

REMARKS OF U. S. REPRESENTATIVE JOHN E. FOGARTY, SECOND CONGRESSIONAL DISTRICT
OF RHODE ISLAND AT COMMENCEMENT EXERCISES, RHODE ISLAND COLLEGE, SATURDAY,
JUNE 9, 1962.

Doctor Gaige, distinguished guests, members of the faculty of Rhode Island College, members of the graduating class, their parents, relatives, and friends.

This is, of course, an occasion for congratulations to the graduates and to all who have helped them to attain their goal here today. I am especially pleased and honored to have this opportunity to extend my personal congratulations because I share the sense of justifiable pride which all of us here in Rhode Island have in this splendid college and the notable progress which it has made since it was first established in 1854. In recent years it has made notable steps forward, not only in its physical plant and beautiful new campus but also in broadening and deepening its program of studies in the direction of truly liberal education.

A recent study made under the auspices of the National Science Foundation on education in the Soviet Union points out that in Russia there is no equivalent to the American liberal arts program. That is because our whole idea of meaning of education is based upon a totally different philosophy. One of America's great teachers, Theodore M. Greene, put it simply and accurately when he said: "Our task as teachers is not to condition animals but to educate human beings...Mental development is valued in our Western culture precisely because the unfolding of our entire personality depends so greatly upon the proper education of the mind." A free society cannot exist if its individual members have not learned how to develop and express their individual potentialities. Free men are those who can make the most of all that is in them and freely cooperate with others in common goals for the common good.

In receiving the distinction which you have conferred upon me, I am, therefore, particularly pleased to be so closely identified with all that you are doing in Rhode Island College. And I am truly grateful to be associated in this way with those who have chosen the teaching profession as their dedicated life's work. Much has been done, and much more must be done, to provide our teachers with more adequate salaries, but the true compensations of your chosen profession can never be measured simply in terms of money. The positive values of teaching are human values; its professional rights are an integral part of its social worth; and its vital role in the life of the nation is today gaining the recognition which it should have.

More and more Americans are coming to realize that we cannot continue, as at present, to expend more of our resources on amusements and luxuries than we spend on our schools. We are currently engaged in an immense struggle against the power of a determined adversary who is armed with the products of science and technology. But even if there were no Cold War, the requirements of our industrial society would call for an ever-increasing flow of trained manpower to meet its expanding needs.

Highly skilled people are among our most important national resources. And education is the main determining factor in producing them. It is, therefore, more true today than it has ever been to say that knowledge is the foundation of power. A human being does not become educated over night, and it takes about 25 years to produce a truly effective teacher, researcher, or engineer. We cannot count our strength simply in terms of what we now have in the way of resources, weapons, wealth, and technology. In the long run, the future of our

country will be largely determined by what we do to prepare and educate our children and young people today.

That is why I am strongly in favor of legislation designed to use the resources of the federal government to improve the quality of teaching in elementary and secondary schools. Here we have the foundation upon which higher education and advanced technical training must be built. Institutes for advanced study of new teaching methods and instructional materials should be made more widely available to teachers. Outstanding teachers who have shown a special aptitude should have scholarship help and be permitted to spend periods of study in post-graduate programs. Where colleges, such as Rhode Island College, have outstanding programs, special projects designed to better prepare the teachers of tomorrow should be paid for, in part at least, by carefully administered grants. Particularly important are such things as library resources, student teaching activities, and studies designed to improve the content of courses.

On a broader scale, there is clearly a need for the Federal government to aid State educational agencies in programs that aim at the early discovery of talent, as well as those designed to meet the need for remedial work and special forms of instruction adapted to the needs of deprived or underprivileged youngsters.

In my close contact with the problems of education as Chairman of the House Sub-Committee on Appropriations for the Departments of Labor, Health, Education and Welfare, I have long shared the growing concern of many of our

leading scientists and educators over the problem of the imbalance which might be the result of our need to stress scientific and technical studies. As President Eisenhower said of the first Soviet ventures into outer space: "This is spectacular, but we also should be willing and anxious to exploit our own philosophy--that man is a creature of God and receives dignity from this fact. We should not forget our spiritual strength and should not become too hysterical about materialistic accomplishments."

We have certainly made remarkable progress in the teaching of science and mathematics. In this development, the National Defense Education Act has played a considerable part and should be further strengthened to continue to do so. Moreover, under that same legislation we have seen real advances in the fields of guidance and the teaching of modern foreign languages. And the program of graduate fellowships authorized by title IV of the Act has given strong support to higher education in the arts and humanities.

But it is absolutely vital that much more should be done to see to it that our progress in these basic cultural areas keeps pace with our progress in science. As Dr. J. C. Warner of the Carnegie Institute of Technology summed it up: "We need capable people in all fields of endeavor." Other experts in scientific education have agreed. Dr. John P. Hagen, who has done distinguished work in radio astronomy and as director of the Navy's Project Vanguard, recently declared: "Our students need more work in philosophy and the humanities to back up their scientific studies."

The great achievements of Western culture have been based on an educational tradition which goes back to the Academy of Plato, the Lyceum of Aristotle, the Museum and Library of an ancient Alexandria, and the schools of the Roman Empire. Its life was nurtured by the monastic schools and Universities of the Middle Ages and their continuation in many forms into modern times. This great Western tradition of culture contains many lines of thought, but it has a basic concern for the dignity and worth of the individual. It seeks to afford him true enlightenment. It seeks to develop an independent intellectual and moral life and to encourage the growth of individual capabilities. The long years of Soviet rule have deprived the Russian youth of education as the Western world has known and understood it. This must not happen to us.

Dr. Barnaby C. Keeney, the President of Brown University, has rightly said: "The whole shape of our lives in the future, and our whole attitude toward life, will be strongly formed by our achievements, or worse still, by the lack of them, in the arts and humanities."

There are, of course, many encouraging signs that this is being recognized all over the country. The current Arts Festival in Providence is typical of what is happening in many of our cities and towns. Last year, for example, there were more paid admissions to concerts and other cultural activities than there were to baseball and basketball games. Many of our leading corporations and business enterprises sponsor cultural programs and take the presence or absence of cultural opportunities into account when they are deciding on new plant locations. Universities and municipal governments join together in cultural projects, and the State of New York has taken the lead in its establishment of an excellent arts council.

Many thoughtful people agree with C. P. Snow that there is grave danger in the isolation of scientists and humanists from one another. We are aroused by the illiterate expert in technical matters quite as much as by the very literate humanist who may sometimes take a defensive pride in his ignorance of the world of science. A certain fear of losing the scientific race with Communism has aroused much concern for education, but this is a negative motivation. As the great historian Toynbee has pointed out, creative thinking in all branches of human life is the sign of a healthy culture. We cannot, therefore, limit our educational horizons to dreams of plastic palaces, synthetic steaks, and possible trips to distant planets. Nor can we simply hope to live on the benefits of the art and culture of the past. We must move forward in all areas of creative knowledge and work.

It is, therefore, a move in the right direction which has been taken by the United States Office of Education in developing what has come to be called "Project English." Funds appropriated by Congress are now being used to promote a systematic attack on the problems of English instruction on the national level. I have given this project my full support and will continue to do so. Without real skill in such basic disciplines as reading, language, and composition there can be little progress in science or any other branch of learning.

Under Project English, curriculum study centers are now being established at colleges and universities to develop sound patterns for the sequential

teaching of language skills in our native tongue. Research development contracts are being planned for individual researchers in English, and summer institutes for elementary and secondary school teachers are being developed. Thus a first step has been taken on the part of the Federal government to extend to the humanities something of the same research support which is now being given through the National Science Foundation to the problems of instruction in mathematics and physics.

But it is only a first step. I am convinced that the time has come for a much wider and more comprehensive approach. The preservation and extension of the nation's cultural resources requires nothing less than a National Institute of the Arts and Humanities which can administer programs of information, education, advisory services, and financial help for the advancement of America's cultural heritage and accomplishments. Government cannot create art and culture, but it can lend them its strong support. Individual initiative and personal choice will always be the earmarks of American cultural activity. But in an age when urbanization and population growth, industrial and agricultural technology, greatly increased leisure time, and early retirement are the order of the day, there is a grave need for government at every level to help to create an expanding opportunity for the pursuit of cultural interests.

With this in mind, I have prepared, and will introduce, legislation to create a National Institute of the Arts and Humanities within the U. S. Office of Education. This bill is intended to place the Federal government firmly behind the advancement of the arts and humanities without impairing the role

of private agencies or those State and municipal organizations which now exist for this purpose. It envisions the formation of a Federal Advisory Council on Arts and Humanities which would be composed of people who have gained true eminence in education for the arts and humanities or in the practice, performance, administration, criticism or promotion of arts, letters, or cultural interests. The National Institute would become a center of support for research, a clearing house for information and educational materials, and a source of scholarships and fellowships for outstanding students who desire to further their education in the arts or humanities. In the belief that our national strength lies as much in our creative intelligence as it does in our production of scientific hardware, I intend to do all in my power to promote the passage of this piece of legislation.

It is my hope that some of you who are graduating today may eventually benefit from the operation of a National Institute of the Arts and Humanities. In the work that lies before you, you deserve -- and should receive -- all the help which your fellow citizens can give you through their elected representatives. In the past one hundred years the world has made more scientific progress than it made in all its previous history. During the next one hundred years it must make an equal amount of progress in the art of living, if it is to survive and master the peaceful uses of nuclear power. Much of the responsibility for that kind of progress will rest in the hands of those who are to teach the coming generations. I believe that you who are the graduates of today will assume that responsibility with all the fine courage and trained intelligence which is yours. And I want to assure you that all of us have faith that you will not fail in this high endeavor. Our country is entering upon a period

which may well prove to be the greatest era in history and the progress which she will make will be yours to build and to share. I know and believe that as teachers and leaders in America's intellectual life your contribution will be such as to make you look back upon this happy occasion as the joyful beginning of a deeply rewarding career of service and discovery.