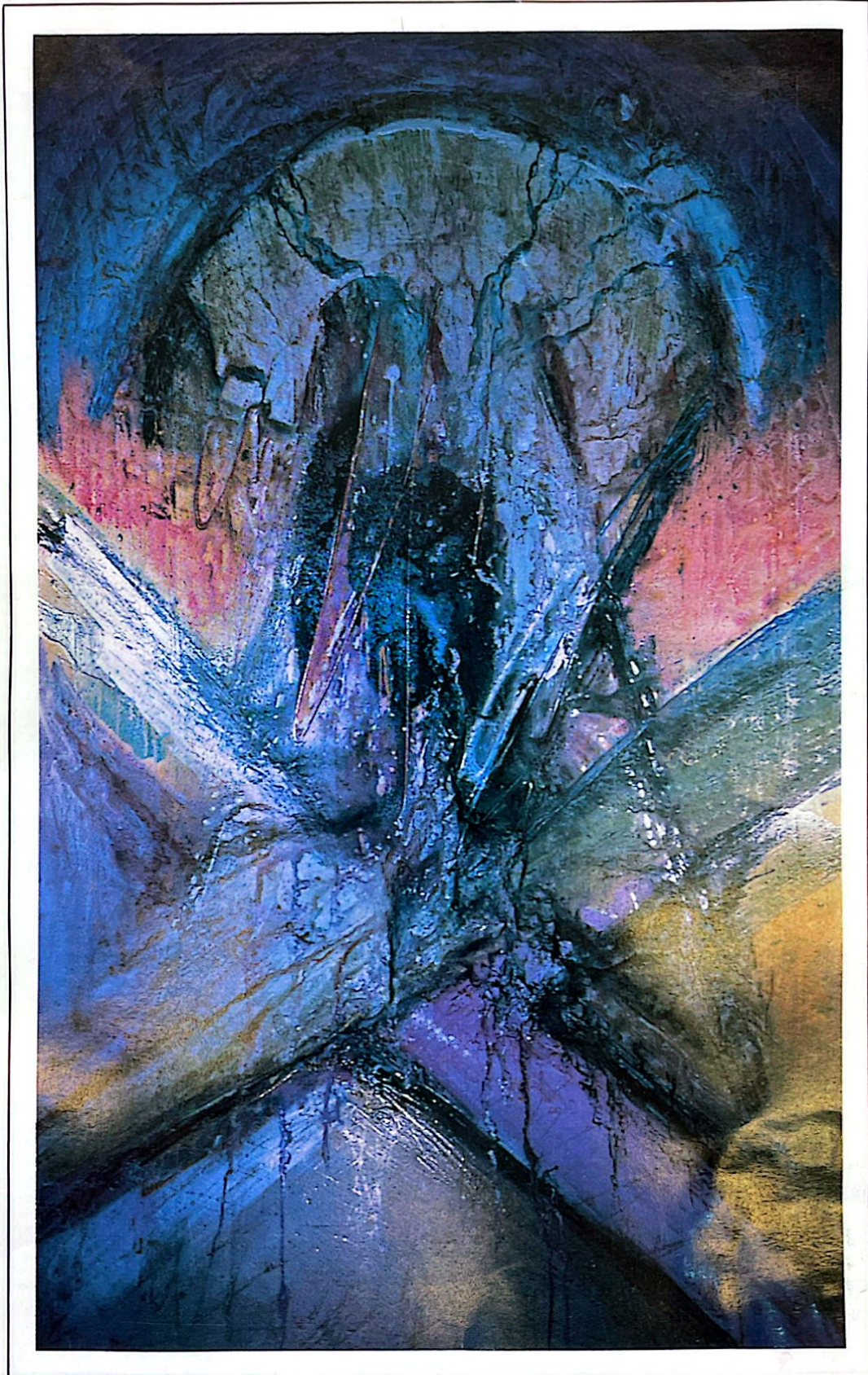


THE CENTER MAGAZINE

A PUBLICATION OF THE CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS

NOV/DEC 1987



EQUALITY BEFORE THE LAW: THE CIVIL WAR AMENDMENTS — HERMAN BELZ

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Paul McDonald, *Editor*

Helen I. Wells, *Editorial Assistant*

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ABOUT THE CENTER

The Center's prejudice is democracy; its operating procedure, the dialogue.

Robert Maynard Hutchins [1899-1977]

The Center for the Study of Democratic Institutions was founded by Robert M. Hutchins in 1959. It is a center of independent thought and criticism engaged in interdisciplinary dialogue to examine and clarify the basic issues confronting democratic societies.

Members of the Center are from throughout the United States and sixteen foreign countries, and include fifteen hundred educational institutions and libraries.

The bimonthly CENTER MAGAZINE, sent to all members, publishes reports of the work of the Center: dialogues, articles, and interviews. The views expressed in the magazine do not necessarily reflect the opinions of the Center for the Study of Democratic Institutions, its staff, or its Board of Directors.

Funding for the Center's program comes from membership contributions, from gifts, and from grants. The Center's director, staff, and Board of Directors are responsible for determining its program.

The Center caters to no special interest or faction. It must, therefore, depend upon the understanding and generosity of those who recognize and value the importance of the unbiased search for practical wisdom in the political order.

There are various categories of membership in the Center: *Associate*, \$30 a year (introductory first-year membership, \$20); *Contributing*, \$50 a year; *Sustaining*, \$100 a year; *Supporting*, \$500 a year; and *Patron*, \$1,000 and more a year.

Over the years, many Center members — reflecting their improved financial circumstances and recognizing the ever-expanding costs and, therefore, needs of the Center's program — have increased their annual contributions and have moved into the higher giving categories. All members are respectfully encouraged to consider the Center's needs and their capabilities at membership-renewal time.

The Center director and staff are most grateful to Center members for the continuing support of their work down through the years. Members are invited to engage in the public discourse that is the work of the Center by expressing their views in letters to the editor.

MEMORANDUM TO CENTER MEMBERS

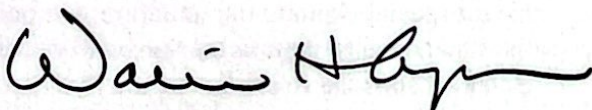
Harry Ashmore, former Senior Fellow and former President of the Center, was in the office the other day. He was examining some archival material in connection with the biography of Robert Maynard Hutchins in which he is currently heavily engaged.

We talked about Mr. Hutchins, as I liked to call him, and about his remarkable achievements. It was refreshing to recall that he had been the youngest person to have been appointed dean of the Law School at Yale, and the youngest-ever president of the University of Chicago. Then there was his directorship of the Encyclopaedia Britannica, his sponsorship of the St. John's colleges, his co-creation of the Aspen Institute, and his co-foundership of the "Great Books of the Western World" tradition.

Mr. Ashmore mentioned that he had recently visited the campus of the University of Chicago, and had been going through some of the documents pertaining to Mr. Hutchins's recommendations concerning the makeup of undergraduate education there. In his judgment, the college that Hutchins established may have provided as fine an undergraduate education as anyone has yet been able to institutionalize. I noted that I had just finished reading Hutchins's book, *The Learning Society*, again, and that I had been told that it remains the most recent philosophical treatise on the subject of education written by an American college or university president.

We talked of the distinctiveness of his point of view. Certainly he respected law and cherished tradition; yet he was keenly sensitive to the authority of whatever is genuinely new, spontaneous and innovative. And with all of his devotion to the past, the questions that he posed about the nation and the world's future remain as perceptive, as current, and as far reaching as any that have been posed since. In fact, one can take his questions — what are the basic texts when education is conducted within a global framework? how are values taught and consciences nurtured in a world increasingly characterized by scientific advance? how shall the resources of education be tapped to help insure that the requirements of justice, liberty, and equality will be met for all peoples of the earth? — and recognize that they are just as relevant today as they were when he raised them.

Speaking for myself, my brief time under his tutelage (though he wouldn't have called it this) was as inspiring and as intellectually-direction filled as any that I have known. I have tried to carry that torch during the ten years since his death, and know that I shall always try, even when the institutional frameworks are completely absent. He recognized that these latter developments would occur, probably sooner rather than later. I trust he also knew that there would be many of us who will always remember him vividly and will continue to be encouraged by his extraordinary example.



Walter Capps
Acting Director