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Claiborne Pell

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This hearing of the Subcommittee on Education, Arts & Humanities will come to order.

Today marks the third in a series of hearings on the reauthorization of the National Foundation on the Arts and Humanities Act of 1965. This legislation governs the three leading cultural institutions of our federal government: the National Endowment for the Humanities, the National Endowment for the Arts and the Institute of Museum Services.

Today our focus will be the Humanities Endowment and I want to welcome its Chairman Lynne Cheney to the Subcommittee today. The full Labor and Human Resources Committee met yesterday and approved Ms. Cheney's reappointment to a second term as Chairman. I congratulate her and look forward to a continuing friendship.

The Humanities Endowment has changed over the last five years since the 1985 reauthorization as has the broad field known to us as The Humanities. Shifts are occurring in scholarship, schools are reaffirming the place of the humanities in the core
curriculum, and more and more people are participating in humanities programs across the country through the network of state councils. Our task today is to explore these events and their relationship to the National Endowment for the Humanities which plays such a major role in shaping them.

I also want to thank our other witnesses who will be appearing today. I appreciate the fact that they have all taken time out of their very busy schedules to join us. It is a special pleasure to have two fellow Rhode Islander’s here: Dr. Vartan Gregorian, President of Brown University, and Tom Roberts, the Executive Director of the Rhode Island Committee for the Humanities.
QUESTIONS FOR LYNNE CHENEY:

SUBGRANTS

I understand that the NEH has put procedures into place to comply with the Congressional directive to increase accountability over subgranting programs. Could you briefly outline these new procedures?

I note from your letter of November 1989, that the NEH will modify these procedures "as experience demands." How has it worked thus far? How much additional paperwork does this process create and what are the added demands on staff time? In my view it is important to strike a balance here that provides you with ample information but that is not overly cumbersome either for the NEH or the subgranting organization.

Would you please submit a list of all NEH's subgranting organizations for the record as well as a summary of the new subgrant procedures.

BUDGET GOALS

If the agency's budget had kept pace with inflation over recent years, you would have in the neighborhood of $223 million in FY 1991. ($165 million has been requested) What are your own budget goals for NEH over the next few years? Do you find that many high quality applications are rejected because of a lack of funds?
DATA COLLECTION: HUMANITIES ENROLLMENTS

It is my understanding that the most recently published information from NEH on enrollments in the humanities is a report titled "Undergraduate Enrollments in Humanities Courses: 1980 and 1985." I also understand that another report based on a 1988 survey will be coming out soon. It would make sense to expedite the dissemination of such data so as to make such a report as useful as possible to the field. Bring me up to date on plans for unveiling this latest report on enrollments in the humanities. Are there other steps that the NEH could take to make more of such information available to humanities administrators in the field?

GENERAL NEH DATA COLLECTION:

The Association of American Universities and the National Humanities Alliance have communicated with the Committee that NEH could do a more comprehensive job collecting and disseminating data on the humanities. In fact a witness on our next panel will present this case. Do believe the NEH has the best possible system in place for collecting comprehensive data on the humanities? Is there any way we here can help you improve the collection and delivery of such data so that policy makers and the humanities communities have access to the most comprehensive information?

RESTRICTIVE LANGUAGE

The current appropriations language that prohibits support for obscenity applies equally to NEA and NEH does it not? What is the view of this language from your agency's perspective? What kind of a chilling effect has it had within the humanities community?

Do you believe that John Frohnmayer and President Bush are correct in not seeking restrictive language of any kind in the reauthorization legislation?
PEER PANEL REVIEW

Is the NEH still experimenting with the "Standing Panel" in the Education Program? Have members of this panel rotated since this "experiment" began. (NEA has only standing panels and names of all members are available) What is your thinking on such a panel now that it has been in place for a while? Is NEH considering moving further in the direction of standing panels?

How are your panelists selected? What safeguards are used to ensure periodic rotation and the use of fresh faces from the field? To what extent are outside organizations consulted for panel suggestions? Are you making the names of panelists available to interested parties as soon as they are appointed to a panel?

NATIONAL HERITAGE PRESERVATION PROGRAM

I want to say how pleased I am that your Office of Preservation has expanded into the new National Heritage Preservation Program. Like funds for brittle books, these grants for conserving our material culture are desperately needed. As one who is especially interested in the training of conservators, could you elaborate on how these funds will be used "to establish national training programs for conservators of material culture collections" - taking a phrase from the program guidelines.
Ph.D. SHORTAGE

The Association of American Universities recently published a study that shows a decline in the number of Americans seeking a Ph.D. degree. If this trend continues the quality of teaching and scholarship in the United States is apt to suffer. As you are the government's leading figure in the humanities, I would like you to comment on this study and tell us what the NEH can do to restore health to doctoral education.

Would NEH support in the form of dissertation fellowships be a positive force in this regard?

NATIONAL COUNCIL ON THE HUMANITIES:

At the present time, how many seats on the National Council on the Humanities are vacant? When do you anticipate nominations will be made for these vacancies? Is an effort made to recruit the most distinguished leaders in the humanities to serve on this Council?

INDEPENDENT COMMISSION

I understand that the White House has announced the final four members of the Independent Commission to review NEA and NEH grant procedures. What will be the role of the NEH with respect to this Commission?
QUESTION FOR DR. GREGORIAN:

When you were President of the New York Public Library, you played a very key role in helping establish what has become the Office of Preservation at the NEH. Brittle books can now be microfilmed as can entire newspaper holdings. Archival materials can be properly preserved and preservation professionals can get training. It is in fact one of the most exciting initiatives ever undertaken by the Endowment -- and I congratulate Mrs. Cheney for her leadership in this regard. Where would you like to see this program in 3 to 5 years. What are the unmet needs in preservation that this program might address?

QUESTION FOR DR. GREGORIAN:

Now that you are a university president, you must have a somewhat different view of what NEH's role is or should be. How do you view the agency now and what should be its priorities in supporting the humanities?

QUESTION FOR DR. GREGORIAN:

As we try to absorb all that is happening in Eastern Europe today, we find that it is essential to understand the history of this area to really grasp what is taking place. Could you comment on the importance of history as a humanities discipline from your own background as a historian?
PANEL II.

QUESTION FOR ALL PANELISTS:

In regard to the controversy over restrictive language, I wonder if you sense any kind of chilling effect carrying over into the humanities community?

QUESTION FOR MR. D'ARMS ON NEH DISSERTATION SUPPORT:

The point in your testimony about the decline in humanities Ph.D.'s is a discouraging one. Let’s say more funding was made available for students to attain their doctorate in a more timely manner. What will these new Ph.D.'s find when they start looking for a teaching job? Let’s stick to jobs in the humanities. It is hard to believe that there will only eight qualified candidates for every 10 teaching vacancies in just a few years.

QUESTION FOR MR. D'ARMS ON JAVITS FELLOWSHIPS:

If the Javits Fellowships are supporting only 3% of all Ph.D.'s in the humanities, how many would envision the NEH supporting? What effort is the community undertaking to ensure the Javits Program is retained in 1991?

QUESTION FOR THEODORE ZIOLKOWSKI

You mentioned that many institutions comprising the academic "infrastructure" are facing financial difficulties. Some, you maintain, are not able to sustain "regular operations". What is meant here by "regular operations"? How do such financial difficulties impact on scholarship?
QUESTION FOR THEODORE ZIOLKOWSKI

You mentioned the potential for "serious mischief" in the NEH oversight process of subgranting. What exactly do you foresee this mischief might be and how would it affect our the quality of our nation's scholarship?

QUESTION FOR ANDREW DEBICKI

You made mention of the lack of incentives to study a second language in this country. Do you foresee any possible solutions to this problem? How might the Endowment assist in the efforts to remedy this?

QUESTION FOR ANDREW DEBICKI

Language instruction, on the surface, seems to be a less controversial field than, for example, contemporary visual art. Do you feel, however, that restrictions in the Endowment's grant procedures could effect the eligibility of certain types of valuable instructional or scholarly language programs?
PANEL III.

QUESTION FOR MR. DYSON:

Tell me how and where conservators are now trained for work with collections such as yours at the University Museum? Where would NEH funds be targeted to establish national training programs for conservators of material culture collections like yours?

QUESTION FOR TOM ROBERTS:

I want to congratulate you on your 18th anniversary as Director of the RI Committee on the Humanities. From the perspective of this long tenure, tell us what is the Committee's relationship with RI State Government and do you believe this relationship should be enhanced in any way?

QUESTION FOR TOM ROBERTS:

With the world rapidly changing around us, can the humanities encourage the study of contemporary world issues?

QUESTION FOR MR. OSWALD:

What is the nature of the relationship between the Utah Endowment for the Humanities and the Utah state government? Do you receive financial support through the state budget?

(SENATOR: FYI, states continue to have an option to take over a humanities council but none have because no state wants to put up the additional funds which this move would require. Generally, the states are in desperate financial shape and cutbacks are occurring across the board but state arts programs are a primary target. (RI is taking 20% away from the State Arts Council next year.) So until these money woes are straightened out, the humanities committees are likely to remain as they are now.)
QUESTIONS FOR WRITTEN ANSWERS:

1. SUPPORT FOR SOCIAL SCIENTISTS:

Concern has been expressed to this Committee that proposals from social scientists to carry out scholarly, interpretive work in their disciplines have fared poorly in the review process at NEH. Please provide information in your written response as to the relative success rate of applications from social scientists, particularly sociologists and geographers, contrasted with other disciplines such as history and literature.

2. INTERNATIONAL ACTIVITIES

Years ago I recall that the NEH had a small program for International Activities. Does such an office exist at the present time and, if so, what is its function?

3. CONFLICT OF INTEREST PROCEDURES:

Please provide a copy of the NEH's conflict of interest policy statement for the hearing record.

4. DISCIPLINE SPECIFIC DATA:

Most of the data about history enrollments in NEH publications does not include discipline specific data. For example, if history enrollments are increasing, it would be very useful for professional associations to know if the increase is primarily in American history, world history, or third world history. Is NEH now capable of providing this kind of discipline specific data? If it is not, do you believe the NEH should make such data available?

5. SHARING HUMANITIES DATA

In the early 1980's, NEH periodically published a two-page report titled "Humanities Highlights" that informed interested members of the humanities communities about findings of recent studies on needs and conditions in the humanities. It was regarded as a very valuable source of information by those who read it. Is there a possibility that this report could be revived? Or does NEH publish a similar document on needs and conditions in the humanities under a different name?

6. EMERGENCY GRANTS:

Please provide a listing of all Emergency Grants made by the Chairman in FY 1989. What percentage of appropriated definite funds in FY 1989 were awarded through Emergency grants?