

## FOUNDATION INQUIRY NO. 2

The opening statement of Norman Dodd, director of research for the special House committee investigating tax-exempt foundations, can hardly fail to arouse grave apprehension as to the direction this inquiry will take. Its tone is, however, not surprising in view of the remarks made by Representative Reece of Tennessee last July when, in persuading the House to establish the committee, he suggested that the foundations were participants in a "diabolical conspiracy" whose aim is "the furtherance of socialism in the United States."

It will be recalled that Mr. Reece, former chairman of the Republican National Committee, was dissatisfied with the results of a previous investigation into foundations conducted by the late Representative Cox of Georgia which, while starting out with some hostility toward the foundations, ended by recommending that there be more of them and that further tax advantages be granted to persons who contributed to them. The new group, of which Mr. Reece is the chairman, seems to be heading into a frontal assault on the whole spirit of free inquiry in this country as it has been promoted and advanced by the foundations for the last half-century.

What is alarming about Mr. Dodd's opening statement is that it indicates a belief that intellectual advancement, if any, must conform to a rigid pattern of thought set in the eighteenth century. It suggests that the social sciences have been developing in a way contrary to what Mr. Dodd conceives to be in "the public interest"; that the pattern supposedly in process of formation is an unhealthy one; that there is something conspiratorial and subversive in all this; and that the foundations that to a great extent have subsidized these studies are responsible for the theories that have resulted.

Mr. Dodd is of course entitled to express any views about the social sciences and about foundations that he wants to hold; but a reading of his statement leaves the strong impression that he would guide this committee into an expedition into the realm of the mind, with the idea that a philosophy of politics, education and research that some citizens believe to be right is therefore "American" and that a differing view is wrong and therefore "un-American."

This is a very dangerous course for the committee to follow, because it constitutes a form of pressure on freedom of teaching, it suggests that advocacy of social change is in itself unpatriotic and it encourages a conformity of thought that is the antithesis of the dynamic, democratic society for which our country—and the great foundations—have always stood.

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