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**OA/ID Number:** 13693  
**Folder ID Number:** 13693-002

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**Folder Title:**  
National Endowment for the Humanities 11/6/89 [OA 6270]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>19</b>	<b>4</b>	<b>6</b>

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(Smith/Blessey)  
October 23, 1989  
Draft Three  
HUMAN

PRESIDENTIAL REMARKS: NATIONAL ENDOWMENT  
ROOSEVELT ROOM  
MONDAY, NOVEMBER 6, 1989

Secretary Cavazos, Members of the National Council for the Humanities, distinguished educators and honorees.

I want to welcome you to the White House. And say what a pleasure it is to be in such distinguished company. ((Today, I feel like a Little Leaguer standing in the locker room of the World Series champion)). //

Let me also say what a great honor it is to be able to honor you -- the first recipients of the National Endowment for the Humanities' Charles Frankel Prize.

You know, a \_\_-th Century prophet once said, "The ink of the scholar is more sacred than the blood of the martyr." And it was that same nobility that moved Emerson to write, "The scholar is the student of the world."

Well, the Frankel Prize was created this year to recognize those who have led a lifetime of study. And whose scholarship has brought history, literature, philosophy, and other humanities disciplines to a local, national, or often global audience.

Together, you've linked the humanities with farms, inner cities, and gentle small towns. Reaffirming the magic of the spoken and written word. And fostered a variety of public

programs in museums, libraries, and schools. Showing how higher learning can spur Nation and neighbor.

As a Pulitzer Prize-winning historian, Daniel Boorstein has told the American Story to millions around the globe. Not to mention his role as Librarian of Congress Emeritus. And as president of the Field Museum of National History, Willard Boyd has made world-renowned collections available to more Americans each year.

Then, there's Americo Parades. Author. Folklorist. Professor Emeritus at the University of Texas. Making this Nation more conscious of Mexican-American culture. And Patricia Bates, a national consultant on reading programs. Her scholar-led teaching and discussion groups have become a model for thousands of programs across the country.

And, finally, Clark Jenkinson. His characterization of Thomas Jefferson has enchanted audiences from schoolkids to senior citizens. And he's led the revival of the Chautauqua -- that institution which teaches the ideas, and lives, of giant figures in history, philosophy, politics, and the arts.

((You know, the story goes that Benjamin Franklin was dining out in Paris. And one of the other diners posed a question: "What condition of man most deserves pity?" Each guest gave an example of what that condition may be. Then came Franklin's turn -- and here was his answer: "A lonesome man on a rainy day who does not know how to read.")) //

Well, for decades you have shown the value of reading. And thinking. Of probing. And questioning. And by instilling a greater understanding of the text, themes, and ideas of the humanities, you've inspired countless others to do the same.

For that, my congratulations. And a tip of the tassel, too, to these other parties. To the hundreds of other nominees considered by the endowment. The 26 members of the National Council on the Humanities, which reviewed the nominations. And, yes, NEH Chairman Lynn Cheney, who make the final selections.

Your selections reaffirm the reason for these ceremonies -- and in closing, let me salute it. For the life of Charles Frankel reflects what Samuel Johnson called "the salutary influence of example."

Charles Frankel was a professor at Columbia. And assistant secretary of state for educational and cultural affairs. He was a network television writer, host, and narrator. And author of 12 books, including "The Case for Modern Man."

Moreover, as the first president and director of the National Humanities Center, Charles Frankel made a case for the best in man. Through his values and idealism. Through enduring scholarship and concern.

In honoring him, we honor the concepts of teaching and learning -- in short, how knowledge can lead the way. So let me present the first Charles Frankel Prizes for distinguished service to the humanities. And say on behalf of every citizen:

God bless you and the America that is so proud of what you've done.

# # # #

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

10/12/89

TO: DAVUD DEMAREST

FROM: JOSEPH W. HAGIN

SUBJECT: APPROVED PRESIDENTIAL ACTIVITY

EVENT: Present National Endowment for the Humanities  
Charles Frankel Prize to its first five Recipients

DATE: November 6, 1989 - Monday

TIME: 3:00 pm

DURATION: 10 minutes

LOCATION: Roosevelt Room

ATTIRE: Business Suit

REMARKS REQUIRED: Brief Remarks

MEDIA COVERAGE: Press Pool

FIRST LADY  
PARTICIPATION: TBD

ADDITIONAL  
INFORMATION:

CONTACT: \_\_\_\_\_, \_\_\_\_\_

TELEPHONE: OFFICE \_\_\_\_\_ HOME \_\_\_\_\_

NOTE: PROJECT OFFICER, SEE ATTACHED CHECKLIST

Ed Rogers	Marlin Fitzwater	David Bates
James Cicconi	David Demarest	David Valdez
Fred McClure	Jean Lamb	USSS - PPD
Susan Porter Rose	Sig Rogich	Gary Walters
Patty Presock	John Keller	WHCA Audio/Visual
Chriss Winston	Tim McBride	WHCA Operations
Laurie Firestone	J. Bonnie Newman	C. Boyden Gray
William Kristol	Paul Bateman	Bruce Zanca
Jackie Kennedy		

(Smith/Blessey)  
October 30, 1989  
Draft Three  
HUMAN

PRESIDENTIAL REMARKS: NATIONAL ENDOWMENT  
ROOSEVELT ROOM  
MONDAY, NOVEMBER 6, 1989

Secretary Cavazos, Members of the National Council for the Humanities, distinguished educators and honorees.

I want to welcome you to the White House. And say what a pleasure it is to be in such distinguished company. ((Today, I feel like a Little Leaguer standing in the locker room of the World Series champion)). //

Let me also say what a great honor it is to be able to honor you -- the first recipients of the National Endowment for the Humanities' Charles Frankel Prize.

You know, that great observer of America, Ralph Waldo Emerson, once wrote, "The scholar is the student of the world."

Well, the Frankel Prize was created this year to recognize those who have led a lifetime of study. And whose scholarship has brought history, literature, philosophy, and other humanities disciplines to a local, national, or often global audience.

Together, you've linked the humanities with farms, inner cities, and gentle small towns. Reaffirming the magic of the spoken and written word. And fostered a variety of public programs in museums, libraries, and schools. Showing how higher learning can spur Nation and neighbor.

As a Pulitzer Prize-winning historian, Daniel Boorstein has told the American Story to millions around the globe. Not to mention his role as Librarian of Congress Emeritus. And as president of the Field Museum of National History, Willard Boyd -- former President of the University of Iowa -- made world-renowned collections available to more Americans each year.

Then, there's Americo Parades. Author. Folklorist. Professor Emeritus at the University of Texas. Making this Nation more conscious of Mexican-American culture. And Patricia Bates, a national consultant on reading programs. Her scholar-led teaching and discussion groups have become a model for thousands of programs across the country.

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Well, for decades you have shown the value of reading. And thinking. Of probing. And questioning. And by instilling a

greater understanding of the text, themes, and ideas of the humanities, you've inspired countless others to do the same.

For that, my congratulations. And let me commend, too, the hundreds of nominees considered by this endowment. The 26 members of the National Council on the Humanities, which reviewed the nominations. And, yes, NEH Chairman Lynn Cheney, who made the final selections. Each of you reflects that Samuel Johnson called "the salutary influence of example." Each of you underscores the reason we gather today.

That reason, of course, is a life. A very special life. The life of Charles M. Frankel. Professor at Columbia. And assistant secretary of state for educational and cultural affairs. Network television writer, host, and narrator. And author of 12 books, including "The Case for Modern Man."

As the first president and director of the National Humanities Center, Charles Frankel symbolized the best in man. He symbolized it through his values and idealism. And through enduring scholarship and concern.

In honoring him, we honor the concepts of teaching and learning -- in short, how knowledge can lead the way. So let me present the first Charles Frankel Prizes for distinguished service to the humanities. And say on behalf of every citizen: America thanks you, God bless you, and God bless the Nation that is so proud of what you've done.

# # # #

3:00

Daphne Murray will attend.

Margaret Sullivan  
786-0446

75 people

3:00 p.m.

award winners of the

Council of North Endow from  
around the country

(Smith/Blessey)  
October 31, 1989  
Draft Four  
HUMAN

PRESIDENTIAL REMARKS: NATIONAL ENDOWMENT  
~~ROOSEVELT ROOM~~  
MONDAY, NOVEMBER 6, 1989

Indian Treaty  
Room

~~Chairman Cherry~~

~~Secretary Cavazos~~, Members of the National Council for the Humanities, distinguished educators and honorees.

Kathy  
Leg. AGC

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letter from  
Natl. Endow.  
for Humanities

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Fact Sheet  
from NEH

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is sick  
William Wright will accept

Daniel Boorstein  
bio

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Willard Boyd  
bio

Americo Boradas  
bio

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Patricia Bates  
bio

Clark Jenkinson  
bio

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Call NEH

Call NEH

Congressman X

X

Little Brown

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# # # #

NEH Tpt. Sheet

NEH Tpt. Sheet

Kathy Jewell

Call NEH  
Bartlett's

Call NEH

Adv. or Kathy

Biographical information on William Wright, who will accept the prize on behalf of Americo Paredes:

William P. Wright, Jr. is chairman of the board of Western Marketing, Inc. He serves on several boards of directors including Westico Energy Company, Encorp Production, and Turley Enterprises, Inc. Wright was chairman of the Texas Committee on the Humanities in 1986 and 1987. He has been on the advisory board of the University of Texas Humanities Research Center - Photography Collection. He was chairman of the Advisory Committee on Photography for the Texas A&M University Press and a member of the Visiting Committee, Department of Zoology at the University of Texas at Austin. He is a member of the Philosophical Society of Texas and the Texas Historical Foundation.

SB -

~~Wright~~ In case you  
need it ...

KJ

THE HOME BOOK  
OF  
QUOTATIONS

*Classical and Modern*

SELECTED AND ARRANGED BY  
BURTON STEVENSON  
Editor *The Home Book of Verse*

I can tell thee where that saying was born  
SHAKESPEARE, *Twelfth Night*  
Act i, sc. 5, l. 9

TENTH EDITION

DODD, MEAD & COMPANY  
NEW YORK 1967

1 What is shown by example, men think they may justly do. (Quod exemplo fit, id etiam jure fieri putant.)

CICERO, *Epistolæ ad Atticum* Bk. iv, epis. 3.

Nor knowest thou what argument  
Thy life to thy neighbor's creed has lent.

EMERSON, *Each and All*.

2 How soon are those streets made clean,  
where every one sweeps against his own door.

THOMAS FULLER, *Pisgah Sight*. Bk. iii, ch. 1.

3 Since truth and constancy are vain,  
Since neither love, nor sense of pain,  
Nor force of reason, can persuade,  
Then let example be obey'd.

GEORGE GRANVILLE, *To Myra*.

4 Example is the greatest of all the seducers.  
(L'exemple est le plus grand de tous les séducteurs.)

COLLIN D'HARLEVILLE, *Mœurs du Jour*. Bk. ii, 5.

5 For each man to be a standard to himself is  
most excellent for the good, but for the bad  
it is the worst of all things.

HOMER. (*Contest of Hesiod and Homer*. Sec. 320.)

6 The tender mind is oft deterred from vice by  
another's shame. (Teneros animos aliena  
opprobria sæpe absterrent vitii.)

HORACE, *Satires*. Bk. i, sat. 4, l. 128. See also  
under EXPERIENCE.

7 I have ever deemed it more honorable and  
more profitable, too, to set a good example  
than to follow a bad one.

THOMAS JEFFERSON, *Writings*. Vol. xiv, p. 222.

8 The salutary influence of example.

SAMUEL JOHNSON, *Lives of the Poets: Milton*.

9 I do not give you to posterity as a pattern  
to imitate, but as an example to deter.

JUNIUS, *Letters*. No. 12.

10 So nature ordains: evil examples in the  
household corrupt us more readily and  
promptly, since they insinuate themselves  
into our minds with the force of authority.  
(Sic natura jubet: velocius et citius nos Cor-  
rumpunt vitiorum exempla domestica, magnis  
cum subeant animos auctoribus.)

JUVENAL, *Satires*. Sat. xiv, l. 31.

11 Example is a dangerous lure:  
Where the wasp got through the gnat sticks  
sure.

(L'exemple est un dangereux luerre:  
Où la guêpe a passé, le moucheron demeure.)  
LA FONTAINE, *Fables*. Bk. ii, fab. 16.

12 So, when a great man dies,

For years beyond our ken,  
The light he leaves behind him lies  
Upon the paths of men.

LONGFELLOW, *Charles Sumner*.

13 Lives of great men all remind us  
We can make our lives sublime,  
And, departing, leave behind us  
Footprints on the sands of time.

LONGFELLOW, *A Psalm of Life*. (1838)

We should endeavor to do something so that we  
may say that we have not lived in vain, that we  
may leave some impress of ourselves on the  
sands of time.

NAPOLÉON BONAPARTE, *Letter*, to his Minister  
of the Interior. (This alleged letter was  
published 1 Feb., 1868.)

Everything passes and vanishes;

Everything leaves its trace;  
And often you see in a footprint  
What you could not see in a face.

WILLIAM ALLINGHAM, *Blackberries*.

14 Let your light so shine before men, that they  
may see your good works, and glorify your  
Father which is in heaven.

*New Testament: Matthew*, v, 16.

15 I am myself tormented, see! by the fear of  
my own example. (Exemplique metu tor-  
queor, ecce, mei.)

OVID, *Amores*. Bk. i, eleg. 4, l. 45.

Every one is bound to bear patiently the results  
of his own example. (Sua quisque exempla debet  
æquo animo pati.)

PHÆDRUS, *Fables*. Bk. i, fab. 26, l. 12.

16 Example does the whole. Whoever is fore-  
most

Still leads the herd.

SCHILLER, *Wallenstein*. Act i, sc. 4.

17 Heaven doth with us as we with torches do,  
Not light them for themselves; for if our vir-  
tues

Did not go forth of us, 'twere all alike  
As if we had them not.

SHAKESPEARE, *Measure for Measure*. Act i, sc.  
1, l. 33.

18 I bid him look into the lives of all men, as  
into a mirror, and to take example to himself  
from others. (Inspicere tanquam in speculum,  
in vitas omnium Jubeo; atque ex aliis sumere  
exemplum sibi.)

TERENCE, *Adelphi*, l. 415. (Act iii, sc. 3.)

19 I tread in the footsteps of illustrious men  
. . . in receiving from the people the sacred  
trust confided to my illustrious predecessor.

MARTIN VAN BUREN, *Inaugural Address*. 4  
March, 1837, referring to Andrew Jackson.

Illustrious predecessor.

EDMUND BURKE, *Thoughts on the Cause of  
the Present Discontents*. Vol. i, p. 456.

Illustrious predecessor  
HENRY FIELDING, C  
Jan., 1752.

1 Example is a lesson  
GILBERT WEST, *Edi*

II—Exam

See also Prea  
Words

2 Words but direct, e  
SIR WILLIAM ALI  
*Ninth Hour*. St.

Precepts may lead b  
H. G. BOHN, *Hand*

3 One example is  
twenty precepts wri  
ROGER ASCHAM, *T*

4 This noble example  
That first he wro  
taught.

Out of the gospel h  
And this figure he  
That if gold rust, v

For if a priest be f  
No wonder is a lev  
CHAUCER, *Canterl*

But Cristes lore, an  
He taught, but first  
CHAUCER, *Canterl*

5 Himself a wand're  
His silly sheep, wh  
COWPER, *The Pro*

6 Examples work m  
than precepts.

FIELDING, *Joseph*  
Example is always  
SAMUEL JOHNSON

Example prevails m  
FRANCIS OSBORN  
(1656)

7 Content to follow  
HOMER, *Iliad*. Bk  
Allur'd to brighter  
GOLDSMITH, *The*

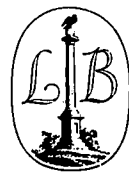
8 Precept begins, e  
cepte commence,  
UNKNOWN. A F

9 The path of prece  
short and effect  
præcepta, breve e  
SENECA, *Epistula*

10 For what his wis  
forced,  
More potent still  
THOMSON, *The*

THE LITTLE, BROWN  
BOOK OF  
❧ ANECDOTES ❧

CLIFTON FADIMAN  
GENERAL EDITOR



LITTLE, BROWN AND COMPANY  
BOSTON TORONTO

ary states of America offered a great spectacle. "Yes," Franklin agreed, "but the spectators don't pay."

6 Shortly after Washington's victory at Yorktown, Benjamin Franklin, as America's minister in Europe, attended a dinner in Paris at which the French foreign minister and the British ambassador were also present. The Frenchman proposed a toast to his king: "Louis XVI, who like the moon fills the earth with a soft benevolent glow." The British ambassador followed with: "George III, who like the noonday sun spreads his light and illumines the world." Franklin rose and said, "I give you George Washington, general of the armies of the United States, who, like Joshua of old, commanded both the sun and the moon to stand still, and both obeyed."

{Several authorities have commented on the inherent unlikeliness of this sequence of toasts. After all, the United States and France were allies at the time of Franklin's residence in Paris, and neither George III nor Louis XVI seems a particularly obvious candidate for comparison with their respective celestial bodies. Could it be an adaptation of a possible earlier toast from the period of the Seven Years' War, with Louis XV of France [sun], Maria Theresa of Austria [moon], and Frederick the Great of Prussia [Joshua]?

7 When Franklin was dining out in Paris, one of the other diners posed the question: "What condition of man most deserves pity?" Each guest proposed an example of such a pitiable condition. When Franklin's turn came, he offered: "A lonesome man on a rainy day who does not know how to read."

8 Franklin was walking with friends along the banks of a small stream. The wind that day was strong enough to form waves on the surface of the water. Announcing that he had the power to calm the waves, Franklin walked a little way upstream and solemnly waved his walking stick three times over the water. His companions watched in amazement as the surface of the stream became as smooth as glass. Franklin later enlightened them: he had shaken a few drops of oil from the hollow joint of his bamboo cane.

9 When Franklin was in France, he frequently used to play chess with the elderly Duchess of Bourbon. On one occasion Franklin put her king in check and then took it. "We do not take kings so," remonstrated the duchess. "We do in America," replied Franklin.

10 Franklin was taken to a meeting of the French Academy at which Voltaire was also present. The members of the Academy all wished to see the two famous men introduced to each other, and there was a buzz of expectation as the introduction was made. The two bowed and spoke, as politeness demanded, but the onlookers, who felt they were witnessing a historic moment, thought there ought to be something more. The great men, slightly embarrassed and puzzled, took each other by the hand. Still the onlookers felt cheated and the noise increased. "*Il faut s'embrasser, à la française,*" someone explained. So Franklin and Voltaire threw their arms around each other and kissed each other on the cheeks, to the tumultuous applause of the Academy members. One witness exclaimed, "*Qu'il était charmant de voir embrasser Solon et Sophocle!*" (How delightful to see Solon and Sophocles embracing!) and these words spread throughout Europe as epitomizing this momentous encounter.

{The allusion to Solon, the great lawgiver of ancient Athens, was a tribute to Franklin's part in shaping the 1776 Pennsylvania constitution.}

11 At a meeting of a Parisian literary society Franklin found himself a bit at sea as flowery compliments in French were exchanged. He decided that it would be safest to clap only when he saw a lady of his acquaintance applauding. After the gathering was over, Franklin's little grandson said, "But, Grandpapa, you always applauded, and louder than anyone else, when they praised you."

12 According to the *American Jest Book* (1789): "[On the day the Constitutional Convention agreed to the new constitution to present to the public] Dr. Franklin asked a gentleman who sat next to him, whether he had taken notice of the picture of the sun in the recess at the back of the president's chair? He replied that he had, but not with a particular attention. The doctor then observed that

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THE HOME BOOK  
OF  
QUOTATIONS

*Classical and Modern*

SELECTED AND ARRANGED BY  
BURTON STEVENSON  
Editor *The Home Book of Verse*

I can tell thee where that saying was born  
SHAKESPEARE, *Twelfth Night*  
Act i, sc. 5, l. 9

TENTH EDITION

DODD, MEAD & COMPANY  
NEW YORK 1967

And blackens goodness in its grave.

WILLIAM WATSON, *The Woman with the Serpent's Tongue*.

To think that such as she can mar  
Names that among the noblest are!  
That hands like hers can touch the springs  
That move who knows what men and things!  
That on *her* will *their* fates have hung!  
The Woman with the Serpent's Tongue.

WILLIAM WATSON, *The Woman with the Serpent's Tongue*. Richard Le Gallienne wrote a réplique to this poem, "The poet with the coward's heart."

Skill'd by a touch to deepen scandal's tints  
With all the kind mendacity of hints,  
While mingling truth with falsehood—sneers with smiles—

A thread of candour with a web of wiles;  
A plain blunt show of briefly-spoken seeming,  
To hide her bloodless heart's soul-harden'd scheming;

A lip of lies; a face form'd to conceal;  
And, without feeling, mock at all who feel;  
With a vile mask the Gorgon would disown,—  
A cheek of parchment, and an eye of stone.

BYRON, *A Sketch from Private Life*, l. 55.

Her mouth is a honey-blossom,  
No doubt, as the poet sings;  
But within her lips, the petals,  
Lurks a cruel bee that stings.

WILLIAM DEAN HOWELLS, *The Sarcastic Fair*.

1 He rams his quill with scandal, and with scoff,

But 'tis so very foul, it won't go off.  
YOUNG, *Epistles to Pope*. Epis. i, l. 199.

#### V—Scandal and Women

2 Nut while the two-legged gab-machine's so plenty.

J. R. LOWELL, *Biglow Papers*, Ser. ii, No. 11.

3 From loveless youth to unrespected age,  
No passion gratified except her rage:  
So much the Fury still outran the Wit,  
The pleasure miss'd her, and the scandal hit.  
Who breaks with her provokes revenge from Hell,

But he's a bolder man who dares be well.  
POPE, *Moral Essays*. Epis. ii, l. 125.

4 Her tea she sweetens, as she sips, with scandal.

SAMUEL ROGERS, *Written to be Spoken by Mrs. Siddors*.

Love and scandal are the best sweeteners of tea.  
FIELDING, *Love in Several Masques*. Act iv, sc. 2.

Scandal's the sweetener of a female feast.  
YOUNG, *Love of Fame*. Sat. vi, l. 353.

5 Nor do they trust their tongues alone,  
But speak a language of their own;  
Can read a nod, a shrug, a look,  
Far better than a printed book;

Convey a libel in a frown,  
And wink a reputation down;  
Or, by the tossing of a fan,  
Describe the lady and the man.

SWIFT, *Journal of a Modern Lady*, l. 188.

Ladies, your most obedient.—Mercy on me! here is the whole set! a character dead at every word, I suppose.

SHERIDAN, *The School for Scandal*. Act ii, sc. 2.

See also under REPUTATION.

#### SCHOLAR

See also Learning, Study

6 The rich physician, honour'd lawyer ride,  
Whilst the poor scholar foots it by their side.  
(Dat Galenus opes, dat Justinianus honores,  
Sed genus et species cogitur ire pedes.)

ROBERT BURTON, *Anatomy of Melancholy*. Pt. i, sec. ii, mem. 3, subs. 15. A footnote refers to Buchanan, eleg. lib.

And to this day is every scholar poor;  
Gross gold from them runs headlong to the boor.

ROBERT BURTON, *Anatomy of Melancholy*. Pt. i, sec. ii, mem. 3, subs. 15.

Mark what ills the scholar's life assail,  
Toil, envy, want, the patron, and the jail.

SAMUEL JOHNSON, *The Vanity of Human Wishes*, l. 157.

7 The scholar who cherishes the love of comfort,  
is not fit to be deemed a scholar.

CONFUCIUS, *Analects*. Bk. xiv, ch. 3.

8 I offer perpetual congratulation to the scholar;  
he has drawn the white lot in life.

EMERSON, *Lectures and Biographical Sketches: The Man of Letters*.

I cannot forgive a scholar his homeless despondency.

EMERSON, *Lectures and Biographical Sketches: The Man of Letters*.

9 Every man is a scholar potentially, and does not need any one good so much as this of right thought.

EMERSON, *Lectures and Biographical Sketches: The Man of Letters*.

Shall I tell you the secret of the true scholar?  
It is this: Every man I meet is my master in some point, and in that I learn of him.

EMERSON, *Letters and Social Aims: Greatness*.

10 The office of the scholar is to cheer, to raise, and to guide men by showing them facts amidst appearances.

EMERSON, *Nature, Addresses, and Lectures: The American Scholar*.

The scholar is the student of the world; and of what worth the world is, and with what emphasis it accosts the soul of man, such is the worth, such the call of the scholar.

EMERSON, *Nature, Addresses, and Lectures: Literary Ethics*.

1 He [the scholar] must be modest, and charitable solitude as a bride. . . acquainted with his t

EMERSON, *Nature, Literary Ethics*.

To talk in public, to and to hear, to inquire is the business of a sch

SAMUEL JOHNSON, *R*

Where should the scho society? in the green where he can hear the in the dark, gray towl feel the throbbing hea

LONGFELLOW, *Hyper*

2 Hell is paved with the GILES FIRMIN, *The HELL: ITS PAVEM*

3 The world's great n been great scholars, great men.

O. W. HOLMES, *The Table*. Ch. 6.

4 The classic scholar most nuptial to the v hymns to his conser

GEORGE MEREDITH,

5 The ink of the scho the blood of the ma

MOHAMMED, *Tribut*

6 A mere scholar, a n ROBERT BURTON, *The Pt. i, sec. ii, mem*

A mere scholar is a proverb.

SUSANNAH CENTLIV

A scholar at court is a JOHN CLARKE, *Parc*

This scholar, rake, ( and poet.

DAVID GARRICK, *Ju*

He was a rake amor among rakes.

MACAULAY, *Essays*

Referring to Sir

7 He is yet a scholar, there is nothing so better.

PLINY, of Isæus, (TON, *Anatomy* 15.)

8 Love seldom haunts ing lies,

And Venus sets ere Those play the sch men,

THE WHITE HOUSE

WASHINGTON

SCHEDULE PROPOSAL

SEPTEMBER 13, 1989

TO: JOSEPH HAGIN  
DEPUTY ASSISTANT TO THE PRESIDENT  
FOR APPOINTMENTS AND SCHEDULING

THROUGH: DAVID DEMAREST *DD*  
ASSISTANT TO THE PRESIDENT FOR COMMUNICATIONS

FROM: SICHAN SIV *SS*  
DEPUTY ASSISTANT TO THE PRESIDENT  
FOR PUBLIC LIAISON

KATHY JEAUVONS *KJ*  
ASSISTANT DIRECTOR FOR PUBLIC LIAISON

REQUEST: For the President to present the National Endowment for the Humanities' Charles Frankel Prize to its first five recipients.

PURPOSE: To honor these distinguished scholars who have brought to American audiences a greater understanding of the texts, themes and ideas of the humanities.

BACKGROUND: The NEH's Charles Frankel Prize is to be awarded to persons who have made outstanding contributions to the public's understanding of the humanities. This year's recipients are Daniel Boorstin, Willard Boyd, Americo Paredes, Patricia Bates, and Clay Jenkinson.

DATE AND TIME: November 6, 1989  
5:00 PM (15 minutes)

LOCATION: Indian Treaty Room

PARTICIPANTS: The President  
The Frankel Prize recipients  
Members of the National Council on the Humanities  
National Endowment for the Humanities Staff  
Selected guests - educators and citizens from across the country

SEQUENCE:

- The President enters the Indian Treaty Room and proceeds to podium.
- The President makes brief remarks.
- The President presents the Frankel Prize to the five recipients.
- Photo opportunity.
- The President departs the Indian Treaty Room.

MEDIA:

Press pool.

Kathy,  
Went to Cicconi

Cicconi

9/14

SB

THE WHITE HOUSE  
WASHINGTON

August 29, 1989

TO: SICHAN  
FROM: KATHY *KJ*  
RE: National Endowment on the Humanities

As indicated in the attached letter, the National Endowment for the Humanities would very much like to hold an event at the White House to honor the recipients of the Charles Frankel Prize, a national award recognizing scholars who have brought to national, regional or local audiences a greater understanding of the texts, themes and ideas of the humanities.

The five individuals to be honored this year are Daniel Boorstin, Willard Boyd, Americo Paredes, Patricia Bates, and Clay Jenkinson; they will be honored here in Washington November 6 and 7, 1989. Others in attendance at an event would be members of the National Council on the Humanities (educators and citizens from across the country) and a few of the Endowment's staff.

I would like to propose that we host a small reception for the organization (they would number about 50) in the Indian Treaty Room on the afternoon of November 6 or 7. Since the NEH is a federal agency, I do not foresee any ethical problems in doing so; and, the NEH is more than willing to pay for any White House Mess bills.

I would also propose that we invite either the President, Mrs. Bush, or the Vice President to drop by to demonstrate the Administration's interest in and support of the NEH.

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

1989-0910 0273



August 2, 1989

Kathy Jeavons  
Assistant Director  
Public Liaison, Room 129  
Old Executive Office Building  
Washington, D.C. 20500

Dear Ms. Jeavons:

The National Endowment for the Humanities is planning to honor the five recipients of the Charles Frankel Prize in conjunction with the quarterly meeting of the National Council on the Humanities, November 6 and 7. Would it be possible to have an event at the White House?

The Charles Frankel Prize recipients, the first to receive the award, have distinguished themselves by making subjects such as history and literature accessible to large public audiences. In a variety of ways, they have brought important books and knowledge of major figures and events to millions of Americans, including school children and people in small towns.

The five to be honored are Daniel Boorstin, Willard Boyd, Americo Paredes, Patricia Bates, and Clay Jenkinson. I have enclosed a press release announcing the Prize, the biographies of the 1989 recipients, and a fact sheet about the Charles Frankel Prize competition.

Besides the five guests of honor, it would be fitting for the members of the National Council on the Humanities, a group of educators and citizens from across the country and a few of the Endowment's staff to attend--about forty people. The event could be larger, including people from schools, colleges, museums, libraries and historical organizations either from the area or around the nation. In any case, we would be especially honored if the President and/or Mrs. Bush could schedule a few minutes for photos and remarks.

We at NEH, as well as all of the people who have benefited from the work of the Frankel Prize recipients, would very much appreciate the prestige and national recognition that a White House event can give. I look forward to hearing from you.

Sincerely yours,

A handwritten signature in cursive script that reads "Celeste Colgan".

Celeste Colgan  
Deputy Chairman

Enclosures

# FACTS

National Endowment  
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.  
Washington, D.C. 20506

202/786-0449

186-6310

NEH-089-023-F2

## THE CHARLES FRANKEL PRIZE COMPETITION

**PURPOSE:** The Charles Frankel Prize recognizes scholars in the humanities who have brought to general audiences -- national, regional or local -- a greater understanding of the texts, themes and ideas of the humanities.

**WHO IS ELIGIBLE:** U.S. citizens who have records of scholarly achievement are eligible for the prize, as are scholars of other countries who have maintained resident alien status in the United States for at least the past three consecutive years. An advanced degree in the humanities is not a requirement. Nominees may be members of college or university faculties or administrations or they may be affiliated with museums, historical societies, radio or television stations, film production companies or other educational institutions or organizations. They may also be independent scholars. They may not be paid employees of the federal government or state humanities councils.

**QUALIFICATIONS:** The Charles Frankel Prize will be awarded to persons who have made outstanding contributions to the public's understanding of the humanities. Such contributions might include: scholarly participation in the planning, scripting and production of a film or television documentary; planning or acting as curator for a major interpretive exhibition; designing and conducting reading-discussion programs for local libraries or community organizations; or writing a book that combines sound humanities scholarship with significant appeal for general audiences. The principal criteria for selection are the excellence of the contribution and the quality of the scholarship behind it.

**NOMINATING PROCEDURES:** Organizations that conduct public humanities programs, including museums, libraries, historical societies, public television and radio stations, film and video production companies and state humanities councils, may nominate an individual for consideration. Also invited to submit nominations are individuals who have served on the National Council on the Humanities, the Endowment's presidentially appointed board of 26 advisors. NEH will accept only one nomination per organization or individual, and organizations may nominate members of their own staffs. Nominators should submit a letter describing the candidate's qualifications and a biographical summary of no more than two pages.

**AWARDS:** Up to five prizes will be awarded each year, beginning in 1989. The honor carries a stipend of \$5,000, plus reimbursement for expenses to attend a ceremony for the winners.

**SELECTION PROCESS:** Nominations will be reviewed by members of the National Council on the Humanities, the Endowment's presidentially appointed board of 26 advisors, which will make recommendations to the NEH Chairman. By law, only the Chairman can make awards.

**ABOUT CHARLES FRANKEL:** Charles Frankel (1917-79) was a teacher, statesman and author known for his commitment to scholarship and public affairs. He was a professor of philosophy at Columbia University (1939-79), assistant secretary of state for educational and cultural affairs (1965-67) and president and director of the National Humanities Center at Research Triangle Park, N.C. (1977-79). Frankel also taught briefly at the University of Paris (1953-54) and the University of Dublin (1954), chaired the U.S. delegation to the UNESCO General Conference (1976), hosted the CBS-TV series The World of Ideas (1959) and served as the writer, host and narrator of the film In Pursuit of Liberty (1979). He authored 12 books, including The Case for Modern Man (1956), The Love of Anxiety and Other Essays (1965) and High on Foggy Bottom: An Outsider's Inside View of Government (1969), and he edited or contributed to several other volumes. Frankel also wrote scores of articles for scholarly journals and general interest publications such as Life and The New York Times Magazine.

**IMPORTANT DATES:** The deadline for receipt of nominations for the 1990 Charles Frankel Prize competition is Dec. 15, 1989. Winners will be announced publicly in June 1990, with a ceremony planned for November 1990.

**MAILING ADDRESS:** Send nominations to this address:

**NOMINATION:** Charles Frankel Prize  
National Endowment for the Humanities  
Washington, D.C. 20506

**FURTHER DETAILS:** Contact NEH's Office of Publications and Public Affairs at 202/786-0438.

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# FACTS

National Endowment  
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.  
Washington, D.C. 20506

202/786-0449

NEH-89-023-F1

## Daniel J. Boorstin

Historian, educator and author, Librarian of Congress Emeritus Daniel J. Boorstin was sworn in as Librarian of Congress on Nov. 12, 1975, and directed the Library for 12 years. He is widely credited with increasing public awareness of the Library and enlisting Congressional support for the Library and its programs. He initiated the Center for the Book, established by an act of Congress in 1977, and the Council of Scholars. Boorstin retired from the office of the Librarian in 1987 to devote more time to writing and lecturing. He had been the director of the National Museum of American History and senior historian of the Smithsonian Institution in Washington, D.C. Before that he was the Preston and Sterling Morton Distinguished Service Professor of History at the University of Chicago, where he taught for 25 years. He currently serves as editor-at-large for Doubleday.

Born in Atlanta, Ga., and raised in Tulsa, Okla., Boorstin graduated with highest honors from Harvard College and received his doctorate from Yale. As a Rhodes Scholar at Balliol College in Oxford, England, he won a coveted "double first" in two degrees in law and was admitted as a barrister-at-law of the Inner Temple in London. He is also a member of the Massachusetts Bar. He has been visiting professor at the University of Rome, the University of Geneva, the Kyoto University in Japan and the University of Puerto Rico. He was the first incumbent of a chair in American history at the Sorbonne in Paris and Pitt Professor at Cambridge University.

Boorstin's many books include the trilogy The Americans: The Colonial Experience (1958), which won the Bancroft Prize; The Americans: The National Experience (1965), which won the Parkman Prize; and The Americans: The Democratic Experience (1973), which won the Pulitzer Prize and the Dexter Prize. His other books include: The Mysterious Science of the Law (1941); The Lost World of Thomas Jefferson (1948); The Genius of American Politics (1953); The Image (1962; 25th anniversary edition, 1987); The Republic of Technology (1978); and Hidden History (1987), a collection of his essays. His textbook for high schools, A History of the United States (1980, 1984), with Brooks M. Kelley, has been widely adopted. He is the editor of An American Primer (1966) and the 30-volume series The Chicago History of American Civilization and the author of The Landmark History of the American People for young readers (new ed. 1987).

The Discoverers (1983), Boorstin's best-selling history of man's search to know the world and himself, was awarded the Watson Davis Prize of the History of Science Society. His books have been translated into many languages. He is now at work on a companion to The Discoverers to be called The Creators, a history of man's achievements in the arts.

Willard L. Boyd

Willard L. "Sandy" Boyd, the president of Chicago's Field Museum of Natural History, is well known locally and nationally for his strong and imaginative advocacy for expanding the educational potential of museums and other cultural institutions.

Since his arrival at the Field Museum in 1981, Boyd has worked to make the cultural and educational resources in its world-renowned collections available to the widest possible audiences. Under Boyd's direction, the museum's recently mounted exhibitions encourage visitors' active participation by presenting artifacts and ideas in a variety of innovative ways. A community outreach program begun last year is introducing Chicago's underserved inner-city citizens to the museum by means of workshops conducted on-site in the neighborhoods.

Under Boyd's leadership, the Field Museum's programs have met with enthusiastic public response as well as increased attendance. Last year, more than 1.3 million people visited the museum, according to the institution's own figures, and many more participated in seminars, trips and programs offered by the museum's education department.

A native of St. Paul, Minn., Boyd received his undergraduate and first law degrees from the University of Minnesota and received advanced law degrees from the University of Michigan. After briefly practicing law with a Minneapolis firm, Boyd took a position as an instructor at the University of Iowa Law School in 1954. In ten years he advanced to full professor.

Boyd served as vice president for academic affairs at the University of Iowa from 1964 to 1969. He became president of the University in 1969, a post in which he served until his appointment to the Field Museum in 1981.

Boyd is currently chairman of the National Museum Services Board, the policy-making body for the federal Institute of Museum Services. He has also served as chairman of the American Association of Universities and chairman of the Center for Research Libraries.

### Americo Paredes

Americo Paredes, professor emeritus of English and Anthropology at the University of Texas at Austin, has promoted public understanding of the cultures of Mexican-Americans and the Southwestern United States for more than 30 years.

A much-honored teacher and scholar, Paredes has consistently found avenues to share his scholarship with the public. He is the author, co-author and editor of several books, reviews and essays written for academic and general audiences. Paredes has also contributed to numerous public conferences, symposia, workshops and other public projects. He has lectured throughout the United States and abroad and has participated in many television and radio programs on folkore and culture.

Paredes is probably best known for With His Pistol in His Hand: A Border Ballad and Its Hero (1958), which became a popular success as well as a seminal work in American folklore and anthropology. With funds from the National Endowment for the Humanities, the book was produced in 1982 as a dramatic film seen theatrically and on the Public Broadcasting System, entitled The Ballad of Gregorio Cortez.

Born in Brownsville, Texas, Paredes received his bachelor's, master's and doctoral degrees from the University of Texas at Austin. He taught at the university from 1951 until his retirement in 1984. He created the Folklore Archive and served as its archivist from 1957 to 1967. He was also director of the Center for Intercultural Studies in Folklore and Oral History, director of the Center for Mexican American Studies and director of the Center for Intercultural Studies in Folklore and Ethnomusicology, and he served in a number of other academic and administrative positions.

Paredes has received many awards, including fellowships from the American Folklore Society and the Sociedad Folklorica de Mexico, a Guggenheim fellowship, membership in the National Humanities Faculty, and other honors for scholarly and literary achievement. He has been elected to the North American Academy of the Spanish Language and has been recognized for his achievements by the Texas House of Representatives. In 1987 the University of Texas honored him with the creation of the Americo Paredes Distinguished Lecture Series.

Patricia L. Bates

Patricia L. Bates, a national consultant on reading programs who is currently adult program coordinator with Maryland's Howard County Library, developed a model for library reading and discussion groups led by humanities scholars that has spread nationwide.

Bates, who grew up in Brooklyn, N.Y., graduated from St. John's University in New York. A homemaker and mother, Bates started an informal book discussion group that met at her home in Rutland, Vt., in 1971. She credits her experience as a volunteer for the Crossroads Arts Council with providing her with skills that she later used in establishing and running library programs.

In 1975 Bates took a part-time job as program director at the Rutland Library, where she used funds provided by the Vermont Council on the Humanities to develop a series of forums on First Amendment rights and capital punishment. The success of these forums prompted her to apply to the Vermont Council in 1978 for funds to conduct a reading and discussion program organized around a theme, "Women and Literature." The series, conducted in 1978 and 1979, was an overwhelming success. By hiring scholars to lecture on each book and by allowing time for discussion of the books, she developed a program that has served as a model for reading and discussion programs in communities throughout the United States.

She obtained a grant in 1980 from the National Endowment for the Humanities (NEH) to expand the reading and discussion programs to serve 50 Vermont libraries and to establish a system whereby other libraries could create their own programs. The expanded series allowed more than 6,000 Vermont library patrons to attend lecture-discussions by 240 humanities scholars. A subsequent NEH grant supported expansion of the program to 50 more libraries in New Hampshire and Massachusetts. In 1983 the American Library Association received Endowment funds to initiate "Let's Talk About It," a reading and discussion series based on the Vermont model, in 30 states. Today similar reading and discussion programs are active in all 50 states.

Bates earned a Master of Arts in Liberal Studies from Dartmouth College in 1984. She is currently working to expand reading and discussion programs at libraries and at sites for older citizens throughout the state of Maryland.

### Clay S. Jenkinson

Clay S. Jenkinson, the director of the Great Plains Chautauqua Society who is widely known for his historical characterization of Thomas Jefferson, spearheaded the revival of Chautauqua, an institution which serves to educate the general public about the ideas and lives of outstanding figures in history, philosophy, the arts and politics.

A native of North Dakota, Jenkinson received a B.A. in English from the University of Minnesota in 1977 and was named a Danforth Fellow. A Rhodes Scholar, he holds an M.A. degree and has completed the requirements for a D.Phil. in English literature from Oxford University. Jenkinson has taught at Pomona College in California and designed humanities courses and lectures for the law school at the University of North Dakota.

Jenkinson began participating in public humanities programs sponsored by the North Dakota Humanities Council in 1974. While at Oxford, he prepared a humanities guide to the film Northern Lights for the council and later directed a statewide discussion series about the film.

In 1984 as part of a project supported by the National Endowment for the Humanities, Jenkinson created a historical characterization of Thomas Jefferson. Since then, he has brought the ideas of Jefferson to life before schoolchildren, members of Congress, federal judges and general audiences in a wide variety of public forums. Jenkinson has also developed historical characterizations of explorer Meriwether Lewis, frontier newspaperman A.C. Packard of the Dakota Territory and American novelist Hamlin Garland.

Since 1981 Jenkinson has served as director and principal humanist of the Great Plains Chautauqua. From its beginning in North Dakota eight years ago, the Great Plains Chautauqua has expanded to four states, bringing 50 humanities scholars to 175 communities. The program, which is usually held outdoors in a tent, consists of historical characterizations by several humanities scholars, one presentation per evening. After an "in-character" presentation by the scholar, the audience is invited to ask questions, which the scholar answers "in character" based on the scholar's knowledge of the figure's life and ideas. As the event comes to an end, the audience asks additional questions of the scholar as scholar (not as the character portrayed). The scholar's responses often suggest ways that the study of individual historical figures leads to greater understanding of the past.

Jenkinson is currently establishing a series of national humanities programs. He is beginning his studies toward a doctorate in Greek and Latin at the University of Colorado at Boulder.

###

# NEWS

National Endowment  
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.  
Washington, D.C. 20506

202/786-0449

NEH-89-023-N

<u>Contact:</u>	<u>Office</u>	<u>Home</u>
Noel Milan	202/786-0449	301/268-4309
John McGrath	202/786-0449	703/525-9478

EMBARGOED: Hold for release until 10:00 a.m. (EDT)  
Tuesday, June 20, 1989

## HUMANITIES ENDOWMENT ANNOUNCES CHARLES FRANKEL PRIZE WINNERS Awards Honor Contributions to Public Understanding of History, Literature

WASHINGTON, June 20 -- The National Endowment for the Humanities (NEH) today announced the first winners of the Charles Frankel Prize, honoring five Americans for their efforts to bring history, literature, philosophy and other humanities disciplines to general audiences.

The recipients are Daniel J. Boorstin, Librarian of Congress Emeritus and the author of several widely read books on American history and culture; Willard L. Boyd, president of the Field Museum of Natural History in Chicago and a leader in the effort to expand the educational potential and cultural diversity of the nation's museum programs; Americo Paredes, professor emeritus at the University of Texas at Austin and the creator of numerous public programs on folklore and Mexican-American culture; Patricia L. Bates, a national consultant on reading programs who developed a model for scholar-led reading and discussion groups now used in libraries across the United States; and Clay S. Jenkinson, a leading figure in the revival of the Chautauqua, an institution which serves to educate the general public about the ideas and lives of outstanding figures in history, philosophy, the arts and politics.

"The Endowment is proud to honor these five distinguished Americans for their efforts to help diverse audiences understand the great texts, themes and insights of the humanities," said NEH Chairman Lynne V. Cheney. "At the same time that they have contributed to our cultural life

in a rich variety of ways, they share the same devotion to scholarship and citizenship exemplified by Charles Frankel."

The awards, each of which carries a stipend of \$5,000, are named for the late Charles Frankel (1917-79), Columbia University professor, assistant secretary of state for educational and cultural affairs and first president and director of the National Humanities Center. This year's recipients will be honored at a November 1989 ceremony in Washington, D.C.

The 1989 Frankel Prize recipients have brought the humanities to U.S. citizens with books and films and in a variety of public programs at museums, libraries, universities and other sites.

In addition to his distinguished tenure at the Library of Congress, Daniel J. Boorstin is best known as an American historian whose books have been read by millions around the world. His works include The Republic of Technology, Democracy and Its Discontents, The Image: A Guide to Pseudo Events in America and the The Discoverers, which won the Dexter and Pulitzer prizes. While at the Library of Congress, Boorstin created the Center for the Book, a privately supported effort to promote reading, as well as the Council of Scholars.

Museum president Willard "Sandy" Boyd is a prominent national advocate for making museum programs more accessible to the public and has been widely praised for his success in turning the Field Museum of Natural History into an educational enterprise that appeals to the diverse segments of Chicago's multi-ethnic population. Boyd is also chairman of the National Museum Services Board, the policy-making body for the federal

Institute of Museum Services, as well as president emeritus of the University of Iowa.

Professor Americo Paredes is an author and folklorist who has brought awareness and understanding of folklore and Mexican-American culture to a wide variety of audiences, using books; radio, television and film; conferences and workshops; lectures; and other public programs. His book With His Pistol in His Hand: A Border Ballad and Its Hero was the basis of the feature film The Ballad of Gregorio Cortez.

Patricia Bates, a national consultant on reading programs who is currently the adult program coordinator in Maryland's Howard County Library, has created scholar-led reading and discussion programs that have become models for thousands of programs across the country. Her work is widely credited with revitalizing libraries as centers for community learning. Bates personally organized more than 750 book-discussion sessions in public libraries and other sites in five states.

Clay Jenkinson is known throughout the country for his work in reviving the Chautauqua movement and for his historical characterization of Thomas Jefferson. For the last five years, he has brought Jefferson to life for a wide range of audiences across the nation, including schoolchildren, senior citizens, U.S. Congressmen, farmers, lawyers, professors and homemakers. Currently at work on a second doctoral degree at the University of Colorado in Boulder, Jenkinson has also served for several years as the director of the Great Plains Chautauqua Society, helping to bring scholars skilled in historical characterization to audiences in several Plains states.

NEH announced the Charles Frankel Prize competition last October, soon after the release of the Endowment's congressionally mandated report, Humanities in America, which described a recent dramatic increase in the American public's interest in literature, history, philosophy and other humanities disciplines. Among its recommendations, the report urged recognition of scholars who provide high-quality programs for general audiences.

The five recipients were chosen from hundreds of nominations received by the Endowment from state humanities councils, museums, libraries, historical societies, public television and radio stations, nonprofit media production companies and other sources. The National Council on the Humanities, the group of 26 distinguished citizens appointed by the President to advise the Endowment, reviewed the nominations and made recommendations to the NEH Chairman, who made the final selections.

The deadline for next year's Frankel Prize competition is Dec. 15, 1989. Organizations and institutions that conduct public humanities programs are encouraged to submit nominations. Nominators, who may submit only one name for consideration, are being asked to submit a biographical summary of the candidate and a letter of no more than two pages describing his or her qualifications. Correspondence should be sent to:

**NOMINATION: Charles Frankel Prize  
National Endowment for the Humanities  
Washington, D.C. 20506**

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education, preservation and public programs in the humanities.

# # #

NOTE: Biographies of each of the 1989 Charles Frankel Prize recipients and a fact sheet on the competition accompany this release.