

THURSDAY, APRIL 12, 1984.

NATIONAL ENDOWMENT FOR THE HUMANITIES**STATE HUMANITIES COUNCILS****WITNESSES****WALTER CAPPS, UNIVERSITY CALIFORNIA****RAMONA EDELIN, VICE PRESIDENT, THE URBAN LEAGUE****JIM VENINGA, EXECUTIVE DIRECTOR, TEXAS HUMANITIES COUNCIL**

Mr. YATES. Mr. Capps, Ms. Edelin and Mr. Veninga. Mr. Capps, are you first?

Mr. CAPPS. Yes.

Mr. YATES. You are from Santa Barbara. That is why you look so healthy.

Mr. CAPPS. But my roots are in Illinois.

Mr. YATES. Are they? Okay, let's have a district.

Mr. CAPPS. Springfield.

Mr. YATES. Springfield no less. Well, we are sorry to lose you. That is the trouble these days. They either go to Florida or California, don't they?

Mr. CAPPS. They sometimes come back.

I teach at the University of California, Santa Barbara. I am recently elected the President of the National Federation of State Humanities Council, also Chairman of the California Council for the Humanities. And what I am going to say, I have written out to be inserted in the record.

Mr. YATES. That may go into the record.

Mr. CAPPS. I can say the rest of it very briefly. It has been a long morning.

Mr. YATES. Yes.

Mr. CAPPS. I have had a chance during the past several months to travel about the country to look at some of the programs that are being sponsored by the State committees. I must say how impressed I am, Mr. Chairman, with the quality and with the numbers of people involved.

Yesterday, for example, I was in the State of Arkansas and I learned about a program in which the history of Arkansas is being taught to school children who come to the State capital—being taught by knowledgeable people, including the Secretary of State, Governor of Arkansas and former governors. That is a program that has been put together by the Arkansas committee.

There would be examples of that kind that would come from all 53 of the committees. We are talking about the 50 State committees and District of Columbia, Puerto Rico and Virgin Islands. Earlier this morning, Mr. Guggenheim referred to a film by Robert Oppenheimer. That particular film is one called "The Day of Trinity," which was sponsored by the California Council for the Humanities, I believe the New Mexico Council also.

That also is a shining example of the kind of work that is produced by the State committees. And there are so many of these, I will simply mention one more. In the State of California, we have a

program called Humanities in the schools, public schools. We have placed very well-qualified scholars in Humanities. We have placed them in the high schools, secondary schools, in order to enrich the programs there and a number of the schools have taken over these programs and are funding them by themselves.

It is a very very impressive program. I have listed other things of that sort in my written remarks.

Mr. YATES. Well, we will certainly read them.

Mr. CAPPS. Okay. I think all that I want to add to that is that we are operating at modest cost levels with tremendous cost effectiveness. As nearly as I can estimate, there were approximately 4,000 public programs in the Humanities that came under the division of State programs that year, at least that many.

We estimate the average cost per program is something like \$3,200. The average audience participation is somewhere between 300 and 400 people. This doesn't count the number of people who would be watching television programs, media programs. That goes up into very, very high numbers. The average allocation per State is something like \$325,000. That is according to the budget the last budget.

As far as I can tell there is no one in this operation who is earning—there are three people who are earning more than \$40,000. So we are not spending a great deal of money for this. We are spending some money, but we are not spending as much as could be spent.

In closing I would like to say I know full well that these programs ought to be continued. I think they ought to be strengthened. We are talking about life long learning, continuing education. The State committees are responsible for a great deal of the continuing education that is occurring. And I think the budget that has been presented is very low and ought to be expanded significantly.

I also want to thank the committee and thank you personally for your great sensitivity to our needs.

[The statement of Mr. Capps follows:]

TESTIMONY FOR WALTER CAPPS TO BE PRESENTED AT
HOUSE HEARING ON FY 1985 NEH APPROPRIATION BEFORE
SUBCOMMITTEE ON INTERIOR AND RELATED AGENCIES
(SIDNEY YATES, D-IL, CHAIR), THURSDAY, APRIL 12, 1984

My name is Walter Capps. I am president of the National Federation of State Humanities Councils and chairman of the California Council for the Humanities. By vocation I am professor of religious studies at the University of California, Santa Barbara. I am also president of the Council on the Study of Religion. And, throughout my professional life, I have been involved in various projects that have been funded by the National Endowment for the Humanities. My remarks today are influenced by the perspectives I have gained from these various but interrelated vantage points.

I wish first to thank this committee for its admirable support for the humanities, both academic and public. We all know that budget cuts, several years ago, seriously eroded the federal support for our programs. Through your efforts, and creative management of existing resources by the Endowment, the state humanities councils have managed to maintain and, in some cases, to expand their programs. We do indeed endorse the National Humanities Alliance's request for an increased FY 1985 budget for the NEH, together with an increase over the FY 1984 dollar level of support for the state councils.

I wish to take a moment or two to talk about the mission of the state humanities councils. We have been called upon, again and again, to define our purposes, to conceptualize the intention

of public programs in the humanities, both to ourselves and to the people who live in our states. Stated simply, this purpose is to facilitate mutual collaboration between humanities professionals and the public. And the challenge before us is to identify the persons who can effect such collaboration, to identify (and, sometimes, to design) the institutions and programs through which such collaboration can occur, and to lend the inspiration and motivation so that such collaboration will further strengthen the humanities and contribute significantly to the intellectual enrichment of the citizenry. Throughout the country, we are engaged in public pedagogy.

It is exciting and challenging work. The state councils are made up of independent groups of volunteer citizens, representing, as much as possible, the educational, economic, political, racial and regional diversity of each place. Each of our councils consists of persons who have achieved eminent reputation within educational institutions, as well as persons who are known for their ability to exercise stewardship over those aspirations and resources that enables towns, cities, and counties to attain and maintain a collective vitality. It is through the dedicated involvement of such citizens organizations that the humanities -- literature, philosophy, history, and related expressions of human sensibility -- are directed toward understanding, monitoring, and safeguarding the abiding conditions of American life. We believe we are involved in deliberate consciousness-raising, not in the sense that we are chasing after each new fad or fashion, but in calling the citizenry to the power of the perennial intellec-

tual resources of our culture, and toward discerning the ways in which each generation asks those timeless questions through which the humanities were born: What is truth? What is goodness? What is beauty? For what may I (we) hope?

Because we are citizens groups, we work most of the time with little fanfare. For example, it was back in 1978 that the humanities council in my home state of California inaugurated its humanist-in-the-schools program -- well before the recent deluge of blue ribbon commission warnings about the plight of secondary-school education in our country. Through this program, the California Council has placed teachers of humanities in nearly 200 schools, from kindergarten through grade 12. Humanities scholars have helped upgrade curricula, create innovative study projects for gifted students, and in developing partnerships between the schools and the colleges, museums, libraries and historical societies. Such efforts have benefited the students, the schools, and the scholars, and have provided non-governmental funding agencies with models for supporting community-based education projects. I know the California situation best of all. But the process I am describing has occurred throughout the country. From education task forces in Wyoming and Texas to summer seminars for secondary-school teachers in Connecticut, Georgia, North Carolina and Oregon, our councils have been working diligently in substantive intellectual areas where success is crucial to the national interest. (With me I have copies of a recent issue of FEDERATION REPORTS, our regular publication, with additional examples of such projects.)

You have already heard about some other noteworthy programs such as Alabama's Shakespeare project, THEATER OF THE MIND, similar to projects scheduled for Utah and Washington, D.C. We also refer with pride to Massachusetts' project, DOING JUSTICE, which enables public attorneys to spend a day discussing works of literature that confront significant issues in judicial ethics and practice. We are also pleased with the ongoing effort within the State of Texas to come to terms with the social and cultural implications of the "dual heritages" of the thousands of persons living at the borderlands. But such examples are merely crystals on the iceberg of our enterprise. Last year over 4,000 public humanities projects were funded by state councils. There is no program under the Endowment's sponsorship that begins to reach as many persons. Indeed, I doubt that there is any federal program that is as cost effective.

We would do more if we had more to work with. For example, the Connecticut Humanities Council recently had to face the difficult choice of deciding between funding a teachers institute in Hartford (modeled after the Yale-New Haven teachers institute), a major installation on Connecticut industrial history at the Connecticut Museum, and a summer teaching institute for high-school teachers on "Connecticut in the Year of the Constitution." Each of the proposals received excellent ratings, but only two of them could be funded; between them \$62,000 of the \$90,000 quarterly allocation was expended. The Connecticut committee could have provided assurances that the additional expenditures would have

brought large returns. But to make this point in another way, to meet these demands many state councils have become skilled in fund raising. Last year, for example, the Washington committee matched \$375,000 with gifts and created an active Friends organization that now boasts more than 400 members. In Illinois more than \$400,000 was matched; in New York over \$200,000 was matched. More dramatically, in FY 1983 the state councils utilized about one-third of the total treasury funds allocated to the Endowment; in FY 1984 nearly 40% was authorized for the state councils. And a number of state committees have already used all available FY 1984 allocations of matching funds. Because we are independent groups of volunteer citizens, who serve without any, usually for a single term of three to four years, we are in no danger of utilizing the funds for brick-and-mortar purposes, large administrative support staffs, or to build empires for ourselves. Indeed, our program directors work out of rented offices, and we conduct our business by occasional meetings, telephone conference calls, and through the mail. But I can assure you that if our budgets were higher, we would use the money well. And the products of our endeavors would be gratifying to the citizenry, the Endowment, and, not least, to the Congress. Additional funding would enable us not simply to do more of what we are already doing, but to reach for objectives that are not currently within our grasp.

In closing, Mr. Chairman, please permit me a personal word. I have been a professor in a state university for nearly twenty years, and I've loved every day of it. In the course of those

twenty years, I have worked closely with the administration and staff of virtually every program division within the Endowment, and I wish to take this occasion to commend their efficiency and professional expertise. I have served on review committees, have held research grants, and have worked as a consultant. I have also had the privilege of directing five seminars for college teachers. I am pleased to have had the opportunity to conduct a summer seminar for secondary-school teachers last year, in the program's inaugural year, and I'll be doing the same work again this coming summer. Mr. Chairman, you're listening to a man whose scholarly career has been transformed by educational opportunities created and/or supported by the National Endowment for the Humanities. But none of these opportunities is more challenging today than the attempt that is being made to bring the humanities into an effective working relationship with the public search for the common good. E. H. Gombrich, the former director of the Warburg Institute, has called civilization "a very delicate plant that requires nurture and experienced tending." It is one of the distinctivenesses of this great nation to have learned (and we are still learning) how to draw upon the resources of the humanities to bring vitality to democracy. In my judgment, it is through the work of the state committees that significant tending and nurturing is occurring. We thank you for your commitments to these efforts, and for your assistance in furthering the cause of an educated and enlightened citizenry.