rounded is not enough if, after all the sharp edges have been filed down, discernment is blunted and the graduate is left to believe without judgment, to decide without wisdom, or to act without standards.

The study group identified several features common to any good curriculum, regardless of institutional particulars:

(1) Balance between breadth and depth. A good curriculum should embody both wide reading and close reading. Students should study a number of important texts and subjects with thoroughness and care. They

should also become acquainted with other texts and subjects capable of giving them a broader view, a context for understanding what they know well. Excessive concentration in one area, however, often abetted by narrow departmentalism, can promote provincialism and pedantry. Conversely, as William Arrowsmith warned, going too far toward breadth could make the curriculum a mere "bus trip of the West" characterized by "shallow generalization and stereotypes."

(2) Original texts. Most members of the study group believed that the curriculum should be based on original literary, historical, and philosophical texts rather than on secondary works or textbooks. By reading such works, reflecting on them, discussing them, and writing about them, students will come to understand the power of ideas.

(3) Continuity. The undergraduate's study of the humanities should not be limited to the freshman and sophomore years. Rather, it should extend throughout the undergraduate career so that continuing engagement with the humanities will complement and add perspective to courses in the major field as well as contribute to students' increasing intellectual maturity as juniors and seniors. Professor Linda Spoerl of Highline Community College said: "The idea that general education requirements should be satisfied as quickly as possible before the student goes on to the 'real' part of education does everyone a disservice."

(4) Faculty strength. Because a good curriculum must rest on a firm foundation of good teaching, it follows that the nature of that curriculum should respect areas of faculty competence and expertise. As

David Riesman pointed out, it does little good to require study of Shakespeare if there are no scholars on the faculty who can teach Shakespeare with insight and contagious appreciation. On the other hand, any institution that lacks faculty expertise in the basic fields and work of the humanities should take immediate steps to fill those gaps or to develop such competence in existing faculty.

(5) Conviction about the centrality of the humanities. Finally, the humanities must not be argued for as something that will make our students refined, nor should the humanities be presented as a nonrigorous interlude where the young can chew over their feelings, emote, or rehash their opinions. The humanities are not an educational luxury, and they are not just for majors. They are a body of knowledge and a means of inquiry that convey serious truths, defensible judgments, and significant ideas. Properly taught, the humanities bring together the perennial questions of human life with the greatest works of history, literature, philosophy, and art. Unless the humanities are taught and studied in this way, there is little reason to offer them.

Based on our discussions, we recommend the following knowledge in the humanities as essential to a college education:

- o Because our society is the product and we the inheritors of Western civilization, American students need an understanding of its origins and development, from its roots in antiquity to the present. This understanding should include a grasp of the major trends in society,

religion, art, literature, and politics, as well as a knowledge of basic chronology.

- o A careful reading of several masterworks of English, American, and European literature.

- o An understanding of the most significant ideas and debates in the history of philosophy.

- o Demonstrable proficiency in a foreign language (either modern or classical) and the ability to view that language as an avenue into another culture.

In addition to these areas of fundamental knowledge, study group members recommended that undergraduates have some familiarity with the history, literature, religion, and philosophy of at least one non-Western culture or civilization. We think it better to have a deeper understanding of a single non-Western culture than a superficial taste of many. Finally, the study group thought that all students should study the history of science and technology.

What should be read?

A curriculum is rarely much stronger than the syllabi of its courses, the arrays of texts singled out for careful reading and discussion. The syllabi should reflect the college's best judgment

concerning specific texts with which an educated person should be familiar and should include texts within the competence and interest of its faculty.

Study group members agreed that an institution's syllabi should not be set in stone; indeed, these syllabi should change from time to time to take into account the expertise of available faculty and the result of continuing scrutiny and refinement. The task, however, is not to take faculty beyond their competence and training, nor to displace students' individual interests and career planning, but to reach and inhabit common ground for a while.

We frequently hear that it is no longer possible to reach a consensus on the most significant thinkers, the most compelling ideas, and the books all students should read. Contemporary American culture, the argument goes, has become too fragmented and too pluralistic to justify a belief in common learning. Although it is easier (and more fashionable) to doubt than to believe, it is a grave error to base a college curriculum on such doubt. Also, I have long suspected that there is more consensus on what the important books are than many people have been willing to admit.

In order to test this proposition and to learn what the American public thinks are the most significant works, I recently invited several hundred educational and cultural leaders to recommend ten books that any high school graduate should have read. The general public was also invited in a newspaper column by George F. Will to send me their lists..

I received recommendations from more than five hundred individuals. They listed hundreds of different texts and authors, yet four -- Shakespeare's plays, American historical documents (the Constitution, Declaration of Independence, and Federalist Papers), The Adventures of Huckleberry Finn, and the Bible -- were cited at least 50 percent of the time.

I have not done a comparable survey on what college graduates should read, but the point to be made is clear: Many people do believe that some books are more important than others, and there is broader agreement on what those books are than many have supposed. Each college's list will vary somewhat, reflecting the character of the institution and other factors. But there would be, and should be, significant overlap.

I am often asked what I believe to be the most significant works in the humanities. This is an important question, too important to avoid. Some works and their authors have profoundly influenced my life, and it is plain that the same works have influenced the lives of many others as well. In providing a list of these works and authors it is not my intention (nor is it my right) to dictate anyone's curriculum. My purpose is not to prescribe a course of studies but to answer, as candidly as I can, an oft-asked question.

The works and authors I mention virtually define the development of the Western mind. There are, at a number of institutions, strong introductory courses already in place whose syllabi include such works. These institutions do not expect undergraduates to read most of the

major works of these authors. They have learned, however, that it is not unreasonable to expect students to read works by some of them and to know who the others were and why they are important.

The works and authors I have in mind include, but are not limited to, the following: from classical antiquity -- Homer, Sophocles, Thucydides, Plato, Aristotle, and Vergil; from medieval, Renaissance, and seventeenth-century Europe -- Dante, Chaucer, Machiavelli, Montaigne, Shakespeare, Hobbes, Milton, and Locke; from eighteenth- through twentieth-century Europe -- Swift, Rousseau, Austen, Wordsworth, Tocqueville, Dickens, George Eliot, Dostoyevsky, Marx, Nietzsche, Tolstoy, Mann, and T. S. Eliot; from American literature and historical documents -- the Declaration of Independence, the Federalist Papers, the Constitution, the Lincoln-Douglas Debates, Lincoln's Gettysburg Address and Second Inaugural Address, Martin Luther King, Jr.'s. "Letter from the Birmingham Jail" and "I have a dream . . ." speech, and such authors as Hawthorne, Melville, Twain, and Faulkner. Finally, I must mention the Bible, which is the basis for so much subsequent history, literature and philosophy. At a college or university, what weight is given to which authors must of course depend on faculty competence and interest. But should not every humanities faculty possess some members qualified to teach at least something of these authors?

Why these particular books and these particular authors? Because an important part of education is learning to read, and the highest purpose of reading is to be in the company of great souls. There are, to be sure, many fine books and important authors not included in the list,

and they too deserve the student's time and attention. But to pass up the opportunity to spend time with this company is to miss a fundamental experience of higher education.

Great souls do not express themselves by the written word only; they also paint, sculpt, build, and compose. An educated person should be able not only to recognize some of their works, but also to understand why they embody the best in our culture. Should we be satisfied if the graduates of our colleges and universities know nothing of the Parthenon's timeless classical proportions, of the textbook in medieval faith and philosophy that is Chartres cathedral, of Michelangelo's Sistine ceiling, or of the music of Bach and Mozart?

III. How well are the humanities being taught and learned on the nation's campuses?

Our experience in higher education and study of empirical data convince us that the humanities are being taught and learned with uneven success. Some institutions do an outstanding job, some a poor one. At most colleges and universities the humanities are taught both well and poorly, with inspiration in one classroom, excruciating dullness or pedantry in another. Overall, however, both teaching and learning in the humanities are not what they should be or can be, and they are neither taught as well nor studied as carefully as they deserve to be.

Evidence for this decline is compelling. Preliminary findings from a 1984-85 survey by the American Council on Education indicate that a student can obtain a bachelor's degree from 75 percent of all American colleges and universities without having studied European history; from 72 percent without having studied American literature or history; and from 86 percent without having studied the civilizations of classical Greece and Rome. The Modern Language Association reports that both entrance and graduation requirements in foreign languages have been weakened significantly since 1966. In that year, 33 percent of all colleges and universities required some foreign language study for admission. By 1975, only 18 percent required a foreign language, and by 1983 only 14 percent. The picture is similar for graduation requirements. In 1966, 89 percent of all institutions required foreign language study for the bachelor's degree, dropping to 53 percent in 1975 and 47 percent in 1983.

Conventional wisdom attributes the steep drop in the number of students who major in the humanities to their concern for finding good-paying jobs after college. Although there is some truth in this, we believe that there is another, equally important reason -- namely, that we in the academy have failed to bring the humanities to life and to insist on their value. From 1970 to 1982 the number of bachelor's degrees awarded in all fields increased by 11 percent from 846,110 to 952,998. But during the same period, degrees in English dropped not by a few percentage points, but by 57 percent, in philosophy by 41 percent, in history by 62 percent, and in modern languages by 50 percent.

Indications are that the decline is continuing. From 1975 to 1983 the number of high school seniors who took the SAT exam and specified an intended college major rose by 14 percent. Over the same eight-year period, the number who planned to major in the humanities fell by 42 percent. Prospective history majors decreased by 60 percent.

If further evidence of students' estrangement from the humanities is required, one need only refer to the American Council on Education's 1983 survey of academic deans at colleges and universities. Two-thirds of those surveyed indicated that the most able entering undergraduates were turning away from the humanities to other fields, mainly professional and technical. This is not merely a rejection of a career in the humanities, but a rejection of the humanities themselves. The former is not a cause for alarm; the latter is.

Impressionistic or anecdotal evidence for the decline of the humanities surfaces every time I talk with college professors, academic officers, and students. Such evidence is familiar: students who graduate from college unable to write lucidly or reason clearly and rigorously; students who are preoccupied (even obsessed) with vocational goals at the expense of broadening the intellect; students who are ignorant of philosophy and literature and know and care little about the history of their nation and their culture. For example, I know of one university philosophy professor who administers a simple test to his students at the beginning of classes each year to determine how much prior knowledge he can presume. The test consists of identifying twenty important names and events from history (such as Shakespeare, St.

Augustine, Beethoven, the Protestant Reformation, and Rembrandt). On the most recent test, his students -- mainly sophomores and juniors -- correctly identified an average of only six of the twenty.

I must emphasize here that our aim is not to argue for more majors in the humanities, but to state as emphatically as we can that the humanities should have a place in the education of all. Our nation is significantly enriched by the breadth and diversity of its professions and occupations and the interests of its citizens. Our universities should continue to encourage instruction in a full variety of fields and careers. But we do argue that, whatever endeavors our students ultimately choose, some substantial quality instruction in the humanities should be an integral part of everyone's collegiate education. To study the humanities in no way detracts from the career interests of students. Properly taught, they will enrich all.

The state of teaching in the humanities

If learning in the humanities is in decline, at least some of the blame must be assigned to those who teach the humanities and to academic administrators who determine the allocation of institutional resources. The study group criticized some universities for surrendering the teaching of introductory and lower division courses to graduate assistants or adjunct, part-time faculty. In making these criticisms the study group recognized that classes taught by adjunct faculty and graduate students allow the institution to serve more students per faculty salary dollar, and that it is necessary to give future professors

experience in the classroom. Nevertheless, the study group was concerned that such persons are not, as a group, the best teachers -- the most experienced, most accomplished, and most intellectually mature. They are not capable of extending the most attractive invitation to the humanities to those lower division students who account for nearly 90 percent of all humanities credit hours taken. If students do not experience the best the humanities have to offer early in their undergraduate careers, they are unlikely to come back for more. University of Chicago Professor Wayne Booth said in his 1982 presidential address to the Modern Language Association:

We have chosen -- no one required it of us -- to say to the world, almost in so many words, that we do not care who teaches the nonmajors or under what conditions, so long as the troublesome hordes move on and out: forced in by requirements, forced out by discouragement, or by disgust, or by literal failure. The great public fears or despises us because we hire a vast army of underpaid flunkies to teach the so-called service courses, so that we can gladly teach, in our advanced courses, those precious souls who survive the gauntlet. Give us lovers and we will love them, but do not expect us to study courtship. If we had decided to run up a flag on the quad saying that we care not a whit whether our society consists of people who practice critical understanding, so long as we are left free to teach advanced courses, we could not have given a clearer message.

And Frank Vandiver, President of Texas A&M University, recently

analyzed the problem this way: "The liberal arts . . . have allowed this to happen to themselves. They have allowed themselves to sit behind ivy-covered walls and say, 'We are the liberal arts and to hell with you.'"

The problem is more than just who does the teaching; it is also how the humanities are taught. Too often introductory humanities courses are taught as if they were initial preparation for majors rather than as general education for all students. This often contributes to a fragmented, compartmentalized curriculum instead of an integrated, coherent one. When the humanities are presented as a series of isolated disciplinary packages, students cannot possibly see the interrelatedness of great works, ideas, and minds.

The study group was alarmed by the tendency of some humanities professors to present their subjects in a tendentious, ideological manner. Sometimes the humanities are used as if they were the handmaiden of ideology, subordinated to particular prejudices and valued or rejected on the basis of their relation to a certain social stance.

At the other extreme, the humanities are declared to have no inherent meaning because all meaning is subjective and relative to one's own perspective. There is no longer agreement on the value of historical facts, empirical evidence, or even rationality itself.

Both these tendencies developed in the hope that we will again show students the relevance of our subjects. Instead of demonstrating

relevance, however, they condemn the humanities to irrelevance -- the first, by subordinating our studies to contemporary prejudices; the second, by implying that the great works no longer have anything to teach us about ourselves or about life. As David Riesman said, some students are captivated by these approaches and think them modern or sophisticated. But the vast majority of students have correctly thought otherwise and have chosen to vote with their feet, stampeding out of the humanities departments. We cannot blame this on an insufficient number of students, or on the quality of students, or even on the career aspirations of students. We must blame ourselves, for our failure to protect and transmit a legacy our students deserve to know.

Effects of graduate education on teaching

Instead of aiming at turning out men and women of broad knowledge and lively intellect, our graduate schools produce too many narrow specialists whose teaching is often lifeless, stilted, and pedestrian. In his recent lecture to the American Council of Learned Societies, Yale Professor Maynard Mack took graduate schools to task for failing to educate broadly:

When one reads thoughtfully in the works by Darwin, Marx, and Freud, what one finds most impressive is not the competence they show in the studies we associate them with, though that is of course impressive, but the range of what they knew, the staggering breadth of the reading which they had made their own and without which, one comes to understand, they could never have achieved the

insights in their own areas that we honor them for. Today, it seems to me, we are still moving mostly in the opposite direction, despite here and there a reassuring revolt. We are narrowing, not enlarging our horizons. We are shucking, not assuming our responsibilities. And we communicate with fewer and fewer because it is easier to jabber in a jargon than to explain a complicated matter in the real language of men. How long can a democratic nation afford to support a narcissistic minority so transfixed by its own image?

University of Oregon Dean Robert Berdahl described the problem as one of acculturation and unrealistic expectations. Dean Berdahl observed that most of today's college faculty were trained during the 1960s and early 1970s, a period of rapid growth in the academic sector and increasing private and government support for research. As a result, they are oriented more toward research, publication, and teaching graduate students than toward educating nonmajors and generalists. "The successful career to which one is taught to aspire," wrote Dean Berdahl, "is to end up at an institution like that at which one received one's doctorate, where the 'real work' of the profession takes place and where, if one must teach undergraduates, one need only deal with majors or very bright students."

When these former graduate students secure jobs in our college classrooms, they find themselves poorly equipped to teach undergraduates. Again, Robert Berdahl:

English professors insist that they are not able to teach composition, so that must be left to graduate students or a growing group of underpaid itinerant instructors. Historians who used to be responsible for teaching the entire sweep of Western civilization or the Survey of American History now insist on teaching only that portion of it that corresponds to their specialties. Foreign literature specialists consider it a waste of their talent to teach foreign language classes. Lower division, general education courses are thus often conceptually no different from the upper division courses offered for majors and graduate students; they are only broader. Instead of asking: "What should a student learn from this 'Civ' class or 'Intro to Lit' class if this is the only history or literature class he or she will take in four years?", we ask: "What will best prepare the student to take advanced literature or history classes?"

Graduate education's tendencies toward what Mellon Foundation President John Sawyer called "hyper-specialization and self-isolating vocabularies" often result in a faculty that, even after several years of advanced study, are no better educated than the undergraduates. John Silber, president of Boston University, wrote in a letter to me:

The Ph.D. is no longer a guarantee that its holder is truly educated. Everyone has seen the consequences of this: How frequently we now meet Ph.D.'s who are incapable of writing correctly or speaking effectively; who are so narrow in their interests that the civilizing effect of the humanities appears to

have been entirely lost upon them; who are so jejune in their research interests as to call into question the entire scholarly enterprise.

In a recent article, Harvard Professor Walter Jackson Bate warned that "the humanities are not merely entering, they are plunging into their worst state of crisis since the modern university was formed a century ago in the 1880s." Professor Bate went on to exhort graduate humanities departments to examine their priorities:

The subject matter -- the world's great literature -- is unrivaled. All we need is the chance and the imagination to help it work upon the minds and characters of the millions of students to whom we are responsible. Ask that the people you are now breeding up in departments, and to whom you now give tenure appointments, be capable of this.

Training good researchers is vital to the humanities and to the mission of every graduate school. But many graduate schools have become so preoccupied with training narrow research specialists that they no longer address adequately the more pressing need of higher education for good teachers, broadly versed in their fields, inspired by the power of their subjects, and committed to making those subjects speak to the undergraduate. Unless our graduate schools reexamine their priorities, much of our teaching will remain mediocre and our students indifferent.

The state of the humanities curriculum

The past twenty years have seen a steady erosion in the place of the humanities in the undergraduate curriculum and in the coherence of the curriculum generally. So serious has this erosion become that Mark Curtis, president of the Association of American Colleges, wrote: "The chaotic state of the baccalaureate curriculum may be the most urgent and troubling problem of higher education in the final years of the twentieth century." Clark Kerr has called the undergraduate curriculum "a disaster area," and Professor Frederick Rudolph of Williams College has written:

. . . when the professors abandoned a curriculum that they thought students needed they substituted for it one that, instead, catered either to what the professors needed or what the students wanted. The results confirmed the authority of professors and students but they robbed the curriculum of any authority at all. The reaction of students to all this activity in the curriculum was brilliant. They concluded that the curriculum really didn't matter.

A collective loss of nerve and faith on the part of both faculty and academic administrators during the late 1960s and early 1970s was undeniably destructive of the curriculum. When students demanded a greater role in setting their own educational agendas, we eagerly responded by abandoning course requirements of any kind and with them the intellectual authority to say to students what the outcome of a college education ought to be. With intellectual authority relinquished, we found that we did not need to worry about what was worth knowing, worth

defending, worth believing. The curriculum was no longer a statement about what knowledge mattered; instead, it became the product of a political compromise among competing schools and departments overlaid by marketing considerations. In a recent article Frederick Rudolph likened the curriculum to "a bazaar and the students [to] tourists looking for cheap bargains."

Once the curriculum was dissolved, colleges and universities found it difficult to reconstruct because of the pressures of the marketplace. All but the most selective institutions must now compete for scarce financial resources -- students' tuition and enrollment-driven state subsidies. As a consequence, many are reluctant to reinstate meaningful course requirements for fear of frightening away prospective applicants. (I believe such a fear is misplaced, but more on this later.)

Intellectual authority came to be replaced by intellectual relativism as a guiding principle of the curriculum. Because colleges and universities believed they no longer could or should assert the primacy of one fact or one book over another, all knowledge came to be seen as relative in importance, relative to consumer or faculty interest. This loss was accompanied by a shift in language. The desired ends of education changed from knowledge to "inquiry," from content to "skills." We began to see colleges listing their objectives as teaching such skills as reading, critical thinking, and awareness of other points of view. These are undeniably essential ends to a college education, but they are not sufficient. One study group member said, "What good is knowing how to write if you are ignorant of the finest examples of the

language?" Failure to address content allows colleges and universities to beg the question of what an educated man or woman in the 1980s needs to know. The willingness of too many colleges to act as if all learning were relative is a self-inflicted wound that has impaired our ability to defend our subjects as necessary for learning or important for life.

Effects of the curriculum on secondary education

It is not surprising that once colleges and universities decided the curriculum did not have to represent a vision of an educated person, the secondary schools (and their students) took the cue and reached the same conclusion. Vanderbilt University Professor Chester Finn pointed out that college entrance requirements constitute de facto high school exit requirements for high school graduates -- now nearly six of every ten -- who seek postsecondary education. With exit requirements relaxed, college-bound students no longer perceive a need to take electives in English and history, let alone foreign languages. Instead, they choose courses thought to offer immediate vocational payoff. Clifford Adelman described research for the National Commission on Excellence in Education that dramatically illustrates this trend. From 1969 to 1981 the humanities have declined as a percentage of total high school credits taken, a decline parallel to that in the colleges. Credits in Western civilization are down 50 percent, in U.S. history down 20 percent, and in U.S. government down 70 percent. My own experience attests to the woeful state of the high school curriculum. Recently I met with seventy high school student leaders -- all excellent students -- from all over the country. When I asked them how many had heard of the Federalist Papers,

only seven raised their hands.

As enrollments in basic high school humanities courses fell off, it became more difficult for the schools to justify keeping them.

Therefore, many schools dropped humanities courses from the curriculum.

When high school graduates enter college, they are poorly prepared in basic knowledge of the humanities as well as in such essential skills as reading and writing. The remedial courses needed by these students cut into the college curriculum, effectively reducing the amount of actual college level course work they can take.

Twenty years ago, William Arrowsmith wrote: "Our entire educational enterprise is . . . founded upon the wholly false premise that at some prior stage the essential educational work has been done." Sadly, this is still true today. The humanities must be put back into the high school curriculum, but this is unlikely to happen unless they are first restored in the colleges. If colleges take the lead in reinstating humanities course requirements, the high schools will surely respond. Evidence of this was related by Professor Noel Reynolds of Brigham Young University, who described how college preparatory course enrollments in Utah's high schools rose after an announcement by the state's two largest universities that preference for admission would be given to students who had completed college preparatory, including humanities, courses. Some Utah secondary schools reported an increase in foreign language enrollments of as much as 200 percent, and only slightly less dramatic increases in English and history.

Bright spots in the curriculum

The study group examined in depth the graduation requirements of numerous colleges and universities. The group found enormous variety, ranging from no course requirements of any kind to sequences of highly prescriptive core courses. Types of curricula did not seem to be associated with types of institutions. Some of the least coherent curricula were those of nationally prestigious, highly selective institutions, while some of the most carefully defined were found at less selective local or regional institutions. The most common type of curriculum was the "distribution requirements" model, in which students selected courses from a limited list of regular departmental offerings within a few broad interdepartmental clusters. Typically, "the humanities" is one of the clusters. Often the humanities requirement can be satisfied by taking such courses as speech, remedial writing, or performing arts. Even in institutions where the humanities are defined more rigorously, distribution requirements rarely guarantee that a student will master an explicit body of knowledge or confront a series of important original texts.

A few colleges and universities have rejected this model in favor of a course of studies in which all students share a carefully designed learning experience. Some colleges and universities have been doing this for a long time and have remained steadfast in their commitment. Others have moved in recent years to restore a sound common curriculum. Two of the latter captured the attention of the study group: Brooklyn College and St. Joseph's College.

Brooklyn College, part of the City University of New York system, has about 14,000 undergraduates, many of whom are recent immigrants. Most major in professional fields such as pre-law, accounting, and communications. Yet since 1981 all bachelor's degree candidates, regardless of major, have taken a sequence of ten core courses, seven of which are in the humanities. Many of the courses emphasize original texts. For example, Core Studies 1, "Classical Origins of Western Culture," requires readings in Homer, Sophocles, Herodotus, Aristophanes, Aristotle, Vergil, and other writers of classical antiquity. Brooklyn's success with the core curriculum has surpassed all expectations. The college reports that its faculty (50 percent of whom teach in the core) are enlivened intellectually by teaching the core courses and that students' writing has improved considerably as a result of a "Writing Across the Core" program. Students, too, are excited by the new curriculum. They say they are able to see relationships among fields, and they talk about a renewed sense of a community of learning, a community that includes faculty, students, and administrators. The administration's commitment to the curriculum can be seen in the fact that both the president and provost teach core courses.

Although it is a very different kind of institution, St. Joseph's College in Indiana has developed a similar curriculum with equally good results. St. Joseph's is a Catholic school of about 1,000 students. Business, finance, and computer science are popular majors. Like Brooklyn College, St. Joseph's requires a sequence of ten core courses. St. Joseph's differs from Brooklyn in distributing these courses over all four years, whereas Brooklyn's core courses are concentrated in the first

two. The Brooklyn and St. Joseph's cores also share curricular coherence in the way courses are arranged in logical progression, each course building upon the previous one. All core courses at St. Joseph's involve the humanities. There is tremendous enthusiasm for the core approach among faculty, two-thirds of whom teach core courses. Even more telling is the enthusiasm of St. Joseph's alumni, who frequently write faculty to praise the core as an outstanding feature of their college career.

Among two-year colleges, where vocational training is so important to the institutional mission, some schools have recognized the need for a strong common curriculum in the humanities. Kirkwood Community College in Iowa is a noteworthy example. Kirkwood serves about 6,000 students, half of whom are enrolled in liberal arts degree programs. In 1979, several faculty and administrators formed a Humanities Committee to review the humanities curriculum and recommend improvements. The committee developed and obtained approval for a new twenty-hour humanities core requirement. Candidates for the Associate of Arts degree now select from a very limited list of challenging academic courses--in literature, history, philosophy, and languages--which concentrate on reading primary texts and require extensive student writing.

The experience of Brooklyn College, St. Joseph's College, and Kirkwood Community College proves that the drift toward curricular disintegration can be reversed, that colleges and universities -- and not just the elite ones -- can become true communities of learning, and that it is possible even in this age of skepticism to educate students on the principle that certain areas of knowledge are essential for every college

graduate. Their experience also belies the oft-heard fear that students will reject or avoid such a structured curriculum. Intellectually challenging, well-taught courses, whether required or not, will attract good students, and any college that offers a curriculum of such courses will not lack applicants.

IV. The challenge to academic leadership

Revitalizing an educational institution is not easy. Usually it requires uncommon courage and discernment on the part of a few and a shared vision of what can and ought to be on the part of many. Higher education may now be more receptive to decisive leadership than it has been for some time. As University of Puget Sound President Philip Phibbs observed, most colleges and universities sense a crisis on the way and are concerned about the future. Administrators and faculty alike are beginning to perceive that what has traditionally been good for this or that department, one school or another, may be harmful to the institution as a whole and to its overall educational mission.

Recently, educational researchers sought to determine those factors that make some elementary and secondary schools more successful than others. Among the most important was strong leadership from the school principal. Although colleges and universities are more complex institutions than secondary schools, with far stronger fragmenting tendencies, leadership plays the same crucial role.

Curricular reform must begin with the president. In their research on presidential leadership, Clark Kerr and David Riesman found that only 2 percent of the more than seven hundred college and university presidents interviewed described themselves as playing a major role in academic affairs. This is an alarming finding. A president should be the chief academic officer of the institution, not just the chief administrative recruitment, or fund raising officer. The president and other principal academic officers (provosts, deans, vice presidents for academic affairs) are solely accountable for all its parts and the needs of all its students. They are ultimately responsible for the quality of the education these students receive.

Members of the study group -- which included several deans and presidents -- believed strongly that presidents can be an effective force for curricular change only if they define their role accordingly. Bucknell University's Frances Fergusson said that a president's role is to "define, articulate, and defend institutional goals and to redirect the energies of the faculty towards these broader concerns." David Riesman characterized a good president as having "a combination of persuasiveness, patience, ingenuity, even stubbornness." Philip Phibbs said that a president must "have the courage to state and insist upon important, and often uncomfortable, if not initially unacceptable, ideas."

There are a number of concrete steps presidents can take to strengthen the humanities within their institutions. Roland Dille, president of Moorhead State College, said that "in the dozens of speeches that a president makes there ought to be some sign of his having been

touched by the humanities." Beyond this, he can set standards for excellence in undergraduate teaching and see that they are met by hiring deans, provosts, and faculty who are committed to those standards. President Hanna Gray of the University of Chicago urged her fellow presidents to "insist on certain priorities" and to "raise certain questions and insist that they be answered." Donald Stewart, president of Spelman College, showed that a president who views himself as an academic leader can make a real difference. From the beginning of his presidency at Spelman, Stewart sought to cut through the prevalent vocational orientation by stating openly and repeatedly that the humanities are basic to Spelman's mission, and in so doing set a new intellectual tone for the institution. Such statements by institutional leaders must, of course, be accompanied by actions. Among these, and not the least important, is rewarding good teaching in hiring, promotion, and tenure decisions.

But as Frederick Rudolph has frequently pointed out, the curriculum cannot be reformed without the enthusiastic support of the faculty. Institutions such as Brooklyn College, St. Joseph's College, and Kirkwood Community College were able to implement strong curricula because their administrators and faculty worked together toward a common goal, not in opposition to one another or to protect departmental turf. Philip Phibbs called upon humanities faculty to recognize their common interests:

Leadership . . . must also come from the humanities faculty itself. This group must assert itself aggressively within the larger faculty and make its case with confidence and clarity. In

too many cases, I think, faculty members in the humanities assume that any intelligent human being, and certainly any intelligent faculty colleague, understands the value of the humanities. It should not, therefore, be necessary to articulate the case. This is a dangerous and misguided assumption.

V. Concluding thoughts

The humanities are important, not to just a few scholars, gifted students, or armchair dilettantes, but to any person who would be educated. They are important precisely because they embody mankind's age-old effort to ask the questions that are central to human existence. As Robertson Davies told a college graduating class, "a university education is meant to enlarge and illuminate your life." A college education worthy of the name must be constructed upon a foundation of the humanities. Unfortunately, our colleges and universities do not always give the humanities their due. All too often teaching is lifeless, arid, and without commitment. On too many campuses the curriculum has become a self-service cafeteria through which students pass without being nourished. Many academic leaders lack the confidence to assert that the curriculum should stand for something more than salesmanship, compromise, or special interest politics. Too many colleges and universities have no clear sense of their educational mission and no conception of what a graduate of their institution ought to know or be.

The solution is not a return to an earlier time when the classical

curriculum was the only curriculum and college was available to only a privileged few. American higher education today serves far more people and many more purposes than it did a century ago. Its increased accessibility to women, racial and ethnic minorities, recent immigrants, and students of limited means is a positive accomplishment of which our nation is rightly proud. As higher education broadened, the curriculum became more sensitive to the long-overlooked cultural achievements of many groups, what Janice Harris of the University of Wyoming referred to as "a respect for diversity." This too is a good thing. But our eagerness to assert the virtues of pluralism should not allow us to sacrifice the principle that formerly lent substance and continuity to the curriculum, namely that each college and university should recognize and accept its vital role as conveyor of the accumulated wisdom of our civilization.

We are a part and a product of Western civilization. That our society was founded upon such principles as justice, liberty, government with the consent of the governed, and equality under the law is the result of ideas descended directly from great epochs of Western civilization -- Enlightenment England and France, Renaissance Florence, and Periclean Athens. These ideas, so revolutionary in their times yet so taken for granted now, are the glue that binds together our pluralistic nation. The fact that we as Americans -- whether black or white, Asian or Hispanic, rich or poor -- share these beliefs aligns us with other cultures of the Western tradition. It is not ethnocentric or chauvinistic to acknowledge this. No student citizen of our civilization should be denied access to the best that tradition has to offer.

Ours is not, of course, the only great cultural tradition the world has seen. There are others, and we should expect an educated person to be familiar with them because they have produced art, literature, and thought that are compelling monuments to the human spirit and because they have made significant contributions to our history. Those who know nothing of these other traditions can neither appreciate the uniqueness of their own nor understand how their own fits with the larger world. They are less able to understand the world in which they live. The college curriculum must take the non-Western world into account, not out of political expediency or to appease interest groups, but out of respect for its importance in human history. But the core of the American college curriculum -- its heart and soul -- should be the civilization of the West, source of the most powerful and pervasive influences on America and all of its people. It is simply not possible for students to understand their society without studying its intellectual legacy. If their past is hidden from them, they will become aliens in their own culture, strangers in their own land.

Restoring the humanities to their central place in the curriculum is a task each college and university will have to accomplish for itself, its faculty and administrators working together toward a common goal with all the vision, judgment, and wisdom they can muster. Every institution has its own unique character, problems, sense of purpose, and circumstances; a successful approach at one school may be impractical at another.

Instead of listing formal recommendations, this report concludes

with some questions. We believe that if colleges and universities ask these questions of themselves and honestly answer them, the process of reform will have begun.

Questions for the academic community of each institution:

- o Does the curriculum on your campus ensure that a graduate with a bachelor's degree will be conversant with the best that has been thought and written about the human condition?
- o Does your curriculum reflect the best judgment of the president, deans, and faculty about what an educated person ought to know, or is it a mere smorgasbord or an expression of appeasement politics?
- o Is your institution genuinely committed to teaching the humanities to undergraduates? Do your best professors teach introductory and lower division courses? Are these classes designed for the nonmajor and are they part of a coherent curriculum?

Questions for college and university presidents:

- o Do you set an intellectual tone for the institution, articulating goals and ideals?
- o Do you take a firm stand on what your institution regards as essential knowledge?

- o Do you reward excellent teaching as well as good research in hiring, promotion, and tenure decisions?

Questions for humanities faculty:

- o Does your teaching make the humanities come alive by helping students confront great texts, great minds, and great ideas?
- o Are you as concerned with teaching the humanities to nonmajors as you are with signing up departmental majors?

Questions for graduate humanities departments:

- o Are your graduates prepared to teach central humanities texts to undergraduates in addition to being trained as researchers and scholars?
- o Are your graduates broadly educated in fields of knowledge other than their primary one? As scholars, are they concerned only with pursuing research of narrow scope or are they able as well to ask questions of wide significance?

We conclude with these questions because the spirit of higher education in a free society is the spirit of knowledge and inquiry, the

framing of important questions in the vigorous search for good and truthful answers. First, however, we must ask the important questions of ourselves, of our institutions, of our faculties, and of our curricula. We must assure ourselves that the answers we live by are true and valuable. Are we teaching what we should? Are we teaching it as well as we can? No college or university, if it is honest with itself, concerned for its students, and mindful of its largest responsibilities, will reject such questions out of hand or dismiss them with easy affirmatives or conventional excuses.

More than four decades ago, Walter Lippmann observed that "what enables men to know more than their ancestors is that they start with a knowledge of what their ancestors have already learned." "A society," he added, "can be progressive only if it conserves its tradition." The challenge to our colleges and universities, I believe, is to conserve and transmit that tradition, understanding that they do this not merely to pay homage to the wisdom of the past but to prepare wisely for the future.

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



WILLIAM J. BENNETT

William J. Bennett was appointed Chairman of the National Endowment for the Humanities (NEH) by President Ronald Reagan on December 21, 1981, and confirmed by the Senate on February 8, 1982. He was formerly President and Director of the National Humanities Center in Research Triangle Park, North Carolina. A native of New York, Mr. Bennett attended Gonzaga High School in Washington, D.C., received his B.A. degree in philosophy from Williams College in Massachusetts, a Ph.D. in philosophy from the University of Texas and a J.D. from Harvard Law School. He is the recipient of honorary degrees from Gonzaga University, Franklin College, Manhattan College, University of New Hampshire, University of North Carolina/Charlotte, Elon College, Loyola College of Maryland and the University of Notre Dame.

Mr. Bennett has taught law and philosophy at a number of universities including the University of Southern Mississippi, the University of Texas, Harvard University, the University of Wisconsin and Boston University. In addition, he has been a consultant to more than fifty secondary schools on quality in curriculum development.

Mr. Bennett has written a number of articles for professional journals such as the Harvard Civil Rights and the Stanford Law Review, Newsweek, the Wall Street Journal, and Commentary magazine. Topics of articles have included constitutional law, the condition of the humanities and ethics. He is co-author of Counting by Race: Equality in American Thought from the Founding Fathers to Bakke. He has remained an active philosopher and in December 1982 his paper on "Moral Education and Indoctrination" was selected as one of the symposium papers at the annual meeting of the American Philosophical Association, Eastern Division.

As well as Chairman of the NEH, Mr. Bennett is Chairman of the National Council on the Humanities, a Trustee of the Smithsonian Institution's Wilson Center Fellowship Board, a member of the President's Committee on the Arts and Humanities and is an ex-officio member on numerous other boards.

November 1984

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



WILLIAM J. BENNETT
Chairman
National Endowment for the Humanities

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Old Post Office Building
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

HOME ADDRESS:

5619 Western Avenue, N.W.
Washington, D.C. 20015

BIRTH DATE:

July 31, 1943

EDUCATION:

| | | |
|-------|------|---------------------------------------|
| J.D. | 1971 | Harvard Law School; Cambridge, Mass. |
| Ph.D. | 1970 | University of Texas; Austin, Texas |
| B.A. | 1965 | Williams College; Williamstown, Mass. |

HONORARY DEGREES:

| | | |
|---------|------|---|
| L.D. | 1984 | University of Notre Dame; Notre Dame; Ind. |
| L.H.D. | 1984 | Loyola College of Maryland; Baltimore, Md. |
| L.H.D. | 1984 | Elon College; Elon College, North Carolina |
| H.H.D. | 1984 | University of North Carolina; Charlotte, N.C. |
| L.H.D. | 1983 | Manhattan College; Riverdale, New York |
| L.D. | 1983 | Williams College; Williamstown, Mass. |
| L.H.D. | 1982 | University of New Hampshire; Durham, N.H. |
| H.H.D. | 1982 | Franklin College; Franklin, Indiana |
| Litt.D. | 1982 | Gonzaga University; Spokane, Washington |

POSITIONS HELD:

| | |
|----------------------------|--|
| December 1981 - Present | Chairman, National Endowment for the Humanities |
|----------------------------|--|

As Chairman of this Federal grant-making agency, I am responsible for the day-to-day operation of its twenty-seven programs,

William J. Bennett
Page 3

POSITIONS HELD:

| | |
|-------------|---|
| 1973 - 1974 | Chairman -- "The Question of Authority" Project National Humanities Faculty Concord, Massachusetts |
| 1971 - 1972 | Associate Dean and Assistant Professor of Philosophy Boston University Boston, Massachusetts |
| 1970 - 1971 | Tutor -- Social Studies Harvard University Cambridge, Massachusetts |
| 1969 - 1971 | Resident Advisor (Dormitory) Harvard University Cambridge, Massachusetts |
| Summer 1970 | Assistant Professor of Philosophy University of Texas Austin, Texas |
| 1967 - 1968 | Assistant Professor of Religion and Philosophy University of Southern Mississippi Hattiesburg, Mississippi |
| Summer 1966 | Instructor Governor's School Winston-Salem, North Carolina |

PROFESSIONAL ASSOCIATIONS/MEMBERSHIPS:

| | |
|----------------|---|
| January 1983 | U.S. Government Representative/Culture United Nations Educational, Scientific, Cultural Organization (UNESCO) Washington, D.C. |
| January 1982 | Wilson Center Board for International Studies Smithsonian Institution Washington, D.C. |
| September 1982 | President's Committee on the Arts and Humanities Washington, D.C. |

William J. Bennett
Page 4

PROFESSIONAL ASSOCIATIONS/MEMBERSHIPS:

October 1980 -
December 1981

National Academy of Education
Cambridge, Massachusetts

August 1970 -
December 1981

1980 Commission on the Future of
the South
Southern Growth Policies Board
Research Triangle Park, North Carolina

March 1980 -
December 1981

Committee on Basic Research in the
Behavioral and Social Sciences
National Research Council
Washington, D.C.

June 1978 -
December 1981

Board of Directors
Institute for Educational Affairs
New York, New York

January 1976 -
December 1981

American Society for Political and
Legal Philosophy

May 1978 -
May 1979

Board of Advisors
Southern Educational Communications
Association

April 1977 -
April 1978

Board of Directors
Society for Values in Higher Education

1967 - 1979

Board of Trustees
National Humanities Faculty
Concord, Massachusetts

January 1973 -
June 1977

Panelist
National Endowment for the Humanities
Washington, D.C.

November 1984

NEWS



National Endowment for
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(202) 786-0449

Contact: Susan Metts 786-0446
Darrel deChaby 786-0449

FOR RELEASE: November 23, 1984

HUMANITIES ENDOWMENT APPOINTS JOHN F. ANDREWS DEPUTY DIRECTOR, DIVISION OF EDUCATION PROGRAMS

WASHINGTON - The National Endowment for the Humanities (NEH) has announced the appointment of John F. Andrews as deputy director in its Division of Education Programs.

Andrews has been director of academic programs at the Folger Shakespeare Library in Washington, D.C. since 1974. At the Folger he was editor of Shakespeare Quarterly and chairman of the Folger Institute of Renaissance and Eighteenth-Century Studies.

Andrews taught at Florida State University from 1970 to 1974, where he was director of graduate studies in English and host of a half-hour weekly radio forum on contemporary issues in American higher education.

He was awarded a B.A. in English literature from Princeton University in 1965 and an M.A.T., also in English literature, from Harvard in 1966. He earned his Ph.D. at Vanderbilt University in 1971.

Andrews is Editor in Chief of a three-volume reference work, William Shakespeare: His World, His Work, His Influence, to be published by Scribners, and he serves as chairman of the National Advisory Panel of the television series "The Shakespeare Plays."

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the Humanities

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Darrel deChaby 786-0449

FOR RELEASE: November 23, 1984

HUMANITIES ENDOWMENT APPOINTS BLANCHE L. PREMO AS DEPUTY DIRECTOR, DIVISION OF RESEARCH PROGRAMS

WASHINGTON - The National Endowment for the Humanities (NEH) has announced the appointment of Blanche L. Premo as deputy director of its Division of Research Programs.

Premo formerly was assistant director of Central Disciplines in Undergraduate Education in the NEH Division of Education Programs.

Premo joined the staff of NEH in 1979 as assistant director in the education division. Before that she was vice president for academic affairs at St. Mary's College in Winona, Minnesota.

She was awarded an A.B. with majors in English and philosophy from Marygrove College in 1967 and M.A. and Ph.D. degrees in 1969 and 1974 respectively from Marquette University. Both graduate degrees are in philosophy.

Premo has been a lecturer in philosophy at The Catholic University of America and at Georgetown University. She has been a consultant to the United States Department of State, International Committee on UNESCO.

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FOR RELEASE: AM Monday, December 3, 1984

CLEANTH BROOKS NAMED JEFFERSON LECTURER IN THE HUMANITIES FOR 1985
Noted Scholar, Critic and Faulkner Authority Will Speak in
Washington, D.C. May 8 and in New Orleans May 14

Washington, December 3 -- The National Endowment for the Humanities (NEH) has named Cleanth Brooks, Gray Professor Emeritus of Rhetoric at Yale University, the Jefferson Lecturer in the Humanities for 1985.

The Jefferson Lecture, which carries a stipend of \$10,000, is the highest honor the federal government confers for outstanding achievement in the humanities.

Brooks, the fourteenth recipient to be honored by the annual award, will speak in Washington, D.C. on May 8 and at Tulane University in New Orleans May 14.

The 1985 Jefferson Lecturer was announced at the quarterly meeting of the National Council on the Humanities, the 26-member advisory body of the NEH, which selects each year's lecturer after considering a wide range of nominations.

The Jefferson Lecture, established in 1972, honors the intellectual and civic accomplishments exemplified by Thomas Jefferson and provides an opportunity for a distinguished humanist to explore matters of broad concern in a public lecture.

Previous Jefferson lecturers have been Sidney Hook, Jaroslav Pelikan, Emily T. Vermeule, Gerald Holton, Barbara Tuchman, Edward Shils, C. Vann Woodward, Saul Bellow, Robert Penn Warren, John Hope Franklin, Paul A. Freund, Erik H. Erikson, and Lionel Trilling.

- More -

Teacher, Critic, Writer

Born in Murray, Kentucky, Cleanth Brooks received a bachelor's degree from Vanderbilt University in 1928. In 1929, he was awarded a master's degree by Tulane University and later that year enrolled at Oxford University in England as a Rhodes Scholar. He attended Oxford from 1929 until 1932, earning a bachelor's degree with honors and Oxford's B. Litt. degree.

Brooks' teaching career began in 1932 at Louisiana State University (LSU) where he rose from the rank of lecturer to full professor. In 1947, he was appointed professor of English at Yale University. At Yale, he became the first incumbent of the university's Gray Professorship of Rhetoric, established in 1961.

Brooks served as cultural attache at the American Embassy in London between 1964 and 1966 while on leave from Yale.

The author of many books and articles, Brooks' best-known works on literary criticism are Modern Poetry and The Tradition (1939) and The Well Wrought Urn (1947). Brooks collaborated with Robert Penn Warren, the Endowment's 1974 Jefferson Lecturer, on Understanding Poetry (1938), and with Warren and Richard B. Lewis on American Literature: The Makers and the Making (1973).

His works on Faulkner, described by Malcolm Cowley in The New Republic as "magisterial" and "the best-rounded exposition not only of Faulkner but of almost any American author," include William Faulkner: The Yoknapatawpha Country (1963); William Faulkner: Toward Yoknapatawpha and Beyond (1978); and William Faulkner: First Encounters (1983).

Brooks, who holds many scholarly awards and honorary degrees, has taught at ten universities in addition to Yale and LSU. They include the Universities of Texas, Michigan, Chicago, Southern California, North Carolina, and Tennessee.

He has also taught at Tulane, the University of the South, the Kenyon School of Letters and the Bread Loaf School of English. At LSU, Brooks and Warren served as managing editors of The Southern Review from 1935-1941 and as that journal's editors in 1941-42.

Brooks is a member of Phi Beta Kappa, the Modern Language Association, and the English Institute. He is a member of the National Institute of Arts and Letters, the American Academy of Arts and Sciences, and the American Philosophical Society.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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the Humanities

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS \$14.9 MILLION IN CHALLENGE GRANTS Funds Will Help Raise Additional \$44.7 Million for 46 Institutions Nationwide

WASHINGTON -- The National Endowment for the Humanities (NEH) has awarded \$14.9 million in challenge grants to 46 educational and cultural institutions across the country.

When matched three-to-one by private sector money raised by the grant recipients, the \$14.9 million in federal dollars will stimulate an additional \$44.7 million in new institutional support.

The challenge grants for 1984 were announced by NEH Chairman William J. Bennett, who noted the diversity of institutions large and small -- colleges and universities, university presses, museums, public libraries, research libraries, historical societies, professional associations, public television stations -- receiving grants.

"We are pleased to make this contribution to both the financial health and the quality humanities programs of these institutions," Bennett said.

Bennett said the grants just announced brought the number of these awards to 791 since the program began in 1977 and that total federal money offered in challenge grants to date is nearly \$198 million.

He added that, cumulatively, combined federal funds and private matching funds made available to humanities institutions through this program "will be close to \$800 million" by the end of the fund-raising campaigns that begin with the present grants.

-MORE-

~~Among the 46 institutions receiving~~ NEH challenge grants are the Museum of Northern Arizona in Flagstaff; KTEH-TV in San Jose, California; Allen County Public Library Foundation, Fort Wayne, Indiana; Hermann-Grima Historic House, New Orleans, Louisiana; Springfield Library and Museums Association, Springfield, Massachusetts; St. John's University, Collegeville, Minnesota; and Oregon State University, Corvallis, Oregon.

The Museum of Northern Arizona will increase endowment to support basic research in the cultural anthropology and archaeology of the Colorado plateau. KTEH-TV will establish an endowment for humanities program production and acquisition.

The Allen County Public Library Foundation will establish an endowment fund for humanities library materials. The Hermann-Grima Historic House in New Orleans' Vieux Carre District will support living history programs for schools and colleges, adult lecture series, and archaeological digs and research.

The Springfield Library and Museums Association will restore its historical Quadrangle buildings. St. John's University will support its Hill Monastic Manuscript Library, a major repository of microfilmed medieval manuscripts.

Oregon State University will establish and endow a center for the humanities which will support humanities faculty research and professional development, coordinate conferences and develop public programs.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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Note: This release is accompanied by a fact sheet on the NEH challenge grants program and a detailed list by state of the 46 institutions giving media contacts and their telephone numbers, grant descriptions and grant amounts.



NEH CHALLENGE GRANTS

December, 1984

The Purpose

The purpose of the challenge grants program is to stimulate the long-term planning, administrative efficiency, program coherence and financial stability of humanities institutions and organizations in order that they may sustain or develop a high quality of humanities programs and activities. Challenge grant funds may be used for a variety of purposes that contribute to an institution's long-term financial health and program quality in the humanities.

The Challenge

Each dollar the endowment awards to a humanities institution must generate at least three non-federal dollars in turn. Matching money must come from new sources or represent increased contributions by existing donors, usually over a three to five-year fund-raising campaign. Thus, the NEH grant challenges the institution to make a strong case to its donors. Grant recipients have discovered that an NEH challenge grant is an endorsement of the institution's value and service to the humanities. The award draws public attention to an institution and can thus help attract contributions.

Humanities Institutions

Recipients of challenge grants are museums, libraries, cultural organizations, colleges and universities, and the great variety of non-profit institutions and organizations whose humanities activities play a vital role in American cultural life. The endowment received 222 applications for the most recent challenge grants review. Institutions receiving awards include 10 museums, 6 public libraries, 4 historical societies, 3 professional associations, 4 television stations, 13 colleges and universities, 3 university presses, 2 research libraries and 1 national educational organization.

Some Statistics

The endowment has awarded 791 challenge grants since the program began in 1977. Total federal money offered in challenge grants to date is almost 198 million. Grantees will have raised close to \$600 million to match federal dollars three-to-one. Cumulatively, combined federal and private funding made available to humanities institutions through this program will be close to \$800 million by the end of the fund-raising campaigns that begin with the present grants.



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NEH CHALLENGE GRANTS

December 1984

| STATE | INSTITUTION, MEDIA CONTACT, AND GRANT DESCRIPTION | NEH GRANT | PRIVATE SECTOR MATCH | TOTAL TO INSTITUTION |
|------------|---|--------------|----------------------------|----------------------------|
| ARIZONA | <p>Middle East Studies Association Department of Oriental Studies University of Arizona Tucson, AZ 85721 Media Contact: Dr. Michael E. Bonine 602/621-5850</p> <p>To establish an endowment to be used to employ additional staff, restore a Visiting Scholars Program, and expand existing scholarly and public service activities.</p> | \$84,375 | \$253,125 | \$337,500 |
| | <p>Museum of Northern Arizona Route 4, Box 720 Flagstaff, AZ 86001 Media Contact: Janet Hamnett 602/774-5211 ext 110</p> <p>Part of a \$3 million campaign for a non-invadable endowment; the NEH challenge grant and matching gifts will support basic research in cultural anthropology and archaeology of the Colorado plateau, curation of anthropological collections, Native American arts collections and the museum's archives, and provide increased outreach to isolated areas of Northern Arizona.</p> | 415,000 | 1,245,000 | 1,660,000 |
| CALIFORNIA | <p>KTEH-TV 100 Skyport Drive San Jose, CA 95115 Media Contact: Laura L. Mueller 408/947-6654</p> <p>To establish an endowment for humanities program acquisitions; to establish a cash reserve for national productions in the humanities; to augment a fund for local productions in the humanities; and to establish a capital reserve fund for equipment purchases.</p> | 340,000 | 1,020,000 | 1,360,000 |

-MORE-

NEH CHALLENGE GRANTS

December 1984

| STATE | INSTITUTION, MEDIA CONTACT, AND GRANT DESCRIPTION | NEH GRANT | PRIVATE SECTOR MATCH | TOTAL TO INSTITUTION |
|-------------------------|--|--------------|----------------------------|----------------------------|
| CALIFORNIA | <p>Pomona College Claremont, CA 91711 Media Contact: Robert T. Voelkel 714/621-8137</p> <p>To increase the College's endowment for faculty research and development, including sabbatical fellowships, summer research and general research assistance.</p> | 500,000 | 1,500,000 | 2,000,000 |
| | <p>University of California Press 2120 Berkeley Way Berkeley, CA 94720 Media Contact: Christina Olton 415/642-4244</p> <p>To establish a \$500,000 endowment for scholarly publications in the humanities and a \$500,000 revolving capital fund for books in the humanities.</p> | 250,000 | 750,000 | 1,000,000 |
| DISTRICT OF COLUMBIA | <p>African American Museums Association 420 7th Street, N.W. Washington, DC 20004 Media Contact: Joy F. Austin 202/783-7744</p> <p>To start a development program and establish an endowment to support operations of the only professional association devoted to improving professional standards and providing technical assistance to museums and related institutions which focus on African-American culture.</p> | 60,000 | 180,000 | 240,000 |

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NEH CHALLENGE GRANTS

December 1984

| STATE | INSTITUTION, MEDIA CONTACT, AND GRANT DESCRIPTION | NEH GRANT | PRIVATE SECTOR MATCH | TOTAL TO INSTITUTION |
|----------|---|--------------|----------------------------|----------------------------|
| GEORGIA | <p>National Humanities Faculty 1735 Lowergate Drive Atlanta, GA 30322 Media Contact: Benjamin Ladner 404/329-5788</p> <p>To support increased development and fund-raising activities; to retire a deficit; and to establish a cash reserve, the income from which will support fund-raising and development costs including publications and promotional activities.</p> | 175,000 | 525,000 | 700,000 |
| ILLINOIS | <p>Chicago Educational Television Association, WTTW 5400 North St. Louis Avenue Chicago, IL 60625 Media Contact: William J. McCarter 312/583-5000 ext 200</p> <p>To establish a cash reserve for expanding the station's programming initiatives in the humanities and for augmenting its acquisition of humanities-related programming.</p> | 400,000 | 1,200,000 | 1,600,000 |
| INDIANA | <p>Allen County Public Library Foundation P.O. Box 2270 Fort Wayne, IN 46801 Media Contact: Rick Ashton 219/424-7241</p> <p>To initiate an endowment fund for humanities library materials, especially in history, philosophy, and American literature.</p> | 300,000 | 900,000 | 1,200,000 |

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NEH CHALLENGE GRANTS

December 1984

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|---------|--|--------------|----------------------------|----------------------------|
| INDIANA | <p>Lake County Public Library 1919 West 81st Avenue Merrillville, IN 46410 Media Contact: Neil C. Flynn 219/769-3541 ext 211</p> <p>To establish an endowment for humanities acquisitions.</p> | 75,000 | 225,000 | 300,000 |
| | <p>St. Mary's College Notre Dame, IN 46556 Media Contact: John Duggan 219/284-4603</p> <p>To endow a chair in the Humanities Studies Department and to increase endowment funds for faculty development in the humanities.</p> | 375,000 | 1,125,000 | 1,500,000 |
| IOWA | <p>Vesterheim, the Norwegian-American Museum 502 W. Water Street Decorah, IA 52101 Media Contact: Leslie G. Rude 319/382-9681</p> <p>To develop new donor sources for a \$1.1 million campaign for restoration of historic buildings at the museum complex; elimination of debts incurred in earlier restorations; installation of new computer and surveillance systems; and augmentation of operating endowment to allow greater outreach through traveling exhibitions and media presentations.</p> | 100,144 | 300,432 | 400,576 |

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NEH CHALLENGE GRANTS

December 1984

| STATE | INSTITUTION, MEDIA CONTACT, AND GRANT DESCRIPTION | NEH GRANT | PRIVATE SECTOR MATCH | TOTAL TO INSTITUTION |
|---------------|---|--------------|----------------------------|----------------------------|
| MASSACHUSETTS | Springfield Library and Museums Association 220 State Street Springfield, MA 01103 Media Contact: Marianne Gambaro 413/739-3871 Part of a \$6 million campaign to renovate and restore the Association's historic Quadrangle buildings which house the Central Library, the largest public library in western Massachusetts, two major art museums, a natural history museum, and a museum of Connecticut Valley history. | 962,000 | 2,886,000 | 3,848,000 |
| MICHIGAN | The Edison Institute 20900 Oakwood Boulevard Dearborn, MI 48121 Media Contact: Harold K. Skramstad, Jr. 313/271-1620 ext 200 To carry out capital repairs to five historically important buildings at Greenfield Village and to the Henry Ford Museum buildings as well as replenish endowment for this major repository of collections focusing on the American experience between 1800 and 1950. | 1,000,000 | 3,000,000 | 4,000,000 |

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NEH CHALLENGE GRANTS

December 1984

| STATE | INSTITUTION, MEDIA CONTACT, AND GRANT DESCRIPTION | NEH GRANT | PRIVATE SECTOR MATCH | TOTAL TO INSTITUTION |
|-----------|--|--------------|----------------------------|----------------------------|
| MICHIGAN | <p>Ella Sharp Museum 3225 Fourth Street Jackson, MI 49203 Media Contact: Mildred I. Hadwin 517/787-2320</p> <p>Part of a \$2.5 million campaign for Jackson County's museum of local history, art, and natural history to renovate gallery space; add classroom, public programming and collection space; and increase endowment to cover added operating costs after expansion.</p> | 250,000 | 750,000 | 1,000,000 |
| MINNESOTA | <p>Ramsey County Historical Society 75 W. 5th Street, Room 323 St. Paul, MN 55102 Media Contact: Virginia Kunz 612/222-0701</p> <p>To help the Society renovate space for additional educational programming at the Gibbs Farm Home, a late 19th century "urban fringe" farm designated as a National Historic Site; to increase the fund-raising and marketing capability; and for increased operating endowment.</p> | 137,000 | 411,000 | 548,000 |
| | <p>Saint John's University Collegeville, MN 56321 Media Contact: Dr. Julian Plante 612/363-3514</p> <p>To raise additional endowment for the University's Hill Monastic Manuscript Library, a major repository of microfilmed medieval manuscripts, in order to place the Library on an independent footing with a base of continuing support.</p> | 400,000 | 1,200,000 | 1,600,000 |

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NEH CHALLENGE GRANTS

December 1984

| STATE | INSTITUTION, MEDIA CONTACT, AND GRANT DESCRIPTION | NEH GRANT | PRIVATE SECTOR MATCH | TOTAL TO INSTITUTION |
|----------|---|--------------|----------------------------|----------------------------|
| MISSOURI | <p>The Missouri Botanical Garden P.O. Box 299 St. Louis, MO 63166 Media Contact: Sue Strommen 314/577-5124</p> <p>For expansion and renovation of space for the research library's extensive rare book collections, which include volumes dating back to the fifteenth century; for the bindery; and for the archives of over 220,000 documents on the history of science.</p> | 85,000 | 255,000 | 340,000 |
| NEBRASKA | <p>University of Nebraska-Lincoln Center for Great Plains Studies 1213 Oldfather Hall Lincoln, NE 68588 Media Contact: Frederick C. Luebke 402/472-6325</p> <p>To augment the endowment of the Center for Great Plains Studies. Endowment income will support fellowships for teaching and research for faculty and students, increased public outreach programs and a variety of other activities.</p> | 125,000 | 375,000 | 500,000 |

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NEH CHALLENGE GRANTS

December 1984

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|------------|---|--------------|----------------------------|----------------------------|
| NEW JERSEY | Community College Humanities Association 1033 Springfield Avenue Cranford, NJ 07016 Media Contact: Anne D. Rassweiler 201/276-8136 To establish an endowment, the income from which will support the Association's annual divisional meetings; the CCH Review; the work of the Association's standing committees; and special projects and program development. | 25,000 | 75,000 | 100,000 |
| NEW YORK | Architectural History Foundation 350 Madison Avenue New York, NY 10017 Media Contact: Julianne Griffin 212/557-8441 To establish a revolving fund to reduce the need for annual subsidies and to launch occasional major publication projects. | 25,000 | 75,000 | 100,000 |
| | Bronx Museum of the Arts Bronx, NY 10456 Media Contact: Luis Cancel 212/681-6000 To help complete a \$2.3 million project to renovate the historic building housing the museum and provide greater access to art education and history programs for the museum's rapidly expanding audience. | 125,000 | 375,000 | 500,000 |

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NEH CHALLENGE GRANTS

December 1984

| STATE | INSTITUTION, MEDIA CONTACT, AND GRANT DESCRIPTION | NEH GRANT | PRIVATE SECTOR MATCH | TOTAL TO INSTITUTION |
|----------------|---|--------------|----------------------------|----------------------------|
| NEW YORK | <p>Pierpont Morgan Library 29 East 36th Street New York, NY 10016 Media Contact: Frederick Schroeder 212/685-0008</p> <p>To augment endowment, as part of a larger campaign goal to double the Library's endowment funds, to sustain reader services, publications and conservation programs, and increase hours of operation and public programs.</p> | 1,000,000 | 3,000,000 | 4,000,000 |
| NORTH CAROLINA | <p>Duke University Press 6697 College Station Durham, NC 27708 Media Contact: Richard C. Rowson 919/684-2173</p> <p>To establish an endowment of \$480,000, the income from which will subsidize ten titles annually in the humanities; and \$120,000 for title subsidies in the humanities during the grant period while the endowment is established.</p> | 150,000 | 450,000 | 600,000 |
| OHIO | <p>Oberlin College Oberlin, OH 44074 Media Contact: David Love 216/775-8410</p> <p>To establish five endowments to support professorships in the humanities, humanities faculty fellowships for both senior and junior faculty members, humanities faculty research grants, and library acquisitions.</p> | 970,000 | 2,910,000 | 3,880,000 |

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NEH CHALLENGE GRANTS

December 1984

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|----------|--|--------------|----------------------------|----------------------------|
| OHIO | <p>Ohio Historical Foundation 1985 Velma Avenue Columbus, OH 43211 Media Contact: Gary C. Ness 614/466-1500</p> <p>To help develop a \$2 million endowment for the Ohio Historical Society for collections acquisitions, conservation programs, and the establishment of a Visiting Scholar/Curator program which will enhance exhibitions research and interpretive publications.</p> | 500,000 | 1,500,000 | 2,000,000 |
| | <p>Otterbein College Westerville, OH 43081 Media Contact: Sylvia P. Vance 614/890-3000 ext 1610</p> <p>To establish a restricted Alumni Humanities Endowment, the income from which will be used for a rotating chair in the humanities; library acquisitions and learning resource materials; and faculty development programs.</p> | 250,000 | 750,000 | 1,000,000 |
| OKLAHOMA | <p>University of Tulsa 600 South College Tulsa, OK 74104 Media Contact: Thomas F. Staley 918/592-6000 ext 2554</p> <p>To establish endowments for library acquisitions for undergraduate programs in the humanities and for a comparative literature symposium.</p> | 162,500 | 487,500 | 650,000 |

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NEH CHALLENGE GRANTS

December 1984

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|--------------|---|--------------|----------------------------|----------------------------|
| OREGON | <p>Oregon State University Corvallis, OR 97331 Media Contact: Peter J. Copek 503/754-2450</p> <p>To establish and endow a Center for the Humanities which will support humanities faculty research and professional development, coordinate conferences and other special activities in the humanities, and develop external constituencies for the humanities through public programs.</p> | 700,000 | 2,100,000 | 2,800,000 |
| PENNSYLVANIA | <p>The Athenaeum of Philadelphia East Washington Square Philadelphia, PA 19106 Media Contact: Roger W. Moss, Jr. 215/925-2688</p> <p>To establish an endowment, the income from which will be used for three professional staff positions: curator of architecture, circulation librarian, and bibliographer.</p> | 300,000 | 900,000 | 1,200,000 |
| | <p>Dickinson College Carlisle, PA 17013 Media Contact: Samuel A. Banks 717//245-1322</p> <p>To establish an endowment for a program to strengthen Language and Area Studies; for visiting professorships in International and Cross-Cultural Studies; to strengthen Judaic Studies; and for library acquisitions.</p> | 1,000,000 | 3,000,000 | 4,000,000 |

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NEH CHALLENGE GRANTS

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|----------------|--|--------------|----------------------------|----------------------------|
| PUERTO RICO | Humacao University College CUH Station Humacao, PR 00661 Media Contact: Lilliam C. Morales 809/852-2525 To restore the Casa Roig which was created by the architect, Antonin Nechodoma, and to transform it into a Center for the Humanities | 100,000 | 300,000 | 400,000 |
| SOUTH CAROLINA | Spartanburg County Public Library Post Office Box 2409 Spartanburg, SC 29304 Media Contact: Dennis L. Bruce 803/596-3507 To expand the Landrum Branch facility, the County's most heavily used branch library, in order to provide a separate meeting room for programs. | 17,500 | 52,500 | 70,000 |
| TEXAS | KLRU-TV, Southwest Texas Public Broadcasting Council P.O. Box 7158 Austin, TX 78713 Media Contact: Howard Gutin 512/471-4811 To purchase production and engineering equipment to support the station's production and broadcast of local and national programming in the humanities. | 250,000 | 750,000 | 1,000,000 |

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NEH CHALLENGE GRANTS

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|----------|---|--------------|----------------------------|----------------------------|
| TEXAS | <p>Texas Lutheran College 1000 W. Court <u>Sequin</u>, TX 78155 Media Contact: Prof. Philip N. Gilbertson 512/379-4161 ext 209</p> <p>For the purchase of humanities library materials to support recently developed academic programs; and to establish an endowment for library acquisitions in the humanities.</p> | 75,000 | 225,000 | 300,000 |
| VERMONT | <p>Vermont ETV, University of Vermont Ethan Allen Avenue <u>Winooski</u>, VT 05404 Media Contact: Ann Curran 802/656-3311</p> <p>To support equipment purchases; to produce and acquire humanities programming; and to establish a planned giving office.</p> | 180,000 | 540,000 | 720,000 |
| VIRGINIA | <p>Bridgewater College <u>Bridgewater</u>, VA 22812 Media Contact: John W. Cooper 703/828-2501 ext 310</p> <p>To establish an endowment to support a chair in comparative religion; a chair in international studies; a visiting scholars and annual symposium program; faculty development; and library acquisitions.</p> | 500,000 | 1,500,000 | 2,000,000 |

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NEH CHALLENGE GRANTS

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|---------------|---|--------------|----------------------------|----------------------------|
| VIRGINIA | <p>University of Virginia Law Library Charlottesville, VA 22901 Media Contact: Larry B. Wenger 804/924-3384</p> <p>To establish an endowment to support acquisitions and service programs related to the rare book, archive and manuscript collections; and for the renovation of stack space and climate controls.</p> | 150,000 | 450,000 | 600,000 |
| WASHINGTON | <p>Suquamish Tribal Cultural Center P.O. Box 498 Suquamish, WA 98392 Media Contact: Carey T. Caldwell 206/598-3311</p> <p>To establish a collection purchase fund and operating endowment; to repay two loans and eliminate the deficit incurred in opening the new museum/archives; and to start a development office.</p> | 100,000 | 300,000 | 400,000 |
| WEST VIRGINIA | <p>Huntington Galleries, Inc. 2033 McCoy Road Huntington, WV 25701 Media Contact: Mrs. Roberta S. Emerson 304/529-2701</p> <p>Part of a two million dollar campaign to increase operating endowment to enhance adult interpretive programming; provide additional staff for the reference library; improve collections installation; and increase outreach programs in the tri-state area of West Virginia, Kentucky, and Ohio served by West Virginia's largest art museum.</p> | 500,000 | 1,500,000 | 2,000,000 |

NEWS



National Endowment for
the Humanities

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Washington, D.C. 20506

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Media Relations

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT ANNOUNCES FIRST GRANTS IN SPECIAL INITIATIVE TO IMPROVE TEACHER PREPARATION IN THE HUMANITIES

Awards are Made to the University of Kentucky, Kenyon College,
Middlebury College and the University of Virginia

Washington -- The National Endowment for the Humanities (NEH) has announced the first grants in its special initiative to improve the preparation of teachers in the humanities in elementary and secondary schools.

The grants, to the University of Kentucky, Kenyon College, Middlebury College and the University of Virginia, were announced by Humanities Endowment Chairman William J. Bennett, who created the program a year ago out of a conviction that beginning teachers must be masters of the subjects they teach.

Bennett said that the special initiative seeks to strengthen the intellectual base of pre-service education in the humanities and to increase the effectiveness with which beginning teachers provide humanities instruction.

He noted that the Endowment has in place other programs for teachers already established in their careers, including Summer Seminars for Secondary School Teachers and Humanities Institutes for Elementary and Secondary School Teachers.

"This is a new program for new would-be teachers," said Bennett. "For far too long we have trained teachers to know all about how to teach and too little about what they teach in the humanities. This is a critical national problem that these awards address, we hope in an exemplary way."

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Bennett emphasized that one of the goals of the special initiative is to bring about genuine collaborative relations among humanities scholars, teacher educators, experienced schoolteachers and school administrators.

At the University of Kentucky in Lexington, a cooperative effort between the Honors Program and the College of Education will develop a sequence of courses for majors in secondary education who plan to teach in social studies and language arts. The program will stress the critical reading of classical works.

The project will also offer summer seminars in the humanities for high school teachers and prospective supervising teachers of students in the program.

At Kenyon College in Gambier, Ohio, expansion of an existing school articulation program will develop college level courses in secondary schools taught jointly by college and school faculty. Also to be developed is a related project which establishes a cooperative relationship between Kenyon and the Bank Street School of Education aimed at recruiting liberal arts majors to pre-college teaching. This project is also being supported by a grant from the Fund for the Improvement of Post-Secondary Education of the Department of Education.

Middlebury College in Vermont will offer a summer humanities institute "Toward a More Perfect Union: Studies in American Federalism, 1781-1860" specifically directed to teacher educators involved in the preparation of social studies teachers. The participants will read and discuss the principal documents and most significant commentaries from the Federalist Papers to de Tocqueville and hear lectures from eminent scholars.

The grant to the University of Virginia at Charlottesville has the potential to influence the content both of the secondary school curriculum and of the courses which prospective teachers take through development and validation of the Virginia Information Test. This project would attempt to define the essential information which is the foundation of cultural literacy and to determine whether possession of this information does correlate with the ability to understand subtleties and novelties from texts.

Richard Ekman, director of the NEH Division of Education Programs through which the new special initiative grants are administered, said that other applications were under review for the awarding of grants early next year and that his division was looking forward to receiving many more high quality applications. He said that "up to \$2 million" is available for these new grants this fiscal year.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

Note: A listing of grant amounts, project directors and their office and home telephone numbers is attached.

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NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

University of Kentucky - \$142,967: Raymond Betts.....{606}257-8446 {O}
{606}299-5626 {H}

Kenyon College - \$62,334: Joan Straumanis.....{614}427-2244 {O}
{614}427-2211 {H}

Middlebury College - \$72,285: Richard Dollase.....{802}388-3711 {O}
{617}444-6441 {H}

University of Virginia - \$175,000: E. Donald Hirsch.....{804}924-7105 {O}
{804}296-2631 {H}