

AMERICAN COUNCIL OF LEARNED SOCIETIES

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THE AMERICAN COUNCIL OF LEARNED SOCIETIES

is a federation of national organizations concerned with the humanities — the languages and literatures, philosophies and religions, history and the arts, and the associated techniques — and the humanistic elements in the social sciences. It was organized in 1919 and incorporated in the District of Columbia in 1924.

The ACLS represents the United States in the International Union of Academies (Union Académique Internationale, Palais des Académies, Brussels).

THE CONSTITUENT SOCIETIES OF THE ACLS ARE:

American Philosophical Society, 1743
American Academy of Arts and Sciences, 1780
American Antiquarian Society, 1812
American Oriental Society, 1842
American Numismatic Society, 1858
American Philological Association, 1869
Archaeological Institute of America, 1879
Society of Biblical Literature, 1880
Modern Language Association of America, 1883
American Historical Association, 1884
American Economic Association, 1885
American Folklore Society, 1888
American Dialect Society, 1889
Association of American Law Schools, 1900
American Philosophical Association, 1901
American Anthropological Association, 1902
American Political Science Association, 1903
Bibliographical Society of America, 1904
Association of American Geographers, 1904
American Sociological Association, 1905
College Art Association of America, 1912
History of Science Society, 1924
Linguistic Society of America, 1924
Mediaeval Academy of America, 1925
American Musicological Society, 1934
Society of Architectural Historians, 1940
Association for Asian Studies, 1941
American Society for Aesthetics, 1942
Metaphysical Society of America, 1950
American Studies Association, 1950
Renaissance Society of America, 1954

THE ADMINISTRATION ARTS AND HUMANITIES BILL

On March 10, 1965, President Johnson sent to the Congress the Administration Bill calling for the establishment of a National Foundation on the Arts and Humanities. This Bill is evidently the result of close consultation between the White House and the various Congressional sponsors of earlier Bills on the subject — in particular Senators Pell, Gruening and Javits and Congressmen Thompson, Moorhead and Fogarty.

The Administration Bill was introduced in the Senate — as S. 1483 — by Senator Pell for himself and Senators Gruening and Javits. It was introduced in the House of Representatives by Congressmen Thompson (H.R. 6050), Moorhead (H.R. 6051) and others. The Bills have been referred to the Special Subcommittee on Labor of the House of Representatives and the Special Subcommittee on Arts and Humanities of the Senate, where changes may be made. It is generally felt that the broad provisions of the Bill will not be changed by the Committees although some details may be altered. The prospects for passage of the Bill in this session of Congress seem excellent.

Printed below are the texts of the statement by the President and the Administration Bill:

STATEMENT BY PRESIDENT JOHNSON

At the request of the subcommittee chairmen, I have today transmitted the administration's recommendations for a National Foundation on the Arts and Humanities to the Special Subcommittee on Labor of the House of Representatives, and the Special Subcommittee on Arts and Humanities of the Senate.

In the state of the Union address I said "We must also recognize and encourage those who can be pathfinders for the Nation's imagination and understanding."

These recommendations are designed to secure such recognition and encouragement for those who extend the frontiers of understanding in the arts and in humanistic studies.

The humanities are an effort to explore the nature of man's culture and to deepen understanding of the sources and goals of human activity. Our recommendations recognize this effort as a central part of the American national purpose, and provide modest support to those whose work offers promise of extending the boundaries of understanding.

Pursuit of artistic achievement, and making the fruits of that achievement available to all its people, is also among the hallmarks of a Great Society.

We fully recognize that no government can call artistic excellence into existence. It must flow from the quality of the society and the good fortune of the nation. Nor should any government seek to restrict the freedom of the artist to pursue his calling in his own way. Freedom is an essential condition for the artist, and in proportion as freedom is diminished so is the prospect of artistic achievement.

But government can seek to create conditions under which the arts can flourish; through recognition of achievements, through helping those who seek to enlarge creative understanding, through increasing the access of our people to the works of our artists, and through recognizing the arts as part of the pursuit of American greatness. That is the goal of this legislation.

In so doing we follow the example of many other nations where government sympathy and support have helped to shape great and influential artistic traditions.

This Congress will consider many programs which will leave an enduring mark on American life. But it may well be that passage of this legislation, modest as it is, will help secure for this Congress a sure and honored place in the story of the advance of our civilization.

89TH CONGRESS
1ST SESSION

H. R. 6051

IN THE HOUSE OF REPRESENTATIVES

MARCH 10, 1965

Mr. MOORHEAD introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To provide for the establishment of the National Foundation on the Arts and the Humanities to promote progress and scholarship in the humanities and the arts in the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Foundation on the Arts and the Humanities Act of 1965".

DECLARATION OF PURPOSE

SEC. 2. The Congress hereby finds and declares—

(1) that the encouragement and support of national progress and scholarship in the humanities and the arts, while primarily a matter for private and local initiative, is also an appropriate matter of concern to the Federal Government;

(2) that a high civilization must not limit its efforts to science and technology alone but must give full value and support to the other great branches of man's scholarly and cultural activity;

(3) that democracy demands wisdom and vision in its citizens and that it must therefore foster and support a form of education designed to make men masters of their technology and not its unthinking servant;

(4) that it is necessary and appropriate for the Federal Government to complement, assist, and add to programs for the advancement of the humanities and the arts by local, State, regional, and private agencies and organizations;

(5) that the world leadership which has come to the United States cannot rest solely upon superior power, wealth, and technology, but must be solidly founded upon worldwide respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit; and

(6) that, in order to implement these findings, it is desirable to establish a National Foundation on the Arts and the Humanities and to strengthen the responsibilities of the Office of Education with respect to education in the arts and the humanities.

DEFINITIONS

SEC. 3. As used in this Act—

(a) The term "humanities" includes, but is not limited to, the study of the following: language, literature, history, and philosophy; archeology; the history, criticism, and theory of the arts; the creative and the performing arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods.

(b) The term "the arts" includes music (instrumental and vocal), dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recording, and the arts related to the presentation, performance, execution, and exhibition of such major art forms.

(c) The term "production" means plays (with or without music), ballet, dance and choral performances, concerts, recitals, operas, exhibitions, readings, motion pictures, television, radio, and tape and sound recordings, and any other activities involving the execution or rendition of the arts and meeting such standards as may be approved by the National Endowment for the Arts established by section 5 of this Act.

(d) The term "project" means programs organized to carry out the purposes of this Act, including programs to foster American artistic creativity, to commission works of art, to create opportunities for individuals to develop artistic talents when carried on as a part of a program otherwise included in this definition, and to develop and enhance public knowledge and understanding of the arts, and includes, where appropriate, rental, purchase, renovation, or construction of facilities, purchase or rental of land, and acquisition of equipment.

(e) The term "group" includes any State or other public agency, and any nonprofit society, institution, organization, association, museum, or establishment in the United States, whether or not incorporated.

(f) The term "State" includes, in addition to the several States of the Union, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, and the Virgin Islands.

ESTABLISHMENT OF A NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES

SEC. 4. (a) There is established a National Foundation on the Arts

and the Humanities (hereinafter referred to as the "Foundation"), which shall be composed of a National Endowment for the Arts, a National Endowment for the Humanities, and a Federal Council on the Arts and the Humanities (hereinafter established).

(b) The purpose of the Foundation shall be to develop and promote a broadly conceived national policy of support for the humanities and the arts in the United States pursuant to this Act.

(c) In the administration of this Act no department, agency, officer, or employee of the United States shall exercise any direction, supervision, or control over the policy determination, personnel, or curriculum, or the administration or operation of any school or other non-Federal agency, institution, organization, or association.

ESTABLISHMENT OF THE NATIONAL ENDOWMENT FOR THE ARTS

SEC. 5. (a) There is established within the Foundation a National Endowment for the Arts.

(b) The Endowment shall be headed by a Chairman, who shall be appointed by the President by and with the advice and consent of the Senate. The Chairman shall receive compensation at the rate prescribed by law for the Director of the National Science Foundation.

(c) The Chairman, with the advice of the Federal Council on the Arts and the Humanities and the National Council on the Arts, is authorized to establish and carry out a program of grants-in-aid to groups or, in appropriate cases, to individuals engaged in or concerned with the creative and performing arts, for the purpose of enabling them to provide or support in the United States—

(1) productions which have substantial artistic and cultural significance, giving emphasis to American creativity;

(2) productions irrespective of origin which are of significant merit and which, without such assistance, would otherwise be unavailable to our citizens in many areas of the country;

(3) projects that will encourage and assist artists;

(4) projects that will encourage and develop the appreciation and enjoyment of the arts by our citizens; and

(5) other relevant projects, including surveys and planning in the arts.

(d) The functions of the National Council on the Arts established by the National Arts and Cultural Development Act of 1964, Public Law 88-579, approved September 3, 1964, are transferred to the Chairman of the National Endowment for the Arts. The position and the functions of

the Chairman of the National Council on the Arts, established by section 6 (a) of that Act, are abolished.

(e) No payment may be made under this section except upon application therefor which is submitted to the National Endowment for the Arts in accordance with regulations and procedures established by the Chairman.

(f) The total amount of any grant to any group pursuant to subsection (c) of this section shall not exceed 50 per centum of the total cost of such project or production, except that not more than 20 per centum of the funds allotted by the National Endowment for the Arts for this purpose for any fiscal year may be available for such grants in that fiscal year without regard to such limitation in the case of any group which submits evidence to the Endowment that it has attempted unsuccessfully to secure an amount of funds equal to the grant applied for by such group, together with a statement of the proportion which any funds it has secured represent of the funds applied for by such group.

(g) Any group shall be eligible for financial assistance pursuant to this section only if (1) no part of its net earnings inures to the benefit of any private stockholder or stockholders, or individual or individuals, and (2) donations to such group are allowable as a charitable contribution under the standards of subsection (c) of section 170 of the Internal Revenue Code of 1954.

(h) It shall be a condition of the receipt of any grant under this section that the group or individual receiving such grant furnish adequate assurances to the Secretary of Labor that (1) all professional and related or supporting personnel (other than laborers and mechanics with respect to whom labor standards are prescribed in subsection (i) of this section) employed on projects or productions which are financed in whole or in part under this section will be paid, without subsequent deduction or rebate on any account, not less than the minimum compensation as determined by the Secretary of Labor to be the prevailing minimum compensation for persons employed in similar activities; and (2) no part of any project or production which is financed in whole or in part under this section will be performed or engaged in under working conditions which are unsanitary or hazardous or dangerous to the health and safety of the employees engaged in such project or production. The Secretary of Labor shall have the authority to prescribe standards, regulations, and procedures as he may deem necessary or appropriate to carry out the provisions of this subsection.

(i) It shall be a condition of the receipt of any grant under this section that the group or individual receiving such grant furnish adequate assurances to the Secretary of Labor that all laborers and mechanics employed by contractors or subcontractors on projects financed under this section

shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a-276a-5). The Secretary of Labor shall have the authority to prescribe standards, regulations, and procedures governing the application of such standards.

(j) The Chairman shall correlate the programs of the National Endowment Act for the Arts insofar as practicable, with existing Federal programs and with those undertaken by other public agencies or private groups, and shall develop the programs of the Endowment with due regard to the contribution to the objectives of this Act which can be made by other Federal agencies under existing programs.

TRANSFER OF THE NATIONAL COUNCIL OF THE ARTS

SEC. 6. (a) The National Council on the Arts established by Public Law 88-579 is transferred from the Executive Office of the President to the National Endowment for the Arts.

(b) The National Council on the Arts shall be hereafter composed of the Chairman of the National Endowment for the Arts, who shall be the Chairman of the Council; and twenty-four members appointed by the President from private life in accordance with the provisions of Public Law 88-579. The function of the Secretary of the Smithsonian Institution of serving as an ex officio member of the Council is abolished.

(c) The Council shall (1) advise the Chairman with respect to policies, programs, and procedures for carrying out his functions, and (2) shall review applications for financial assistance and make recommendations thereon to the Chairman. The Chairman shall not approve or disapprove an application until he has received the Council's recommendation unless the Council fails to make a recommendation on the application within a reasonable time.

ESTABLISHMENT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

SEC. 7. (a) There is established within the Foundation a National Endowment for the Humanities.

(b) The Endowment shall be headed by a chairman, who shall be appointed by the President by and with the advice and consent of the Senate. The Chairman shall receive compensation at the rate prescribed by law for the Director of the National Science Foundation.

(c) The Chairman, with the advice of the Federal Council on the Arts and the Humanities and the National Council on the Humanities (hereinafter established), is authorized to—

(1) develop and encourage the pursuit of a national policy for the promotion of progress and scholarship in the humanities;

(2) initiate and support research and programs to strengthen the research potential of the United States in the humanities by making arrangements (including grants, loans, and other forms of assistance) with individuals or groups to support such activities;

(3) award fellowships and grants to institutions or individuals for training in the humanities and the arts. Fellowships awarded to individuals under this authority may be for the purpose of study or research at appropriate nonprofit institutions selected by the recipient of such aid, for stated periods of time;

(4) foster the interchange of information in the humanities;

(5) foster, through grants or other arrangements with groups, public understanding and appreciation of the humanities and the arts; and

(6) support the publication of scholarly works in the humanities and the arts without regard to the provisions of section 87 of the Act of January 12, 1895 (28 Stat. 622), and section 11 of the Act of March 1, 1919 (40 Stat. 1270; 44 U.S.C. 111).

(d) The Chairman shall correlate the programs of the National Endowment for the Humanities, insofar as practicable, with existing Federal programs and with those undertaken by other public agencies or private groups, and shall develop the programs of the Endowment with due regard to the contribution to the objectives of this Act which can be made by other Federal agencies under existing programs.

ESTABLISHMENT OF THE NATIONAL COUNCIL ON THE HUMANITIES

SEC. 8. (a) There is established in the National Endowment for the Humanities a National Council on the Humanities.

(b) The Council shall be composed of the Chairman of the National Endowment on the Humanities, who shall be the Chairman of the Council, and twenty-four other members appointed by the President from private life. Such members shall be selected on the basis of distinguished service and scholarship or creativity and in a manner which will provide a comprehensive representation of the views of professional practitioners in the humanities and the arts throughout the United States.

(c) Each member shall hold office for a term of six years, except that (1) the members first taking office shall serve, as designated by the President, eight for terms of two years, eight for terms of four years, and eight for terms of six years, and (2) any member appointed to fill a vacancy shall serve for the remainder of the term for which his predecessor was ap-

pointed. No member shall be eligible for reappointment during the two-year period following the expiration of his term.

(d) Members not otherwise employed by the Federal Government shall receive compensation and be allowed travel expenses in the same manner as is provided in section 8 of Public Law 88-579 for the National Council on the Arts.

(e) The Council shall (1) advise the Chairman with respect to policies, programs, and procedures for carrying out his functions, and (2) shall review applications for financial support and make recommendations thereon to the Chairman. The Chairman shall not approve or disapprove an application until he has received the Council's recommendation unless the Council fails to make a recommendation on the application within a reasonable time.

ESTABLISHMENT OF THE FEDERAL COUNCIL ON THE ARTS AND THE HUMANITIES

SEC. 9. (a) There is established within the Foundation a Federal Council on the Arts and the Humanities.

(b) The Council shall be composed of the Chairman of the National Endowment for the Arts, the Chairman of the National Endowment for the Humanities, the United States Commissioner of Education, the Secretary of the Smithsonian Institution, the Director of the National Science Foundation, the Librarian of Congress, and a member designated by the Secretary of State. The President shall designate the Chairman of the Council from among the members. The President is authorized to change the membership of the Council from time to time as he deems necessary to meet changes in Federal programs or executive branch organization.

(c) The Council shall—

(1) advise and consult with the Chairman of the National Endowment for the Arts and the Chairman of the National Endowment for the Humanities on major problems arising in carrying out the purposes of the Foundation;

(2) coordinate, by advice and consultation, so far as is practicable, the policies and operations of the National Endowment for the Arts and the National Endowment for the Humanities, including joint support of activities, as appropriate; and

(3) promote coordination between the programs and activities of the Foundation and related programs and activities of other Federal agencies.

ADMINISTRATIVE PROVISIONS

SEC. 10. (a) In addition to any authorities vested in them by other

provisions of this Act, the Chairman of the National Endowment for the Arts and the Chairman of the National Endowment for the Humanities, in carrying out their respective functions, shall each have authority to—

(1) prescribe such regulations as he deems necessary governing the manner in which his functions shall be carried out;

(2) receive funds, securities, or other property donated, bequeathed, or devised by private persons to the National Endowment for the Arts or the National Endowment for the Humanities without other restriction, and to utilize such gifts for carrying out the purposes of the Endowments under section 5 (c) and (d) and section 7 (c) of this Act, respectively: *Provided*, That restricted gifts may be received and, in the discretion of the Chairman, matched, where appropriate, from appropriations received pursuant to section 11 (a) and (b) of this Act;

(3) appoint employees, subject to the civil service laws, as necessary to carry out his functions, define their duties, and supervise and direct their activities;

(4) utilize from time to time, as appropriate, experts and consultants, including panels of experts, who may be employed as authorized by section 15 of the Administrative Expenses Act of 1946 as amended (5 U.S.C. 55a);

(5) accept and utilize the services of voluntary and uncompensated personnel and reimburse them for travel expenses, including per diem, as authorized by law (5 U.S.C. 73b-2) for persons in the Government service employed without compensation.

(6) rent office space in the District of Columbia; and

(7) make other necessary expenditures.

(b) The Chairman of the National Endowment for the Arts and the Chairman of the National Endowment for the Humanities shall each submit an annual report to the President for transmittal to the Congress on or before the 15th day of January of each year. The report shall summarize the activities of the Endowment for the preceding year, and may include such recommendations as the Chairman deems appropriate.

AUTHORIZATIONS OF APPROPRIATIONS

SEC. 11. (a) There is authorized to be appropriated, without fiscal year limitation, the sum of \$10 million for the fiscal year 1966 and for each succeeding year such sums as may be necessary, to be divided equally between the National Endowment for the Arts and the National Endowment for the Humanities for use in carrying out the activities authorized by section 5 (c) and (d) and section 7 (c) of the Act, respectively.

(b) In addition to the appropriations for specified purposes authorized by subsection (a) above, there is authorized to be appropriated, without fiscal year limitation, to the National Endowment for the Arts and the National Endowment for the Humanities, respectively, such amounts, not in excess of \$5 million each for any fiscal year, as may be necessary to match all unrestricted private contributions to each Endowment received at any time prior to the close of the fiscal year immediately preceding the date of submission of the budget estimates therefor.

(c) There are authorized to be appropriated such sums as may be necessary to administer the provisions of this Act.

FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN THE HUMANITIES AND THE ARTS

SEC. 12. (a) There are authorized to be appropriated to the Commissioner of Education such sums as may be necessary for the fiscal year ending June 30, 1966, and for each of the five succeeding fiscal years for (1) making payments to State educational agencies under this section for the acquisition of equipment (suitable for use in providing education in the humanities and the arts) and for minor remodeling described in subsection (c) (1) of this section, and (2) making loans authorized in subsection (f) of this section.

(b) Sums appropriated pursuant to subsection (a) shall be allotted in the same manner as provided in subsections (a) and (c) of section 302 of the National Defense Education Act of 1958, as amended (72 Stat. 1588; 20 U.S.C. 442).

(c) Any State which desires to receive payments under this section shall submit to the Commissioner of Education through its State educational agency a State plan which meets the requirements of section 1004 (a) of the National Defense Education Act of 1958, as amended (72 Stat. 1603; 20 U.S.C. 584), and—

(1) sets forth a program under which funds paid to the State from its allotment under subsection (b) of this section will be expended solely for projects approved by the State educational agency for (A) acquisition of special equipment (other than supplies consumed in use), including audio-visual materials and equipment, and printed and published materials (other than textbooks), suitable for use in providing education in the humanities and the arts, and (B) minor remodeling of laboratory or other space used for such materials or equipment;

(2) sets forth principles for determining the priority of such projects in the State for assistance under this section and provides for undertaking such projects, insofar as financial resources available therefor make possible, in the order determined by the application of such principles;

(3) provides an opportunity for a hearing before the State educational agency to any applicant for a project under this section; and

(4) provides for the establishment of standards on a State level for special equipment acquired with assistance furnished under this section.

(d) The Commissioner shall approve any State plan and any modification thereof which complies with the provisions of subsection (c) of this section and the provisions of subsections (b) and (c) of section 1004 of the National Defense Education Act, as amended (72 Stat. 1603; 20 U.S.C. 584), shall apply to this section in the same manner as applicable to State plans under that Act.

(e) Payments to States from allotments made under subsection (b) shall be made in the same manner as provided in section 304 of the National Defense Education Act of 1958, as amended (72 Stat. 1589; 20 U.S.C. 444).

(f) The Commissioner shall allot and administer loans to nonprofit private schools in the same manner as provided in section 305 of the National Defense Education Act of 1958, as amended (72 Stat. 1590; 20 U.S.C. 445).

TEACHER TRAINING INSTITUTES

SEC. 13. (a) There are authorized to be appropriated to the Commissioner of Education such sums as may be necessary for the fiscal year ending June 30, 1966, and each of the five succeeding fiscal years, to enable the Commissioner of Education to arrange, through grants or contracts, with institutions of higher education for the operation by them within the United States of short term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals who are engaged in or preparing to engage in the teaching or supervising or training of teachers, of such subjects as will in the judgment of the Commissioner, after consultation with the Chairman of the National Endowment for the Humanities, strengthen the teaching of the humanities and the arts in elementary and secondary schools.

(b) Each individual who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent.

STATEMENT BEFORE THE SENATE SUBCOMMITTEE ON THE ARTS AND HUMANITIES

HOWARD MUMFORD JONES

On March 4, 1965, Howard Mumford Jones, President of the Modern Language Association of America and Lowell Professor of the Humanities Emeritus at Harvard, appeared before the Special Subcommittee on Arts and Humanities. The following is the text of his prepared statement.

As I understand it, there are two principal measures before the committee. One, S. 315, creates a National Arts Foundation. The other, S. 316, creates a National Humanities Foundation. These two projects are in a sense inter-related. Section 5 of S. 316 carefully defines the area of the humanities and the area of the arts, and distinguishes between them. I think this distinction is a wise provision in the bill for the reason that many persons think that support given the arts is identical with support given the humanities. Certainly the arts and the humanities are inter-related, and each would be impoverished if the other should weaken or disappear. But the function of the artist is not the same as the function of the scholar. I think the arts deserve support, but as I am persuaded the arts will not lack for advocates, I shall confine myself to the humanities and address my remarks to the appropriate sections of S. 316.

Section 2 of this bill states with clarity and power the place, purpose, and value of scholarly and cultural activities in and to the country and underlines the imbalance many of us have felt to exist between the support by government of science and technology, and the support of scholarly and cultural activities. It is not to be inferred that the government altogether neglects these activities, since the Library of Congress and museums like the National Museum are for some of the humanities what the laboratory is to the scientist. But this is indirect support. The present bill proposes more direct support. I shall not waste the time of the committee by saying over again what is excellently said of the situation in section 2 of the bill. I shall, instead, address myself to two important related ideas.

The language of the bill associates teaching and scholarship. This is as it should be. It is sometimes argued, I think wrongly, that because federal aid, direct or indirect, goes towards education, since education includes teachers of the humanities, the federal government is already offering sufficient support to teachers of the humanities, and may offer more support in proportion as federal aid to education is extended. This is true as far as it goes but it does not go far enough. The training of teachers and the buying of school equipment are not the same thing as the support of humanistic scholarship.

The training of teachers becomes dry and dull unless the subjects they teach are continually refreshed with new knowledge, new interpretations, new ideas, all resulting from competent investigation by professionally skilled research workers. This we take for granted in the sciences, but somehow we do not take it for granted in non-scientific subjects. Yet, just as in science there is an endless frontier that must be constantly patrolled, explored, and pushed back if science is to retain its vitality, so humane learning must be constantly revitalized along the endless frontier of knowledge in that great area of human life. Otherwise teaching becomes devitalized.

Let me take an illustration from European history. When I was an undergraduate, I was taught as a matter of course that the Europe of the Holy Alliance — that is, the European balance of power established by statesmen after the fall of Napoleon — was an evil thing maintained through the cunning of cynical diplomats like Metternich. Looking back on European history today, looking at this period across the slaughter of two world wars and other tragic happenings of the twentieth century, the historian discovers that the period in Europe between 1815 and 1870 was a rather stable time. He inquires why. He reads and analyzes primary documents not available to the historians who taught my generation and discovers that the earlier view was too simple-minded, that the statesmen who created and long maintained the balance of power were not necessarily wicked men, that, indeed, they may have been wiser men than the books of 1910 described them as being. The relative calm in European affairs, among other things, permitted the United States to develop in its own way. In the contemporary world, where we are trying to make the United Nations an agency for permanent peace, this shift in the interpretation of the past, a shift based on new knowledge and better insight, may have considerable meaning for us. Certain it is that unless scholars are enabled to search out new facts and construct modern interpretations, teachers by and by are helpless to do more than teach by rote. This is not good education. We believe that on competent evidence Americans should learn to make their own judgments. Teachers, if they are to teach competently, must continually be refreshed by reports from the latest discoveries on the endless frontier of scholarship.

If the example be in any way persuasive, it is clear that we must do all we can to keep fresh winds of thought blowing across all the fields of humanistic activity. Let me cite another example. The English essayist, G. K. Chesterton, once said that if he were running a lodging house, he would be more interested in the philosophy of a prospective renter than he would be in his pocket book. I suppose this to mean that if the lodger clung to principles of honesty and integrity, he would pay the rent, but the mere fact that he had a bank account would be no proof that he intended to pay it. I am not a professional philosopher, but I believe one of the principal concerns of philosophers is continually to test the theories and the rules that govern belief as well as the language in which beliefs

are cast. Nothing is more necessary to a nation than the general acceptance of principles of intellectual and moral integrity. Although at first glance nothing seems more remote from practical affairs than a philosopher brooding over some general idea, philosophy is central to the life of nations. For example, Thomas Jefferson was a philosopher who brooded a great deal over principles and he came up with what seem to us some right answers. Adolf Hitler was also a philosopher — at least he said he was — who brooded a great deal over principles and he came up with some wrong answers. The results in the one case were beneficial, in the other case abominable. Jefferson, in a celebrated statement, once said that he had sworn eternal hostility to every form of tyranny over the mind of man. Hitler, on the contrary, suppressed all inquiry except on preconceived lines. Attempts to make everybody conform to an official philosophy as in the case of communist China seem to us the wrong way to go about it. We seek, instead, free inquiry; and free inquiry is the very essence of scholarly and scientific research.

I turn to the second proposition I wish to lay before the committee. The language of the bill says that democracy demands wisdom and vision in its citizens and says also that American world leadership must be solidly founded upon worldwide respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit. Alongside of this admirable ideal I wish now to state a second, equally practical concern. If the United States is to lead the world, it must understand the world it wants to lead. It cannot without danger assume as a matter of course that other nations are going to let themselves be led by the United States on the simple assumption that American values are inherently superior values and the values of other nations are inherently inferior values. It is essential to wise leadership that Americans shall understand not merely their own values but the value systems of other nations. By "values" in this context I mean something more than economic activity, health, politics, business, or military organization; I refer rather to the traditional notions that nations and cultures have of themselves.

Culture is an ambiguous word. To the anthropologist studying a relatively primitive tribe it means patterns of behavior, patterns of tools, methods of burying the dead, familial and marriage customs and tabus, and so on. American anthropologists have contributed importantly to this branch of knowledge and will continue to do so. But there is another meaning to culture, as when one says of so-and-so that he is a cultured person. A national culture in this larger sense is a national or racial or religious tradition so long accepted that it has been transformed into some general form of value, usually spiritual in its connotations, which the nation accepts as deeply characteristic of what it has been, what it is, and what it wants to become. This culture, to be understood by an outsider, cannot be approached as if it were a question of tariff barriers or military bases or an alliance for progress. It can probably best be understood when it is approached through the art, the music, the literature, the

philosophy, and the history of the country we are trying to understand. It is precisely in this area, I suggest, that our foreign relations are weakest and that support of humanistic research is needed.

Do North Americans, for example, really understand the pride of Latin-American republics in a cultural tradition older than our own? Do they understand that the concept of individualism means one thing in Argentina and a quite different thing in the United States? Do they sufficiently comprehend that the poetry of some of these nations is a better key to comprehension than problems about coffee or bananas? If the North American image among many such countries is that of a big bully, it is because we have too often tended to approach delicate problems of international relationship on a basis mainly materialistic. We do not have enough knowledge of the necessary foreign languages, we do not have enough knowledge of the literature, the philosophy, or the history of the countries south of us to approach their leading men in a tactful way. One of the great potentialities I see in this bill is that it makes possible a greater interplay among cultures. If we have vaguely felt that we were misunderstood by other nations, it is also possible that we have failed to try to understand them along the lines of their national values.

I have chosen this example from the New World. But the European countries also offer their instances of good intentions gone astray. Our generation has seen the dissolution of empires, including the Dutch empire. About the excellence or lack of excellence of Dutch rule in their former colonies I have no informed opinion. But the Dutch are a proud people. They resisted the mighty force of the Spanish Empire during their heroic age, a resistance narrated in the works of the great American historian, John L. Motley. They were once mistress of the seas. They produced some of the greatest painters in Europe. They were so distinguished for philosophical and religious tolerance that the great Jewish philosopher, Spinoza, lived unmolested in Holland when his co-religionists threw him out, the Pilgrims fled there and were hospitably received before they decided to risk going to North America, and John Locke, the philosopher of the American Revolution and the idol of its leading thinkers, studied in the Low Countries. The Dutch have done distinguished work in astronomy, mathematics, physiology, mechanics, optics, and other branches of learning. I think they possibly may have been a little shocked when, assisting at the dissolution of their empire, the American attitude was simply: "Score another hit for democracy." The Dutch were tolerant long before the American colonies were tolerant, but I am under the impression that the remarkable history of this remarkable nation is only dimly known in the United States and that, in supporting humane studies and humanistic inquiry, this is the kind of knowledge that will help us to acquit ourselves more tactfully in the problems of leadership we are forced, as we think, to assume.

If my two illustrations of the need for greater understanding and greater

tact in dealing with other nations are a little unusual, I confess that when we confront some of the great powers and some of the newer nations I find the same need for humanistic studies in depth. Russia, said Sir Winston Churchill, is an enigma wrapped in a riddle, and although Russian studies in the United States are better than they used to be, we still have a long way to go. Our ignorance of China is colossal. For most Americans Paris is a fun city and they are baffled by M. De Gaulle. Perhaps, however, a greater knowledge of French tradition, French literature, French individualism, and French art might enable us better to comprehend why the doctrine of "la gloire" has its perennial appeal. Our ignorance of Canadian history and culture is equally fantastic.

But I do not wish to dwell unduly on our defects but rather to point out the great and exciting implications of the bill before the committee. For virtually the first time in the nation's history it is proposed to throw the weight of the federal government behind a noble effort to increase our mastery of great fields of knowledge that, in the language of the proposed law, have been neglected because of our necessary interest in technology and defence. For the first time it is proposed that investigations into the arts, philosophy, the languages and literatures of the world, not to speak of the history of law, religion and science, archaeology, and other branches of humanistic learning are to receive federal support at least comparable to the support given to the so-called "practical" subjects. For the first time in American history inquiries into all past time and all cultures and nations, including our own, are thought to be financially relevant to the enrichment of American life.

I hope you will see why, as an American scholar long concerned about the meaning of our own culture and about the interplay of life in the United States and life elsewhere on this planet, I am heartily in favor of S. 316. Doubtless weaknesses will appear in the organization and machinery of the organization proposed, but of these I am ignorant and these can be corrected by experience. Grover Cleveland once said that the way to resume specie payment is to resume. The way to begin supporting the humanistic scholarship and the humanities is to begin supporting them. Both in my private capacity as a scholar in the humanities and a teacher of humane learning, and in my official capacity as President of the Modern Language Association of America I urge upon the committee approval of the proposed legislation. Persons more experienced than I am in the operation of governmental offices may well have practical changes to offer in the bills I have read, but the general direction of the legislation seems to me to be good, the organization to be sound as a beginning measure, and the purpose one that I heartily applaud.

FELLOWSHIPS FOR COMPUTER ORIENTED RESEARCH IN THE HUMANITIES

In April 1964 the ACLS announced the establishment of a new program of grants-in-aid and fellowships designed to encourage scholars to experiment with the use of computers as an aid to research in the humanities and to assist those already engaged in work of this sort. The first competition under this program, which is supported by a grant from the International Business Machines Corporation, has now been held. Applications were received from forty-five scholars in various fields of the humanities. The ACLS selection committee was composed of the following: Bernard Bailyn, Department of History, Harvard University; J. Milton Cowan, Division of Modern Languages, Cornell University; W. T. H. Jackson, Department of Germanic Languages, Columbia University; Irwin C. Lieb, Department of Philosophy, University of Texas; Edmund A. Bowles, Manager, Professional Activities, IBM Corporation. The following five scholars have been chosen as the first recipients:

Bertrand P. Augst, Department of French, University of California, Berkeley: *Structure and development of poetic language in modern French poetry*

Allen Forte, Department of Music, Yale University: *Studies in the structure of atonal music, with the assistance of a digital computer*

Murray Fowler, Department of Linguistics, University of Wisconsin: *The construction of computer-oriented grammars*

James W. Halporn, Department of Classics, Indiana University: *A study of the text history of Cassiodorus' Psalm Commentary*

Stephan A. Thernstrom, Departments of History and Literature, Harvard University: *A social history of Boston, based on a computer analysis of occupational mobility, residential mobility, and property mobility*

Largely as a result of its participation in this program, the ACLS has become aware of the rapidly increasing importance of computer techniques in humanistic research. In cooperation with International Business Machines Corporation, the ACLS is attempting to secure information about research projects in the humanities, past, present and contemplated, that involve the use of computers. It is hoped that a list of such projects can be published in the *ACLS Newsletter* this spring. Anyone who has been, or is, or plans to be engaged in such research, and who wishes to be included in this published list, should send a *brief* description of his work to: Charles Blitzer, American Council of Learned Societies, 345 East 46 Street, New York, New York 10017.

ANNOUNCEMENTS

Post-Doctoral Fellowships for Cross-Disciplinary Study, 1966-67

The Society for Religion in Higher Education is offering a number of post-doctoral fellowships to encourage the growing interest in the relation of scholarship in religion to scholarship in other fields of study. These fellowships are made possible through a grant from The Danforth Foundation.

Grants are available to: (1) Scholars in the humanities, social and natural sciences for a year of study in religion and (2) scholars in religion for a year of study in another discipline.

These fellowships are open to scholars in any institution of higher learning in the United States or Canada without respect to discipline, religious affiliation or non-affiliation. Scholars applying for these fellowship grants must have a Ph.D. degree or its equivalent plus at least three years of teaching experience. Preference will be given to scholars under 50 years of age.

Maximum stipend is \$8,500. Stipends will be based on experience, present salary and availability of other resources.

Completed applications must be received by the Society by December 1, 1965. Application forms and additional information may be secured from: Lawrence P. DeBoer, Executive Director, The Society for Religion in Higher Education, 400 Prospect Street, New Haven, Connecticut 06511.

Academic Vacancies in Canadian Universities and Colleges

A list of teaching and administrative openings is published in November, February and April by the Canadian Universities Foundation, 75 Albert Street, Ottawa 4, Canada. Annual subscription: \$1.00.

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