

1990 Press Releases

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# FACTS

National Endowment  
for the Humanities

A Federal Agency

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

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NEH-90-001-F

## THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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

### The Endowment's Mission

Created by Congress with the passage of the National Foundation on the Arts and the Humanities Act of 1965, NEH provides grants to individuals and institutions for projects in the humanities. These include research and educational opportunities for college professors, independent scholars and elementary and secondary school teachers, the writing and publication of scholarly texts, translations of important works in the humanities, museum exhibitions, television and radio programs and a variety of other programs to make the humanities accessible to the general public. Other activities include special projects undertaken at the direction of Congress, such as a study of humanities education in elementary and secondary schools that resulted in the NEH report, American Memory, published in 1987 and a study of the state of the humanities in the nation, Humanities in America, released in September 1988. In October 1989, the Endowment released 50 Hours, a report that urges colleges and universities to strengthen requirements so that undergraduates study essential areas of knowledge.

### What Are the Humanities?

"Humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, include the study of history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

### How the Endowment Is Administered

The Endowment is directed by a Chairman, who is appointed by the President and approved by the U.S. Senate for a term of four years. Advising the Chairman is a National Council of 26 distinguished private citizens, also presidentially appointed, who each serve six-year terms. The current NEH Chairman is Lynne V. Cheney, who was unanimously confirmed by the Senate and sworn in on May 23, 1986.

### Competition and the Review Process

The Endowment awards grants on a competitive basis. In the most recent fiscal year, NEH funded approximately one out of every four applications received. Funding decisions are made on the basis of the application's merit and the significance of the project.

### Competition and the Review Process (continued)

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality of the proposed projects. Nearly 1,000 scholars and professionals in the humanities serve on approximately 150 panels throughout the course of a year. The judgment of panelists is often supplemented by individual reviews solicited from specialists who have extensive knowledge of an application's subject area.

The advice of the panels and outside reviewers is assembled by the Endowment staff, who comment on matters of fact or policy or significant issues that would otherwise be missing from the review. These materials are then presented to the National Council on the Humanities, which meets four times a year to advise the Chairman about the funding of applications. The Chairman takes the National Council's advice into consideration and makes the final decision on each grant.

### The Endowment's Programs

The Endowment awards grants through five divisions -- Education Programs, Fellowships and Seminars, General Programs, Research Programs and State Programs -- and two offices, the Office of Challenge Grants and the Office of Preservation.

From its creation through the end of Fiscal Year 1989, the Endowment awarded \$1.97 billion for more than 41,000 fellowships and grants. Some of these grants have required one-to-one matching funds from private-sector donors and have been matched by more than \$227 million in non-federal contributions. Grants made by the NEH Challenge Grants Program, requiring \$3 or \$4 in matching funds for each federal dollar, have generated more than \$1 billion in federal and non-federal support for America's libraries, colleges, museums and other eligible humanities institutions since the program began in 1977.

For Fiscal Year 1990, the Endowment's budget is \$156.9 million in program and operating funds.

### Jefferson Lecture and Charles Frankel Prize

In 1972 the Endowment established the Jefferson Lecture in the Humanities, the highest honor the federal government bestows for distinguished intellectual and public achievement in the humanities. The 20th Jefferson Lecture will be delivered in Washington, D.C., on May 2, 1990, by Bernard Lewis, a scholar of Middle Eastern history.

In 1988 the NEH established the Charles Frankel Prize to recognize up to five persons a year for outstanding contributions to the public's understanding of the humanities. The 1989 winners of the Charles Frankel Prize were Patricia Bates, Daniel Boorstin, Willard Boyd, Clay Jenkinson and Americo Paredes.

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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NEH-90-002-N

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## FOR IMMEDIATE RELEASE

### HUMANITIES ENDOWMENT ANNOUNCES \$3.7 MILLION IN GRANTS TO PENNSYLVANIA 24 Awards Will Support Public Programs and Scholarship in the Humanities

WASHINGTON, Jan. 22 -- The National Endowment for the Humanities (NEH) today announced a total of \$3.7 million in grants to 12 institutions and four individuals in Pennsylvania. The 24 awards will support projects in history, literature and other humanities topics at museums, colleges and universities, libraries, historical societies and other cultural institutions statewide.

"I am delighted by the breadth and quality of the projects supported by these grants," said NEH Chairman Lynne V. Cheney in announcing the awards. "Citizens across the state and educators and scholars from around the country will benefit from the wide range of activities made possible by these Pennsylvania grants."

(NEH has announced one or more grants in your area. Please see the attached list.)

Included among the grants is an offer of \$766,368 to the Pennsylvania Humanities Council, which will sponsor exhibitions, reading and discussion series, lectures and a wide variety of programs for the general public throughout the state.

An award of \$500,000 to the Historical Society of Pennsylvania is supporting a recently opened exhibition, publications and programs for the

general public on the history of Philadelphia from the 17th through the 19th centuries.

Seven of the new NEH grants will support intensive seminars and institutes for schoolteachers and college faculty. For example, Kutztown State University will use an NEH grant to sponsor a summer seminar for schoolteachers entitled, "Thomas Hardy and T.S. Eliot: Literature and Landscape," which will be conducted at England's Oxford University. The University of Pittsburgh will host a six-week institute for college faculty on the history of pre-Columbian Mesoamerica.

Philadelphian Arthur G. Miller has been awarded a grant to conduct archaeological research on the first contact between Spanish conquistadores and the native people of Oaxaca, Mexico.

A grant to the Society of Architectural Historians in Philadelphia will support the writing of a series of guidebooks on local architecture for each state and a number of major American cities. A grant to the University of Pennsylvania will support continuing work on The Pennsylvania Sumerian Dictionary.

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

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions and Individuals  
January 1990

PENNSYLVANIA

**Ardmore:**

Maria deJong Ellis APPROVED OUTRIGHT \$125,000.00  
Ardmore, PA 19003

PROJECT TITLE: Handbook of Old Babylonian Chronography and Chronology

PROJECT DESCRIPTION:

To support the completion of the Handbook of Old Babylonian Chronography and Chronology, a comprehensive list of Babylonian year names and documents for the period 2000 to 1600 B.C.

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**Beaver:**

Robert E. Conrad APPROVED OUTRIGHT \$59,230.00  
Beaver, PA 15009

PROJECT TITLE: A Comparative Study of Slavery in Brazil and the United States

PROJECT DESCRIPTION:

To support a comparative study of slavery in Brazil and the United States, with emphasis on the 19th century.

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**Bethlehem:**

Lehigh University APPROVED OUTRIGHT \$140,500.00  
Bethlehem, PA 18015 APPROVED MATCH \$5,000.00

PROJECT DIRECTOR: Albert E. Hartung

PROJECT TITLE: A Manual of the Writings in Middle English, 1050-1500

PROJECT DESCRIPTION:

To support the completion of A Manual of the Writings in Middle English, 1050-1500.

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**Bryn Mawr:**

John C. Cavadini APPROVED OUTRIGHT \$7,425.00  
Bryn Mawr, PA 19010

Villanova University

PROJECT TITLE: A Translation of Two Works by Alcuin of York: On the Faith of the Holy Trinity and Against Felix

PROJECT DESCRIPTION:

To support the translation of two works by Alcuin of York, an educator and theologian in Charlemagne's court, who was largely responsible for the revival of letters and learning in 9th-century Europe.

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**Kutztown:**

Kutztown State University APPROVED OUTRIGHT \$67,423.00  
Kutztown, PA 19530

PROJECT DIRECTOR: August J. Nigro

PROJECT TITLE: Thomas Hardy and T.S. Eliot: Literature and Landscape

PROJECT DESCRIPTION:

To support a summer seminar for schoolteachers.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions and Individuals  
January 1990

PENNSYLVANIA (continued)

Philadelphia (continued):

|                        |                   |             |
|------------------------|-------------------|-------------|
| Temple University      | APPROVED OUTRIGHT | \$30,000.00 |
| Philadelphia, PA 19122 | APPROVED MATCH    | \$41,196.00 |

PROJECT DIRECTOR: Philip P. Betancourt

PROJECT TITLE: Pseira Excavations 1989-91

PROJECT DESCRIPTION:

To support the final three seasons of excavation of the Minoan town and cemetery on Pseira, an island off the northeast coast of Crete. Analysis of the excavation will provide information about Minoan trade and settlement history.

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|                        |                   |              |
|------------------------|-------------------|--------------|
| Arthur G. Miller       | APPROVED OUTRIGHT | \$120,000.00 |
| Philadelphia, PA 19103 | APPROVED MATCH    | \$15,000.00  |

PROJECT TITLE: Interaction of European and Indigenous Modes of Thought and Representation in Colonial Mexico: Oaxaca, 1500-1700

PROJECT DESCRIPTION:

To support research on the first contact between Spanish conquistadores and the Zapotecs of Oaxaca, Mexico, in order to examine the interaction between European modes of representation and indigenous concepts of self, others and time.

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|----------------------------|-------------------|-------------|
| University of Pennsylvania | APPROVED OUTRIGHT | \$92,312.00 |
| Philadelphia, PA 19104     |                   |             |

PROJECT DIRECTOR: Stuart A. Curran

PROJECT TITLE: Women and Men Poets in British Romanticism

PROJECT DESCRIPTION:

To support a summer seminar for college teachers.

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|----------------------------|-------------------|-------------|
| University of Pennsylvania | APPROVED OUTRIGHT | \$85,000.00 |
| Philadelphia, PA 19104     | APPROVED MATCH    | \$10,000.00 |

PROJECT DIRECTOR: Erle V. Leichty

PROJECT TITLE: Catalog for the Mesopotamian Documents in the University Museum

PROJECT DESCRIPTION:

To support the preparation of a catalog of the museum's collection of 30,000 clay tablets, which covers a period of 2,000 years and includes material from the Sumerian, Akkadian, Kassite and Assyrian civilizations.

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|                            |                   |             |
|----------------------------|-------------------|-------------|
| University of Pennsylvania | APPROVED OUTRIGHT | \$23,837.00 |
| Philadelphia, PA 19104     |                   |             |

PROJECT DIRECTOR: Robert H. Dyson

PROJECT TITLE: Fourth Millennium B.C. Tepe Gawra, Prepublication Research

PROJECT DESCRIPTION:

To support prepublication research on a 4th millenium B.C. site, Tepe Gawra in northern Iraq (ancient Assyria), based on the reworking and additional interpretation of excavation records from the 1920s.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions and Individuals  
January 1990

PENNSYLVANIA (continued)

Philadelphia (continued):

University of Pennsylvania APPROVED OUTRIGHT \$7,000.00  
Philadelphia, PA 19104

PROJECT DIRECTOR: Jerome Singerman

PROJECT TITLE: Land, Liberties and Lordship in a Late Medieval  
Countryside: The Duchy of Wroclaw, by Richard C. Hoffman

PROJECT DESCRIPTION:

To support the publication of a social and economic history of the region  
around the Silesian city of Wroclaw between the late 12th and the early 16th  
centuries.

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University of Pennsylvania APPROVED OUTRIGHT \$134,730.00  
Philadelphia, PA 19104 APPROVED MATCH \$15,000.00

PROJECT DIRECTOR: Albert L. Lloyd

PROJECT TITLE: Etymological Dictionary of Old High German

PROJECT DESCRIPTION:

To support work on Etymological Dictionary of Old High German.

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University of Pennsylvania APPROVED OUTRIGHT \$242,730.00  
Philadelphia, PA 19104 APPROVED MATCH \$50,000.00

PROJECT DIRECTOR: Ake W. Sjoberg

PROJECT TITLE: The Pennsylvania Sumerian Dictionary

PROJECT DESCRIPTION:

To support continuing work on The Pennsylvania Sumerian Dictionary.

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University of Pennsylvania APPROVED OUTRIGHT \$50,000.00  
Philadelphia, PA 19104 APPROVED MATCH \$75,000.00

PROJECT DIRECTOR: Robert A. Kraft

PROJECT TITLE: Computer Accessible Scriptural Texts and Tools (CASTT)

PROJECT DESCRIPTION:

To support completion of the Computer Accessible Tools for Septuagint Studies  
(CATSS), a computerized data base of ancient Greek and Hebrew scriptures.

Pittsburgh:

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Carnegie-Mellon University APPROVED OUTRIGHT \$152,458.00  
Pittsburgh, PA 15213

PROJECT DIRECTOR: Peter N. Stearns

PROJECT TITLE: Summer Institute on American Popular Culture

PROJECT DESCRIPTION:

To support a national institute on American social and cultural history for 35  
secondary school history teachers.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions and Individuals  
January 1990

PENNSYLVANIA (continued)

Pittsburgh (continued):

|   |                   |             |
|---|-------------------|-------------|
| Duquesne University<br>Pittsburgh, PA 15282<br>PROJECT DIRECTOR: Albert C. Labriola<br>PROJECT TITLE: <u>Paradise Lost</u> and the Contemporary Reader<br>PROJECT DESCRIPTION:<br>To support a summer seminar for schoolteachers. | APPROVED OUTRIGHT | \$55,963.06 |
|---|-------------------|-------------|

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|---|-------------------|--------------|
| University of Pittsburgh<br>Pittsburgh, PA 15260<br>PROJECT DIRECTOR: Jeremy A. Sabloff<br>PROJECT TITLE: New Perspectives on the Civilizations of Ancient Mesoamerica<br>PROJECT DESCRIPTION:<br>To support a six-week institute for 25 college faculty members who will study the history of pre-Columbian Mesoamerica. | APPROVED OUTRIGHT | \$178,474.00 |
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|---|-------------------------------------|-----------------------------|
| University of Pittsburgh<br>Pittsburgh, PA 15260<br>PROJECT DIRECTOR: Deane L. Root<br>PROJECT TITLE: Catalog of Scores and Recordings in Foster Hall Collection<br>PROJECT DESCRIPTION:<br>To support the cataloging of musical scores and recordings in the Foster Hall collection at the University of Pittsburgh's Stephen Foster Memorial. | APPROVED OUTRIGHT<br>APPROVED MATCH | \$110,000.00<br>\$10,000.00 |
|---|-------------------------------------|-----------------------------|

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Villanova:

|   |                   |             |
|---|-------------------|-------------|
| Villanova University<br>Villanova, PA 19085<br>PROJECT DIRECTOR: Harriet Goldberg<br>PROJECT TITLE: The <u>Romancero</u> and Medieval Hispanic Literature<br>PROJECT DESCRIPTION:<br>To support a four-week national institute on Spanish medieval ballads for 25 high school Spanish teachers. | APPROVED OUTRIGHT | \$99,625.00 |
|---|-------------------|-------------|

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# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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FOR IMMEDIATE RELEASE

**NEH AWARDS MORE THAN \$2.5 MILLION FOR PRESERVATION PROJECTS**  
Grants Will Help Preserve the Knowledge in Brittle Books, Other Materials

WASHINGTON, Jan. 30 -- The National Endowment for the Humanities (NEH) today announced more than \$2.5 million in new grants for projects in preservation.

The funds will support efforts to microfilm deteriorating collections of books, newspapers, manuscripts, archival records and other resources for scholarly research and to support education and technical assistance for preservation professionals.

The Endowment awarded the outright and matching grants, which range in size from \$8,000 to \$724,814, to 14 institutions in 12 states.

"These grants will help preserve the knowledge contained in thousands of books and other sources that might otherwise have been lost to future generations," said NEH Chairman Lynne V. Cheney.

[NEH has awarded one or more grants in your area. Please see the enclosed list.]

NEH recently began a long-range effort to preserve the knowledge in brittle books and other endangered materials in the nation's research libraries, archives and other repositories. Recent estimates suggest that 80 million volumes, comprising 25 to 30 percent of the holdings in U.S.

- OVER -

research libraries, are disintegrating because of the high acid content of their paper.

The largest of the grants announced today goes to **Research Libraries Group, Inc. (RLG)**, of Mountain View, Calif. A national consortium of major universities and research institutions, RLG will use the new grant of \$724,814 to support the microfilming of the archival collections in American history at 13 institutions in nine states: Brigham Young, Brown, Cornell, Emory, Yale and New York Universities; the New York Historical Society; the New York Public Library; the New York State Library; the Hoover Institution; the University of Florida; the University of Minnesota; and the Bentley Historical Library at the University of Michigan.

New NEH grants also will support microfilming efforts in libraries and special collections at **Stanford University**, Stanford, Calif.; **Hagley Museum and Library**, Wilmington, Del.; **Massachusetts Institute of Technology**, Cambridge, Mass.; **New York State Education Department**, Albany; **New York City Department of Records and Information Services**; and **State Historical Society of Wisconsin**, Madison.

Five projects announced today are part of the Endowment's U.S. Newspaper Program (USNP), a long-range, coordinated effort to locate, preserve on microfilm and catalog in a national database an estimated 250,000 newspaper titles published in this country since 1690. Organized on a state-by-state basis, USNP projects receive awards for both planning and implementation.

USNP programs in Arkansas, Georgia, Kentucky, Texas and Wyoming received new grants to support their efforts to document and microfilm their states' newspapers. To date, NEH has approved grants to 38 states and two U.S. territories.

Three of the grants announced today will provide various types of technical support for preservation efforts or training for preservation professionals. The Northeast Document Conservation Center at Andover, Mass., will receive two of these grants: An award of \$102,960 will support workshops on preservation that over the next three years will train approximately 360 supervisors at libraries and archives to manage microfilming projects. Another grant of \$8,000 will allow the center to conduct a technical assessment of its need to expand its photographic preservation services.

Pittsburgh Regional Library Center will use an NEH grant of \$202,678 to support a preservation education program for librarians and archivists in western Pennsylvania, West Virginia and western Maryland.

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

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**NOTE TO EDITORS:** Enclosed is a state-by-state list describing the new NEH grants for preservation projects and a fact sheet with general information on the Endowment's preservation programs.

NEH-90-003-F

## NEH OFFICE OF PRESERVATION

The National Endowment for the Humanities' Office of Preservation offers support for projects designed to preserve the intellectual content of the many resources important to the study of our cultural heritage. These include books, journals, manuscript and archival collections, newspapers, documents, maps, drawings, photographs, film, sound recordings and tapes. These resources may be found in libraries, archives, museums and other repositories significant to humanities scholarship.

Since 1986 the Office of Preservation has awarded grants totaling \$34.6 million in outright and matching funds for preservation activities. The office provides support for a variety of projects, including:

- \* microfilming projects at individual libraries;
- \* cooperative preservation efforts conducted by consortia of several institutions;
- \* the conservation of original materials;
- \* educational projects for preservation professionals;
- \* the work of regional and state preservation services;
- \* the preparation of statewide preservation plans;
- \* research to improve preservation technology and procedures; and
- \* projects designed to increase public understanding of the preservation problem.

The National Preservation Effort: It has been estimated that more than 80 million volumes in the nation's research libraries and more than 2.5 billion pages in state archives are now in danger of being lost, due to the high acid content of the paper. The currently preferred medium on which to preserve the knowledge contained in disintegrating research resources on paper is microfilm produced and stored in accordance with the guidelines of the American National Standards Institute, Inc.

At the request of Congress, NEH has recently embarked on an accelerated effort to preserve the knowledge found in brittle

books and other deteriorating materials in the country's research libraries, archives and other repositories. Over the next five years, the Endowment hopes to support projects that will cumulatively raise the annual rate of preservation microfilming across the country to a level that will permit the preservation of the intellectual content of approximately three million volumes in 20 years. Bibliographic procedures are now in place to ensure that scholars will have access to these resources and to guard against costly, duplicative preservation efforts.

The U.S. Newspaper Program: The Office of Preservation administers the U.S. Newspaper Program, a national effort to locate, catalog and preserve on microfilm the newspapers published in this country since 1690. Projects are organized on a state-by-state basis, and awards are made for both planning and implementation. To date, grants have been awarded to 38 states and two U.S. territories. In addition, awards have been made to eight national newspaper repositories. The program enjoys the cooperation of the Library of Congress and the Online Computer Library Center.

National Heritage Preservation Program: The Endowment established this new category of grants in 1990 to support efforts to stabilize material culture collections important to the humanities through the housing and storage of objects, improved climate control and the installation of security, lighting and fire-prevention systems. Grants will also be available to establish national training programs for conservators of material culture collections.

Public Awareness: The need for preservation of this kind is not widely understood outside the library, archival and museum professions. Widespread awareness of this issue is necessary to secure both the cooperation and support that will be needed for decades to come if we are to avoid intolerable losses to our cultural heritage.

NEH was a major funder of a documentary film on preservation entitled "Slow Fires: On the Preservation of the Human Record," which was featured on public television stations around the country. Copies of a 30- or 60-minute version of the film on video cassette are now available for purchase or rental from the American Film Foundation, P.O. Box 2000, Santa Monica, Calif. 90406. Telephone: 213/459-2116.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Preservation Projects  
January 1990

ARKANSAS

**Fayetteville:**

University of Arkansas, Fayetteville                      APPROVED OUTRIGHT                      \$273,146.00  
Fayetteville, AR 72701

PROJECT DIRECTOR: Stephen P. Foster

PROJECT TITLE: Arkansas Newspaper Project: Cataloging and Microfilming

PROJECT DESCRIPTION:

To support the Arkansas Newspaper Project, part of the U.S. Newspaper Program, that will catalog approximately 2,100 newspaper titles.

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CALIFORNIA

**Mountain View:**

Research Libraries Group, Inc.                              APPROVED OUTRIGHT                      \$724,814.00  
Mountain View, CA 94041

PROJECT DIRECTOR: Patricia McClung

PROJECT TITLE: Archives Preservation Microfilming Project

PROJECT DESCRIPTION:

To support the preservation of the intellectual content of 25 archival collections at 13 institutions important to research in American history, and the production of guidelines for future cooperative archival preservation projects. Participating institutions are Brigham Young, Brown, Cornell, Emory, Yale and New York Universities; the New York Historical Society; the New York Public Library; the New York State Library; the Hoover Institution; the University of Florida; the University of Minnesota; and the Bentley Historical Library at the University of Michigan.

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**Stanford:**

Stanford University    APPROVED OUTRIGHT                      \$63,719.00  
Stanford, CA 94305

PROJECT DIRECTOR: Charles G. Palm

PROJECT TITLE: Microfilming the Papers of Sir Karl Popper

PROJECT DESCRIPTION:

To support the microfilming of the papers of British philosopher Sir Karl Popper.

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DELAWARE

**Wilmington:**

Hagley Museum and Library                                      APPROVED OUTRIGHT                      \$51,538.00  
Wilmington, DE 19807

PROJECT DIRECTOR: Michael H. Nash

PROJECT TITLE: Philadelphia & Reading Railroad Records Preservation Project

PROJECT DESCRIPTION:

To support the preservation on microfilm of the letter books of the Philadelphia & Reading Railroad Company, 1833 to 1900.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Preservation Projects  
January 1990

MASSACHUSETTS (continued)

Cambridge:

Massachusetts Institute of Technology           APPROVED OUTRIGHT     \$125,220.00  
Cambridge, MA 02139  
PROJECT DIRECTOR: Jay K. Lucker  
PROJECT TITLE: Microfilming of History of Technology Publications  
PROJECT DESCRIPTION:  
To support the microfilming of 39 journals, published between 1820 and 1930  
that are necessary for the study of the history of technology.

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NEW YORK

Albany:

New York State Education Department           APPROVED OUTRIGHT     \$271,983.00  
Albany, NY 12230                               APPROVED MATCH         \$50,000.00  
PROJECT DIRECTOR: Christine W. Ward  
PROJECT TITLE: New York and the Nation: Microfilming Selected Historical  
  Documents  
PROJECT DESCRIPTION:  
To support a project that will microfilm 518 cubic feet of New York State  
archival documents on events in American political, social and cultural history  
and will prepare a report on archival preservation for national distribution.

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New York:

NYC Dept. of Records & Information Services   APPROVED OUTRIGHT     \$109,646.00  
New York, NY 10007  
PROJECT DIRECTOR: Kenneth R. Cobb  
PROJECT TITLE: Microfilming NYC Criminal Court and District Attorney  
  Records, 1683-1937  
PROJECT DESCRIPTION:  
To support the microfilming of 1,100 deteriorating volumes of minutes and docket  
books from the New York Criminal Courts, 1683-1930, and 188 volumes of the  
correspondence of the New York City District Attorney, 1898-1937.

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PENNSYLVANIA

Pittsburgh:

Pittsburgh Regional Library Center           APPROVED OUTRIGHT     \$202,678.00  
Pittsburgh, PA 15232  
PROJECT DIRECTOR: H.E. Broadbent, III  
PROJECT TITLE: Preservation Education For the PRLC Region  
PROJECT DESCRIPTION:  
To support a regional preservation education program for librarians and  
archivists in western Pennsylvania, West Virginia, and western Maryland.

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# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

NEH-90-004-N

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FOR IMMEDIATE RELEASE

## PRESIDENT BUSH REQUESTS \$165 MILLION FOR HUMANITIES ENDOWMENT IN FY 1991

WASHINGTON, Jan. 29 -- President Bush today asked Congress to appropriate \$165 million for the National Endowment for the Humanities (NEH) for fiscal year 1991.

"We are extremely gratified that President Bush is asking the Congress for an increase in the NEH budget. This request addresses our most pressing needs in humanities education, research and preservation programs," said NEH Chairman Lynne V. Cheney in announcing the Administration's request. "The requested funds will enable NEH to sustain its efforts to advance the study and understanding of the humanities across the United States.

"With these funds," Cheney added, "the Endowment plans to provide special opportunities in foreign language education, to increase the agency's support for humanities research, to increase funding to preserve the content of deteriorating research materials and to carry out new efforts to expand humanities programs for public audiences."

For the current fiscal year (FY 1990), the Endowment's revised budget is \$156.9 million. The request for FY 1991, which begins Oct. 1, 1990, reflects an increase of \$8.1 million or 5.2 percent in the agency's current funding.

The request for the Humanities Endowment includes \$119.90 million in regular program funds; \$12 million in treasury funds to match private gifts for NEH-supported projects on a one-to-one basis; \$15.15 million for challenge grants, which require at least three non-federal dollars for each federal dollar in support of humanities institutions; and \$17.95 million for the agency's administrative expenses.

Cheney added that the requested treasury and challenge grant funds will attract significant private sector support for exemplary work in the humanities. The NEH offers of matching grants and challenge grants could raise at least \$58 million in third-party funds.

The FY 1991 budget request includes \$17.9 million for NEH's Division of Education Programs; \$15.3 million for the Division of Fellowships and Seminars; \$23.1 million for the Division of General Programs; \$18.6 million for the Division of Research Programs; \$26 million for the Division of State Programs; and \$19 million for the Office of Preservation.

As part of the fiscal 1991 request, the Endowment is increasing funding for the Division of Education Programs to support a \$2.5-million special effort designed to help schools and colleges meet the growing need for foreign language study at all educational levels. Through a variety of grant-supported projects -- such as teacher institutes, foreign language curriculum development and programs to improve efforts to train language teachers -- NEH will provide increased opportunities for language teachers and students across the country.

The requested budget for FY 1991 will allow the Endowment to continue its support of the important work of scholars to recover, examine and interpret the past -- research that provides the foundation of both public programming and teaching. In recent years through its Division of Research Programs, NEH has supported projects that produce significant, authoritative editions of the papers and writings of such important figures as George Washington, Frederick Douglass, Mark Twain, Jane Addams and Martin Luther King, Jr. Through its Division of Fellowships and Seminars and Division of Research Programs, the Endowment will again concentrate its support on research projects of significance that show promise of making contributions to knowledge in and understanding of the humanities.

The FY 1991 budget request will permit the Endowment to continue its multi-year effort to preserve the knowledge and valuable information contained in research materials that are deteriorating from age, high-acid content or improper storage and handling.

In addition to the Endowment's support for projects to microfilm valuable information in brittle books, the requested budget for FY 1991 will allow the Endowment to support other essential activities that undergird the national preservation effort, such as the education and training of preservation administrators, and to continue its support for projects to preserve the content of other humanities research materials, such as deteriorating newspapers and other periodicals.

Through the new National Heritage Preservation program, the Endowment will offer funds for museums, libraries, archives, universities and other

repositories of cultural artifacts to take steps necessary to protect their collections of material culture.

As part of the Endowment's effort to bring significant scholarship in the humanities to public audiences, the Endowment's Division of General Programs will continue to support projects of national significance that have the capacity to reach large numbers of people with excellent humanities programming in museums, libraries, historical organizations and public television and radio. For example, NEH has provided major funding to produce an ambitious 11-hour television documentary on the Civil War and a 4-hour dramatic series examining the landmark Supreme Court decision, Brown v. Board of Education.

In addition, NEH will maintain its agency-wide support for projects to encourage greater public understanding of Columbus' first voyages to the New World in anticipation of the 500th anniversary of those voyages to be celebrated in 1992.

Through its Division of State Programs, the Endowment will increase the number of State and Regional Exemplary Awards offered to state councils. These special awards enable the councils to conduct programs of exceptional merit and to share resources and improve the effectiveness of their programming.

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

# # #

NOTE: A fact sheet containing highlights of the FY 1991 budget request for the National Endowment for the Humanities is attached.

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# NEWS

National Endowment  
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.  
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NEH-90-005-N

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**FOR IMMEDIATE RELEASE**

**HUMANITIES ENDOWMENT ANNOUNCES \$3.5 MILLION IN GRANTS TO CALIFORNIA**  
Awards Will Support Seminars, Research, Exhibitions and Education

WASHINGTON, Feb. 5 -- The National Endowment for the Humanities (NEH) today announced more than \$3.5 million in recent grants to colleges, universities, museums and other cultural institutions in California.

The 34 awards will support teacher seminars and research projects, as well as museum exhibitions and other programs for the general public. NEH-funded projects explore topics in history, literature, philosophy and other humanities disciplines.

[NEH has awarded one or more grants in your area. Please see the enclosed list.]

"I am delighted by the breadth and quality of the projects supported by these grants," said NEH Chairman Lynne V. Cheney in announcing the awards. "Educators and scholars from around the country and citizens across the state will benefit from the wide range of activities made possible by these California grants."

The Humanities Endowment approved \$1.09 million for the California Council for the Humanities in San Francisco. The grant will enable the council to continue statewide programs that include reading and discussion

- OVER -

programs, lectures and conferences and other public programming in collaboration with California cultural institutions.

Other California institutions receiving new NEH grants include the following:

\* **University of California, Berkeley**, to support planning for a traveling exhibition of contemporary Thai art.

\* **University of California, Los Angeles**, to support continued work on the Encyclopedia of American Popular Beliefs and Superstitions, a seven-volume reference series based on the university's archive of folk beliefs.

\* **Constitutional Rights Foundation** in Los Angeles to support planning activities leading to the development of programs in California on World War II and the home front.

\* **San Diego State University** to support a seminar for school teachers on Thucydides, Sophocles and Plato.

\* **Oakland Museum Association** to support the development and installation of visitor information stations for a permanent exhibition of California history.

\* **Stanford University** to support the publication of a study that details the development of Chinese prose style in the 20th century.

\* **San Francisco State University Foundation** to support a project that will involve three weeks and six weekends of study of Roman comedy for 12 California Latin teachers.

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

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions, February 1990

## CALIFORNIA

**Berkeley:**

Pacific School of Religion APPROVED OUTRIGHT \$76,345.00  
Berkeley, CA 94708

PROJECT DIRECTOR: Huston Smith

PROJECT TITLE: Metaphysics and the Great Chain of Being: A Cross-Cultural Inquiry

PROJECT DESCRIPTION:

To support a summer seminar for college teachers.

University of California Press APPROVED OUTRIGHT \$7,000.00  
Berkeley, CA 94720

PROJECT DIRECTOR: Lynne E. Withey

PROJECT TITLE: Alexander to Actium: The Historical Evolution of the Hellenistic Age, by Peter Green

PROJECT DESCRIPTION:

To support the publication of a comprehensive history of the Hellenistic period, 323 B.C. to 30 B.C.

University of California Press APPROVED OUTRIGHT \$7,000.00  
Berkeley, CA 94720

PROJECT DIRECTOR: Lynne E. Withey

PROJECT TITLE: Three Kingdoms: China's Epic Drama, by Luo Guanzhong, translated by Moss Roberts

PROJECT DESCRIPTION:

To support the publication of a translation of the first classical Chinese novel.

University of California, Berkeley APPROVED OUTRIGHT \$85,704.00  
Berkeley, CA 94720

PROJECT DIRECTOR: Morton D. Paley

PROJECT TITLE: British Romanticism in an Epoch of Revolution

PROJECT DESCRIPTION:

To support a summer seminar for college teachers.

University of California, Berkeley APPROVED OUTRIGHT \$86,204.00  
Berkeley, CA 94720

PROJECT DIRECTOR: Gregory Vlastos

PROJECT TITLE: The Philosophy of Socrates

PROJECT DESCRIPTION:

To support a summer seminar for college teachers.

University of California, Berkeley APPROVED OUTRIGHT \$82,875.00  
Berkeley, CA 94720

PROJECT DIRECTOR: Eric J. Sundquist

PROJECT TITLE: The Problem of Race in American Literature, 1850-1930

PROJECT DESCRIPTION:

To support a summer seminar for college teachers.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions, February 1990

CALIFORNIA (continued)

**Berkeley (continued):**

University of California, Berkeley                      APPROVED OUTRIGHT                      \$50,000.00  
Berkeley, CA 94720

PROJECT DIRECTOR: Herbert P. Phillips

PROJECT TITLE: The Creative Art of Modern Thailand

PROJECT DESCRIPTION:

To support planning for a traveling exhibition of contemporary Thai art.

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University of California, Berkeley                      APPROVED OUTRIGHT                      \$69,617.00  
Berkeley, CA 94720    APPROVED MATCH    \$8,000.00

PROJECT DIRECTOR: Charles B. Faulhaber

PROJECT TITLE: Bibliography of Old Spanish Texts

PROJECT DESCRIPTION:

To support the compilation of entries and computer programming for the fourth edition of the Bibliography of Old Spanish Texts, a catalog of the primary sources of medieval Spanish literature.

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University of California, Berkeley                      APPROVED MATCH    \$50,000.00  
Berkeley, CA 94720

PROJECT DIRECTOR: Robert P. Hughes

PROJECT TITLE: Abstracts of Russian-language Emigre Publications

PROJECT DESCRIPTION:

To support the preparation of two volumes of abstracts of current Russian-language emigre periodicals and two volumes of an annotated bibliography of Russian emigre books.

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**Calabasas:**

Center for Civic Education                                      APPROVED OUTRIGHT                                      \$153,419.00  
Calabasas, CA 91302

PROJECT DIRECTOR: Duane E. Smith

PROJECT TITLE: An Institute on the U.S. Constitution and American Political Theory

PROJECT DESCRIPTION:

To support a national institute for 30 elementary and secondary school teachers and administrators on the political principles of the American Constitution.

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**Chico:**

California State University, Chico Fdn.                      APPROVED OUTRIGHT                                      \$140,000.00  
Chico, CA 95929

PROJECT DIRECTOR: Joanna Cowden

PROJECT TITLE: Improving Instruction on the Civil War Era in Rural Secondary Schools

PROJECT DESCRIPTION:

To support an institute on the history of the Civil War and Reconstruction for 25 rural middle and secondary school history teachers.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions, February 1990

CALIFORNIA (continued)

**Irvine:**

|                                  |                   |             |
|----------------------------------|-------------------|-------------|
| University of California, Irvine | APPROVED OUTRIGHT | \$12,410.00 |
| Irvine, CA 92717                 | APPROVED MATCH    | \$2,000.00  |

PROJECT DIRECTOR: William J. Lillyman  
PROJECT TITLE: Postmodern Architecture and Contemporary Culture  
PROJECT DESCRIPTION:  
To support an interdisciplinary conference on the relationships between post-modern architecture and contemporary culture.

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**La Jolla:**

|                                     |                   |             |
|-------------------------------------|-------------------|-------------|
| University of California, San Diego | APPROVED OUTRIGHT | \$74,301.00 |
| La Jolla, CA 92093                  | APPROVED MATCH    | \$10,000.00 |

PROJECT DIRECTOR: Leonard D. Newmark  
PROJECT TITLE: Albanian-English Dictionary  
PROJECT DESCRIPTION:  
To support phase two of a three-phase project to produce an Albanian-English dictionary of 75,000 entries.

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**Los Angeles:**

|                                  |                   |             |
|----------------------------------|-------------------|-------------|
| Constitutional Rights Foundation | APPROVED OUTRIGHT | \$21,266.00 |
|----------------------------------|-------------------|-------------|

Los Angeles, CA 90005  
PROJECT DIRECTOR: Paul Von Blum  
PROJECT TITLE: World War II: The Home Front  
PROJECT DESCRIPTION:  
To support planning activities leading to the development of programs in California on World War II and the home front.

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|                                   |                   |             |
|-----------------------------------|-------------------|-------------|
| Japanese American National Museum | APPROVED OUTRIGHT | \$50,000.00 |
|-----------------------------------|-------------------|-------------|

Los Angeles, CA 90013  
PROJECT DIRECTOR: James Hirabayashi  
PROJECT TITLE: Japanese Immigration to Hawaii and the Mainland U.S., 1885-1924  
PROJECT DESCRIPTION:  
To support planning for a traveling exhibition that will examine the early period of Japanese migration to Hawaii and the United States.

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|                                       |                   |              |
|---------------------------------------|-------------------|--------------|
| Natural History Museum of L.A. County | APPROVED OUTRIGHT | \$250,000.00 |
| Los Angeles, CA 90007                 | APPROVED MATCH    | \$200,000.00 |

PROJECT DIRECTOR: Margaret Ann Hardin  
PROJECT TITLE: Hall of Native American Cultures  
PROJECT DESCRIPTION:  
To support a long-term exhibition and educational programs that will examine American Indian history and cultures.

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|------------------|-------------------|-------------|
| Southwest Museum | APPROVED OUTRIGHT | \$47,525.00 |
|------------------|-------------------|-------------|

Los Angeles, CA 90042  
PROJECT DIRECTOR: Jonathan P. Batkin  
PROJECT TITLE: Reinstallation of the Plains Indian Collections  
PROJECT DESCRIPTION:  
To support planning for a reinstallation and catalog of the Plains Indian collections.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Institutions, February 1990

CALIFORNIA (continued)

Stanford:

|  |                   |             |
|--|-------------------|-------------|
| Center for Advanced Study in Behavioral Sciences | APPROVED OUTRIGHT | \$70,000.00 |
|  | APPROVED MATCH    | \$70,000.00 |

Stanford, CA 94305

PROJECT DIRECTOR: Gardner Lindzey

PROJECT TITLE: Fellowships for Humanities Scholars in Residence at the Center for Advanced Study in the Behavioral Sciences

PROJECT DESCRIPTION:

To support five postdoctoral fellowships in the humanities.

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|                     |                   |             |
|---------------------|-------------------|-------------|
| Stanford University | APPROVED OUTRIGHT | \$82,696.00 |
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Stanford, CA 94305

PROJECT DIRECTOR: Robert W. Gordon

PROJECT TITLE: Liberal Ideals in American Law, 1870-1940

PROJECT DESCRIPTION:

To support a summer seminar for college teachers.

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|---------------------------|-------------------|------------|
| Stanford University Press | APPROVED OUTRIGHT | \$7,000.00 |
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Stanford, CA 94305

PROJECT DIRECTOR: Grant Barnes

PROJECT TITLE: The Peasant Family and Rural Development in the Yangzi Delta, 1350-1988, by Philip Huang

PROJECT DESCRIPTION:

To support the publication of a study of peasant society in the Yangzi Delta of China over a period of 600 years.

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|---------------------------|-------------------|------------|
| Stanford University Press | APPROVED OUTRIGHT | \$7,000.00 |
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Stanford, CA 94305

PROJECT DIRECTOR: Grant Barnes

PROJECT TITLE: Style in 20th-Century Chinese Prose, by Edward Gunn

PROJECT DESCRIPTION:

To support the publication of a study that details the development of Chinese prose style in the 20th century.

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|---------------------------|-------------------|------------|
| Stanford University Press | APPROVED OUTRIGHT | \$7,000.00 |
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Stanford, CA 94505

PROJECT DIRECTOR: Grant Barnes

PROJECT TITLE: When Jesus Came, the Corn Mothers Went Away: Courtship and Marriage in New Mexico, 1500-1846, by Ramon Gutierrez

PROJECT DESCRIPTION:

To support the publication of a social history of New Mexico from the 16th to the 19th century.

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# MEDIA ADVISORY

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

NEH-090-006-A

ATTENTION: Feature Writers and Editors; Columnists

## IDEAS AND CONTACTS FOR BLACK HISTORY MONTH

Here are a number of projects in history and literature offered to suggest story ideas and contacts for features you may be considering for Black History Month, celebrated in February. The books, films, museum exhibitions and other projects listed below were all funded by the National Endowment for the Humanities (NEH) or its affiliated state councils.

Aimed at academic and general audiences, these projects examine the civil rights movement in the United States, slavery and the Atlantic passage, African-American literature and art, the life and times of figures such as Marcus Garvey, Martin Luther King, Jr., and a range of other topics.

We invite you to consider these ideas or to use the contacts as resources for other stories. If we can be of further help, please call NEH Media Relations at 202/786-0449.

### Books, Editions and Reference Works

"The Martin Luther King, Jr., Papers Project" -- An effort conducted by the Martin Luther King, Jr., Center, in association with Stanford University, that plans to publish 12 volumes of Dr. King's writings. The University of California Press will be the publisher. Contact Clayborne Carson at Stanford University, 415/723-2092.

"The Frederick Douglass Papers Project" -- A projected 15-volume edition of Douglass' letters, essays, speeches and autobiographical writings between 1840 and 1895. Three volumes have been published so far. Contact John W. Blassingame at Yale University, New Haven, Conn., 203/436-3124.

"The Marcus Garvey and Universal Negro Improvement Association Papers" -- The first scholarly edition of selected documents by and about the African-American nationalist Marcus Garvey (1887-1940) and the worldwide movement he organized. Six volumes have been published so far. Contact Robert A. Hill at the University of California, Los Angeles, 213/825-7623.

"Freedmen and Southern Society Project" -- A multi-volume edition of selected documents illustrating the transformation of African-American life in the United States in the wake of emancipation. Two volumes of Freedom: A Documentary History of Emancipation, 1861-1867 have already been published; two more are scheduled to appear this year. Contact Ira Berlin at the University of Maryland, College Park, 301/454-3783.

"Black Periodical Literature Project" -- Scholars will collect, codify and disseminate information on more than 20,000 African-American short stories and serialized novels. Contact Henry Louis Gates at the National Humanities Center, Research Triangle Park, N.C., 919/549-0661, or Cynthia Bond at Cornell University, Ithaca, N.Y., 607/255-4390.

- OVER -

**"Black Abolitionist Papers Project"** -- An editing effort that is collecting writings by African Americans involved in the antislavery movement. In addition to collecting and microfilming several thousand documents in this country and abroad, the project has published two (of a projected five) volumes of papers. Contact C. Peter Ripley at Florida State University, Tallahassee, 904/644-4527.

#### Museum and Library Exhibitions

**"Afro-American Life and Labor in the Antebellum South"** -- A temporary exhibition interpreting the history of African Americans in the South between 1790 and 1865. Scheduled to open in June 1991, the exhibition has been planned and developed by the **Museum of the Confederacy**, Richmond, Va. Contact (Ms.) Kym S. Rice in Richmond, Va., 804/649-1861.

**"The Alonzo Herndon Family"** -- An exhibition, now being planned, on the history of late 19th- and early 20th-century Atlanta from the perspective of a prominent African-American family. Contact Carol E. Merritt at the **African American Family History Association**, Atlanta, 404/581-9813.

**"A History of Blacks in the Delaware Valley"** -- An exhibition, now being planned, on the history of African-American life in the Delaware Valley region. Contact Irene Burnham in the **Afro-American Historical and Cultural Museum**, Philadelphia, Pa., at 215/574-0380.

**"Black Art: Ancestral Legacy"** -- An exhibition organized by the Dallas Museum of Art, which examines the importance of African cultural heritage in the work of contemporary black artists in the United States and the Caribbean. Currently on display at the **Dallas Museum of Art**, the exhibition will travel to Atlanta, Milwaukee and Richmond in the next year. Contact Melanie Wright in Dallas, 214/922-1312.

**"The Marcus Garvey Centennial Exhibition"** -- A traveling exhibition on the life and times of African-American nationalist Marcus Garvey. Created by the **Schomburg Center for Research in Black Culture at the New York Public Library**, the exhibition opened in 1987 and is currently at the **African American Museum** in Cleveland, Ohio. Contact Harold Anderson at the New York Public Library, 212/862-4000.

**"Yoruba: Nine Centuries of African Art and Thought"** -- This exhibition and its accompanying educational programs will examine 900 years of Yoruba art. The exhibition, developed by the **Center for African Art** in New York, is currently on display at the **Art Institute of Chicago**. Contact Susan M. Vogel, 212/861-1200.

**"The Essential Gourd: Art and History in Northeastern Nigeria"** -- This exhibition and catalog, developed by the **UCLA Museum of Cultural History**, has appeared in Los Angeles, New York, Honolulu, Iowa City and St. Paul. Currently on display at the **Smithsonian Institution's National Museum of African Art** in Washington, D.C., the exhibition examines decorated gourds from northeastern Nigeria and explains the ethnography and socio-cultural history of gourd use and decoration. Contact Doran H. Ross in Los Angeles at 213/825-4259.

**"A Stronger Soul Within a Finer Frame"** -- A traveling exhibition for libraries about the emergence of a new African-American self-identity and cultural sensibility in the Black Renaissance of the 1920s and 1930s. Contact Austin McLean at the **University of Minnesota, Minneapolis**, at 612/624-3855.

Archival Projects

**"A Bibliography of the Afro-American Novel, 1853-1990"** -- This research will result in a comprehensive checklist of all the novels by African-Americans published from 1853 to the present. Contact Maryemma Graham, University of Mississippi, 601/232-7670.

**"Spelman College Archival Access Project"** -- An effort to prepare inventories and a guide to the college's archival holdings, which are of interest to scholars in social and cultural history, the history of women and the history of education for African Americans and women. Contact Beverly Guy-Sheftall at Spelman College, Atlanta, 404/681-3643.

Television and Radio Productions

**"James Baldwin: The Price of the Ticket"** -- This 90-minute documentary film, which examined the life and work of James Baldwin, was broadcast on PBS in 1989. Contact Karen Thorsen, New York Foundation for the Arts, 212/582-6050.

**"Simple Justice"** -- A five-part dramatic miniseries, now in production, based on Richard Kluger's Simple Justice, a history of the Supreme Court decision Brown vs. Board of Education. New Images Productions, Inc., in association with WGBH-TV of Boston, is producing the series. Contact Avon Kirkland of New Images Productions, Berkeley, Calif., 415/548-1790.

**"Ralph McGill and His Times"** -- A 90-minute documentary film (now in post-production) on the southern journalist and civil rights advocate, Ralph McGill, focusing on the period of changing race relations that he wrote about and influenced. Contact Jed Dannenbaum at the Center for Contemporary Media, Inc., Atlanta, 404/875-6076.

**"One Summer in Mississippi"** -- A feature-length dramatic film on the 1964 Mississippi Freedom Summer Project. Contact Connie E. Field, Clarity Educational Productions, Inc., in San Francisco, 415/841-3469.

**"Duke Ellington: Reminiscing in Tempo"** -- A one-hour film, now in production, that will analyze Duke Ellington's career as a composer and orchestra leader. Contact Robert S. Levi at the New York Foundation for the Arts, 212/924-0739.

Other Research Projects

**"Black Families: The Rowanty Evidence"** -- A study of the social and demographic character of the rural, Southern black family, from the late antebellum period to 1910. The study is based on an 1878 survey of African-American households in the magisterial district of Rowanty in Virginia. Contact JoAnn Manfra at Worcester Polytechnic Institute, Mass., 508/755-7910.

**"Plantation Dissidents: Runaway Slaves"** -- An inquiry into those aspects of the master-slave relationship that moved the slave to take the desperate step of running away. The project looks at slaves' personal, social and occupational characteristics and the routes they traveled. Contact John Hope Franklin at Duke University, Durham, N.C., 919/684-2465.

Conferences, Lectures and Other Public Programs

**"The Black Tradition in American Modern Dance"** -- A variety of public programs, including panel discussions, symposia and a booklet of essays, examining the achievements of African-American choreographers in the development of 20th-century modern dance. Events are planned for the spring and summer of 1990. Contact Gerald E. Myers, **American Dance Festival, Inc., Durham, N.C.,** (New York telephone) 212/586-1925.

**"Digging in the Afro-American Past: Historical Archaeology and the Black Experience"** -- A research conference held in May 1989 at the University of Mississippi, Oxford, focusing on the contributions of recent archaeological research to an understanding of the history of African Americans. Contact Ronald W. Bailey at **Northeastern University, Boston, Mass.** at 617/437-3148.

**"First Annual Zora Neale Hurston Festival of the Arts"** -- A four-day festival, including public programs, a research conference and programs for teachers, all focusing on the life and work of African-American writer Zora Neale Hurston. The festival was held in January 1990, in Etonville, Fla., Hurston's childhood home. Contact N.Y. Nathiri in **Etonville, Fla.,** at 407/628-2308.

**"City Lights"** -- A series of scholar-led discussions at five Washington, D.C., public housing projects, focusing on themes such as migration, work and community. The discussions, which begin in March 1990, also use film, dance and dramatic presentations and encourage the participants to talk about their own histories. Contact Joseph Jordan at the **D.C. Humanities Council, 202/347-1732.**

Programs for Teachers

**"Four Classic Afro-American Novels"** -- This five-week summer seminar for 15 schoolteachers will focus on four key works of modern African-American fiction: Zora Neale Hurston's Their Eyes Were Watching God, Richard Wright's Native Son, Ralph Ellison's Invisible Man and Toni Morrison's Song of Solomon. Contact James A. Miller at **Trinity College, Hartford, Conn.,** 203/297-2429.

**"African-American Literature, Art and the Search for Identity in 20th-Century America"** -- A four-week institute on modern African-American literature, including works by James Weldon Johnson, Jean Toomer, Zora Neale Hurston, Richard Wright and Lorraine Hansberry. Contact Ralph Bogardus, at the **University of Alabama, Tuscaloosa,** at 205/348-5940.

**"Introduction to Afro-American Studies"** -- A project to develop instructional modules to be used in individually tailored introductory courses in Afro-American studies. This summer, the sponsors will hold a workshop based on these models for faculty at Harvard University, Brandeis University, and the University of Massachusetts, Boston. Contact Randall K. Burkitt at **Harvard University, Cambridge, Mass.,** 617/495-4192.

**"African Poetry and the Modern English Tradition"** -- A seminar for elementary and secondary school teachers focusing on the dynamic relationships between the modern English poetry and modern African verse as represented in the work of Brutus, Awoonor and Soyinka. Contact Gessler Nkondo at **Vassar College, Poughkeepsie, N.Y.** at 914/437-5657.

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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

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NEH-90-007-F

**Lynne V. Cheney**  
**Chairman, National Endowment for the Humanities**

Lynne V. Cheney has served as Chairman of the National Endowment for the Humanities (NEH) since May 1986. She is the fifth person to serve as Chairman since the Endowment was created in 1965.

During her tenure at NEH, Cheney has been particularly interested in the way that knowledge of the humanities is shared and transmitted and has been a strong advocate for excellence in teaching. Under her leadership, the Endowment has continued and expanded its programs supporting scholarship, education, preservation and public programs in the humanities.

As NEH Chairman, Cheney has written three major reports. Last year's 50 Hours: A Core Curriculum for College Students revealed that too many students are graduating from U.S. colleges without knowing basic landmarks of history and thought and urged colleges and universities to revise curricula so that undergraduates study essential areas of knowledge. In 50 Hours, Cheney suggested a hypothetical core curriculum that includes study of both Western classics and major works of non-Western civilizations.

Humanities in America, the 1988 report to Congress written by Cheney on the state of the humanities in the nation, described a "remarkable blossoming" of the humanities in the public sphere at a time when the study of the humanities is in decline on college campuses. The report found that public programming in the humanities is now so substantial and extensive that it constitutes a "parallel school" outside established institutions of education. As a result of this study, Cheney announced two initiatives: the Charles Frankel Prize, which honors five Americans annually for outstanding achievement in humanities programs for the general public; and new challenge grants to allow colleges and universities to create distinguished teaching professorships.

The congressionally mandated report American Memory, written by Cheney and released in 1987, addressed the teaching and learning of the humanities in U.S. public schools. The report said that history and literature are not being taught adequately in elementary and secondary schools and recommended changes in textbooks, curricula and teacher training. Following the release of American Memory,

- OVER -

Cheney announced the NEH/Reader's Digest Teacher-Scholar awards, which allow schoolteachers to undertake a year of independent, full-time study in the humanities. Also at Cheney's direction, the Endowment established a \$1.5 million research center in a cooperative agreement with the University of California, Los Angeles, to study the way history is taught and learned in U.S. schools.

Two other initiatives begun under Cheney's leadership are the "Bicentennial Bookshelf" program of matching grants, which allowed nearly 800 public libraries to purchase reference works on the U.S. Constitution, and the publication of "Summertime Favorites," a list of extracurricular readings for elementary and secondary school students, based on an informal survey of public and private schools. Some 195,000 copies of "Summertime Favorites" have been distributed to date.

Cheney's tenure has seen significant increases in the Endowment's budget, which has grown from \$132.7 million in FY 1986 to \$156.9 million in FY 1990. For the upcoming fiscal year, President Bush has asked for an appropriation of \$165 million. In his FY 1991 budget message, the President highlighted the Endowment's mission, calling for increased efforts to "preserve America's cultural heritage."

During Cheney's tenure, NEH began an accelerated, multi-year effort to preserve the knowledge in brittle books and other deteriorating materials in the nation's research libraries, archives and other repositories. The current budget for preservation programs is \$13.3 million, and the request for FY 1991 is \$14.8 million.

As NEH Chairman, Cheney has written frequently about issues in precollegiate and higher education, as well as the value of the liberal arts to one's personal and professional life. Her essays have appeared in The New York Times, The Washington Post, The Wall Street Journal, The Christian Science Monitor, Newsweek and many other publications.

In the past four years, Cheney has traveled extensively throughout the United States, meeting with teachers, government officials and business and civic leaders to encourage study of the humanities and to promote the Endowment's programs. She has received numerous honorary degrees.

# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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NEH-90-008-N

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FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT AWARDS GRANT FOR TEXAS CONFERENCE**  
Higher Education Board Will Develop Statewide Core Curriculum

DALLAS, March 2 -- Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), today announced a grant of \$29,600 to the Texas Higher Education Coordinating Board.

The NEH funds will support a three-day conference on the state legislature's mandated core curriculum for Texas colleges and universities.

"The Endowment has a vital interest in supporting efforts to develop a coherent, content-based core curriculum for colleges and universities in Texas," said Chairman Cheney during an address to the Ward Howell International breakfast meeting at the Tower Club in Dallas. "We applaud the goal of the Texas legislature to ensure that all undergraduates at state schools be exposed to essential areas of knowledge."

The conference, to be held this summer, will bring together faculty and administrators with state and national leaders from the education and business communities to discuss the content of courses that will constitute the core curriculum for students attending Texas' state colleges and universities. Conference participants will also consider the relationship of the higher education core curriculum to courses taught in

-OVER-

Texas Core Curriculum Conference  
March 2, 1990  
Page 2

Texas public high schools; transferability of course credits among schools of higher education; the preparation of public school teachers; and the development of critical thinking skills.

The Texas Higher Education Coordinating Board has received a mandate from the state legislature to review the educational objectives and content of each institution's core curriculum and to develop statewide guidelines regarding the number and general content of courses required for graduation. The NEH-supported conference will assist the board in fulfilling that mandate.

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

# # #

# NEWS

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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT SUPPORTS 47 MUSEUM PROJECTS NATIONWIDE Institutions in 23 States Receive Grants Totaling \$5.3 Million

WASHINGTON, March 6 -- The National Endowment for the Humanities (NEH) today announced \$5.3 million in new grants to museums, historical organizations and other cultural institutions in 23 states and the District of Columbia.

The 47 grants will support permanent, temporary and traveling exhibitions, as well as publications, programs for the general public, seminars for museum professionals and other activities.

"The institutions receiving these awards will bring the history of a variety of countries and cultures to museum visitors in communities across the country," said NEH Chairman Lynne V. Cheney in announcing the grants.

[NEH has awarded one or more grants in your area. Please see the enclosed list and fact sheet.]

For example, the University of California, Berkeley, will develop "Columbus' Great Experiment," a traveling exhibition, publications and public programs focusing on the knowledge and technology that made Columbus' voyages to the New World possible, as well as the impact of his discoveries on Europe and the Americas.

"The Gift of Birds: South American Feathered Ornaments," an exhibition, catalog and programs exploring the social meaning of personal

- OVER -

adornment with featherwork, will be launched by the University of Pennsylvania in Philadelphia.

The Museum of the Confederacy in Richmond, Va., will mount a traveling exhibition with public programs on the history of African Americans in the South between 1790 and 1865.

Boston's Computer Museum will plan an exhibition on the history of the computer and its impact on society.

As part of an effort to encourage museums to provide more educational opportunities for staff members, the Endowment has established a new grant category, Humanities Seminars for Museum Professionals. Grants awarded through this program will enable museums and historical organizations to offer their staff members specialized training in historical interpretation of their collections.

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

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Museums and Historical Organizations  
March 1990

ARIZONA

**Bisbee:**

|   |                   |              |
|---|-------------------|--------------|
| Bisbee Council on the Arts and Humanities | APPROVED OUTRIGHT | \$100,000.00 |
| Bisbee, AZ 85603                          | APPROVED MATCH    | \$25,000.00  |

PROJECT DIRECTOR: Larry B. Tanner

PROJECT TITLE: Bisbee: Urban Outpost on the Frontier

PROJECT DESCRIPTION:

To support an exhibition on the history of urban development in Bisbee, Ariz., from 1877 to 1917.

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ARKANSAS

**Fayetteville:**

|                                      |                   |            |
|--------------------------------------|-------------------|------------|
| University of Arkansas, Fayetteville | APPROVED OUTRIGHT | \$3,318.00 |
| Fayetteville, AR 72701               |                   |            |

PROJECT DIRECTOR: Allyn A. Lord

PROJECT TITLE: Computerization of the Archaeology Collections at the University Museum

PROJECT DESCRIPTION:

To support the planning for computerized documentation of the anthropological collections at the University Museum.

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CALIFORNIA

**Berkeley:**

|                                    |                   |              |
|------------------------------------|-------------------|--------------|
| University of California, Berkeley | APPROVED OUTRIGHT | \$250,000.00 |
| Berkeley, CA 94720                 |                   |              |

PROJECT DIRECTOR: Cary I. Sneider

PROJECT TITLE: Columbus' Great Experiment

PROJECT DESCRIPTION:

To support a traveling exhibition, publication and programs that examine Old World knowledge underlying Columbus' exploration, the technology that made the voyages possible and the impact of the discoveries on the New World.

---

**Los Angeles:**

|                                       |                   |             |
|---------------------------------------|-------------------|-------------|
| University of California, Los Angeles | APPROVED OUTRIGHT | \$25,000.00 |
| Los Angeles, CA 90024                 |                   |             |

PROJECT DIRECTOR: James B. Cuno

PROJECT TITLE: Computerized Documentation of the Permanent Collections, Grunwald Center for the Graphic Arts

PROJECT DESCRIPTION:

To support the computerized documentation of the permanent collection of 35,000 prints, drawings, photographs and artists' books from the 15th through the 20th centuries.

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**NATIONAL ENDOWMENT FOR THE HUMANITIES**  
Grants to Museums and Historical Organizations  
March 1990

**PENNSYLVANIA**

**Philadelphia:**

Cliveden APPROVED OUTRIGHT \$20,505.00  
Philadelphia, PA 19144  
PROJECT DIRECTOR: Jennifer Esler  
PROJECT TITLE: Self-Study of Humanities Interpretation at Cliveden  
PROJECT DESCRIPTION:  
To support a self-study of Cliveden, a historic house in the Germantown area of Philadelphia, that will examine its potential for interpretive exhibitions and public programs.

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University of Pennsylvania APPROVED OUTRIGHT \$275,000.00  
Philadelphia, PA 19104 APPROVED MATCH \$100,000.00  
PROJECT DIRECTOR: Ruben E. Reina  
PROJECT TITLE: The Gift of Birds: South American Feathered Ornaments  
PROJECT DESCRIPTION:  
To support an exhibition, catalog and programs that explore the social significance of adornment through featherwork in South America.

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**TEXAS**

**Dallas:**

Dallas Museum of Art APPROVED OUTRIGHT \$60,000.00  
Dallas, TX 75201  
PROJECT DIRECTOR: Carolyn E. Tate  
PROJECT TITLE: Olmec: Art of America's First Kings  
PROJECT DESCRIPTION:  
To support the planning of an exhibition, catalog and public programs on Olmec art.

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**VIRGINIA**

**Richmond:**

Museum of the Confederacy APPROVED OUTRIGHT \$250,000.00  
Richmond, VA 23219  
PROJECT DIRECTOR: Kym S. Rice  
PROJECT TITLE: Afro-American Life and Labor in the Antebellum South  
PROJECT DESCRIPTION:  
To support a traveling exhibition and public programs on the history of African Americans in the South between 1790 and 1865.

---

Valentine Museum APPROVED OUTRIGHT \$38,358.00  
Richmond, VA 23219  
PROJECT DIRECTOR: B. Frank Jewell  
PROJECT TITLE: Venues of Inquiry into the American City: The Place of  
Museums, Libraries and Archives  
PROJECT DESCRIPTION:  
To support a conference on the relationship of museums and historical societies to recent issues and scholarship in urban history.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants to Museums and Historical Organizations  
March 1990

VIRGINIA (continued)

**Williamsburg:**

|  |                   |             |
|--|-------------------|-------------|
| Colonial Williamsburg Foundation<br>Williamsburg, VA 23187 | APPROVED OUTRIGHT | \$51,946.00 |
|--|-------------------|-------------|

PROJECT DIRECTOR: James M. Gaynor  
PROJECT TITLE: Tools of Their Trades: Hand Tools in Colonial America  
PROJECT DESCRIPTION:  
To support the planning of an exhibition, publications and educational programs of trade tools of 17th- and 18th-century British America.

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WASHINGTON

**Seattle:**

|   |                   |              |
|---|-------------------|--------------|
| Seattle Art Museum<br>Seattle, WA 98112 | APPROVED OUTRIGHT | \$400,000.00 |
|   | APPROVED MATCH    | \$125,000.00 |

PROJECT DIRECTOR: Bonnie Pitman-Gelles  
PROJECT TITLE: Reinstallation of the Arts of Africa, Oceania and the Americas  
PROJECT DESCRIPTION:  
To support a permanent exhibition and related interpretative programs and materials on the arts of Africa, Oceania and the Americas.

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**Tacoma:**

|   |                   |              |
|---|-------------------|--------------|
| Washington State Historical Society<br>Tacoma, WA 98403 | APPROVED OUTRIGHT | \$300,000.00 |
|   | APPROVED MATCH    | \$65,000.00  |

PROJECT DIRECTOR: David L. Nicandri  
PROJECT TITLE: Russian America: The Forgotten Frontier  
PROJECT DESCRIPTION:  
To support a traveling exhibition and catalog on the history of Russian America, 1741-1867.

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WEST VIRGINIA

**Huntington:**

|  |                   |             |
|--|-------------------|-------------|
| Huntington Museum of Art<br>Huntington, WV 25701 | APPROVED OUTRIGHT | \$39,515.00 |
|--|-------------------|-------------|

PROJECT DIRECTOR: Beth A. Hager  
PROJECT TITLE: Agent of Change: The Railroad in West Virginia  
PROJECT DESCRIPTION:  
To support the planning of a traveling exhibition on the impact of the railroad on West Virginia.

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WISCONSIN

**Manitowoc:**

|  |                   |             |
|--|-------------------|-------------|
| Manitowoc Maritime Museum<br>Manitowoc, WI 54220 | APPROVED OUTRIGHT | \$51,583.00 |
|--|-------------------|-------------|

PROJECT DIRECTOR: Lox A. Logan  
PROJECT TITLE: The History of Commercial Fishing in the Great Lakes  
PROJECT DESCRIPTION:  
To support the planning of a traveling exhibition and public programs on the history of commercial fishing on the Great Lakes.

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# FACTS

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NEH-90-010-F

## HUMANITIES PROJECTS IN MUSEUMS AND HISTORICAL ORGANIZATIONS

The National Endowment for the Humanities (NEH) plays a unique role in the funding of museum exhibitions in the United States. Only projects with a significant scholarly or educational element qualify for NEH support. Endowment-funded exhibitions illuminate important themes and events in history, philosophy, literature and other humanities subjects for the general public by interpreting works of art, historical documents, photographs and other artifacts. Collaboration between museum professionals and humanities scholars, a hallmark of NEH-supported exhibitions, often results in outstanding scholarship presented to the public in interesting and compelling ways.

Since 1967 the Endowment's Humanities Projects in Museums and Historical Organizations program has provided more than \$125 million for exhibitions, catalogs, educational programs, documentation of collections and other projects. In the current fiscal year (FY 1990), the program's budget is \$8.8 million. In 1989 more than 10 million people visited NEH-funded exhibitions, according to figures compiled by the Endowment.

One of the Endowment's most popular exhibitions, "William Wordsworth and the Age of English Romanticism," was mounted by Rutgers University and featured many of the 19th-century poet's original manuscripts and more than 100 oil paintings and watercolors, including masterpieces by Turner and Constable. It opened at the New York Public Library and appeared in a number of sites across the country. The exhibition's artworks, historical documents and first editions allowed museum visitors to view Wordsworth's achievement in light of the French Revolution, the Industrial Revolution and the work of other important artists and thinkers of his day. A catalog featuring articles by historians and literary scholars, as well as an extensive program of public lectures by scholars, complemented the exhibition.

In a similar vein, "Goya and the Spirit of Enlightenment," an NEH-funded exhibition organized by Boston's Museum of Fine Arts, focused on the work of one artist in order to examine the intellectual, social and political climate of the Enlightenment.

The lives of three Hidatsa Indians served as the focus of a recent exhibition launched by the Minnesota Historical Society. "The Way to Independence: Memoirs of a Hidatsa Indian Family" explored the transition from traditional Plains Indian society to modern reservation life during the period 1840 to 1920.

-OVER-

A number of Endowment-supported exhibitions have won national and international honors. The Decorative Arts Society awarded the Montgomery Prize to the Brooklyn Museum for the catalog of an NEH-supported exhibition, "The Machine Age in America." Featuring objects as diverse as a pencil sharpener, an airplane and paintings by Frank Stella and Gerald Murphy, this exhibition examined the influence of technology on American art and design during the period between the First and Second World Wars. The exhibition opened at the Brooklyn Museum and traveled to Los Angeles, Pittsburgh and Atlanta.

The University Art Museum at the University of California, Berkeley, received the Award of Merit from the American Association for State and Local History for its exhibition, "Made in America." And in 1987, the Walters Art Gallery in Baltimore won international recognition for Byzantine Silver, the catalog of the exhibition of the same name.

In 1990 the Museums program established a new funding category called "Seminars, Symposia and Other Projects," which will support two- to four-week seminars for museum professionals on subjects in the humanities. This initiative is designed to strengthen the abilities of museum professionals to present humanities programs to the public and offers support to museums, consortia of museums and universities and museum-professional associations for projects that emphasize content and critical dialogue.

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

# # #

# MEDIA ADVISORY

National Endowment  
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A Federal Agency

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NEH-90-011-A

ROUTE TO: TV WRITERS AND EDITORS  
COLUMNISTS  
FEATURES DESKS

## NEH-SUPPORTED MINISERIES ON THE CIVIL WAR SLATED FOR FALL BROADCAST

"The Civil War," an epic, 11-hour documentary miniseries by award-winning filmmaker Ken Burns, will air for an unprecedented five consecutive nights in Fall 1990 on the Public Broadcasting System.

The broadcast of the film, which was created with the help of more than \$1.3 million in grants from the National Endowment for the Humanities (NEH), will be the kickoff event of PBS's 1990-91 season when it airs beginning Sunday, Sept. 23.

The multi-part film retraces the entire course of the war, using thousands of original photos and archival material, as well as newsreel footage of Civil War veterans, live cinematography of the battlefields as they appear today, and interviews with distinguished Civil War historians such as Shelby Foote, C. Vann Woodward and James McPherson.

Among the many actors and other well known figures who provide voice-over narration for "The Civil War" are Jason Robards, Morgan Freeman, Sam Waterston, Garrison Keillor, Kurt Vonnegut, Colleen Dewhurst and Jody Powell. The film's principal narrator is historian David McCulloch.

Ken Burns' Florentine Films produced "The Civil War" in conjunction with WETA-TV in Washington, D.C. Along with NEH, General Motors Corporation is a principal underwriter of the project, and other contributors include the Corporation for Public Broadcasting, the Arthur Vining Davis Foundations, and the John D. and Catherine T. MacArthur Foundation.

# # #

**NOTE TO WRITERS AND EDITORS:** Accompanying this advisory is the latest issue of NEH's bimonthly magazine Humanities, which features a number of articles on Civil War history. Included is a conversation between NEH Chairman Lynne V. Cheney and novelist and historian Shelby Foote, an important advisor to "The Civil War" project, who talks about the making of the film.

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# NEWS

National Endowment  
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NEH-90-012-N(R)

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EMBARGOED: Hold for release until  
6:00 p.m. (EST), Tuesday, March 13, 1990

## HUMANITIES ENDOWMENT NAMES 52 "TEACHER-SCHOLARS" NEH/Reader's Digest Program Gives Teachers Grants for Year of Study

WASHINGTON, March 13 -- The White House will honor 52 elementary and secondary school teachers at a reception Wednesday afternoon to celebrate their selection by the National Endowment for the Humanities (NEH) as the 1990 NEH/Reader's Digest Teacher-Scholars.

The teachers -- one from each state, the District of Columbia and the U.S. Virgin Islands -- are receiving grants to support a year's sabbatical for full-time, independent study in history, literature, languages and culture. The Teacher-Scholars are here today for orientation sessions at the NEH offices.

Each teacher will do research in a project of his or her own choosing during the 1990-1991 academic year. For example, California elementary school teacher Judith Marantz will use her sabbatical to study the African-American slave experience. Donald Burke will take a year off from his teaching duties at a Michigan high school to conduct independent research into Plato's philosophy. And Virginia teacher Mary Jane Adams will spend a year away from her classroom to study regional languages and cultures in France and Spain.

"Good teachers have to struggle to find adequate time to learn more about the subjects they teach," NEH Chairman Lynne V. Cheney said in announcing the new awards. "We at the Endowment are delighted to provide

an opportunity for teachers to conduct a full academic year of rigorous, independent study in the humanities."

Teacher-Scholars will receive stipends of up to \$27,500 to replace their salaries or to supplement sabbatical pay up to the amount of their academic year salaries. In addition, each teacher's school will receive \$500 to purchase books for the school library. NEH also offers an honorarium of \$500 for a mentor selected by the teacher to provide expert guidance.

NEH administers the program, now in its second year, in partnership with a fund at New York Community Trust established by DeWitt Wallace, founder of Reader's Digest. The Endowment received a \$1.5-million grant from the fund to pay for approximately one-third the program's costs for three years. The gift is the single largest ever made to NEH.

In congratulating the award winners, M. Christine DeVita, president of the DeWitt Wallace-Reader's Digest Fund, said, "This program provides something that teachers value greatly -- time for serious study and reflection on the subjects they teach and a chance to gain new knowledge that they can bring back to their students."

Project proposals were judged on their intellectual quality, the significance of the topic and the relevance of the study plan to the applicant's teaching responsibilities.

The NEH/Reader's Digest Teacher-Scholar program grew out of an August 1987 NEH report on the state of humanities education in American public schools. The congressionally mandated report, American Memory, found that teacher-preparation programs place too little emphasis on

subject-area study and recommended that teachers be given new opportunities to learn more about the humanities disciplines they teach.

While sabbaticals -- paid leave to perform scholarly research -- are common for college professors, most teachers at the precollegiate level seldom have such an opportunity for reflection and intellectual growth. In their applications to NEH, the Teacher-Scholars were enthusiastic about gaining a chance to conduct intensive research on a subject related to their teaching.

Wrote Irene McDonald of Alabama, who will spend the next academic year studying Russian and Soviet literature, "The intellectual stimulus and creative challenge of a year of intense learning will enable me to return to the classroom with a glorious bang." And North Dakota's June Smith, who will research classic children's literature, wrote, "I know that a sabbatical would refresh my intellect, restore my spirit and return me to the classroom a much more interesting and productive teacher."

NEH chose the winners from a nationwide pool of 566 eligible applicants. Of the 52 winners, 37 teach at public schools, 14 at private institutions and one at a tribal school. Twenty Teacher-Scholars are from institutions located in urban areas; 19 teach at suburban schools; and 13 are teachers at schools in rural areas.

Several of the teachers chose projects that deal with local themes. For example, E. Kalani Flores will conduct research on the Hawaiian traditions of Kaua'i, the island on which he lives and teaches. Beth Craddock-Smith of Durham, N.C., will study 20th-century North Carolina

literature and history. And Jody Chambers of Phoenix, Ariz., will undertake a project on southwestern U.S. literature and history.

Five of this year's Teacher-Scholars will study topics focusing on the history, literature or philosophy of ancient Greece and Rome. Another four projects will feature native American themes. Other topics include medieval history and literature; Russian and Chinese folktales; the poetic theories of Coleridge and Wordsworth; contemporary Japanese culture; Celtic mythology; and the decline and fall of the Roman Empire.

NEH is currently accepting applications for the final cycle of NEH/Reader's Digest Teacher-Scholar awards. Application forms, available from the Endowment, must be received by May 1, 1990, for projects that would begin in September 1991.

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

# # #

NOTE TO EDITORS: A complete list of the 1990 NEH/Reader's Digest Teacher-Scholars, with their schools and school phone numbers, accompanies this release.

# NEWS

National Endowment  
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NEH-90-013-N01(R)

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EMBARGOED: Hold for release until 6:00 p.m. (EST)  
Tuesday, March 13, 1990

## HUMANITIES ENDOWMENT NAMES ALABAMA EDUCATOR AS TEACHER-SCHOLAR NEH/Reader's Digest Award Will Support Full Year of Independent Study

WASHINGTON, March 13 -- The National Endowment for the Humanities (NEH) has selected Irene B. McDonald of Mobile to be Alabama's NEH/Reader's Digest Teacher-Scholar for 1990, the Endowment announced today.

NEH selected 52 teachers -- one from each state, the District of Columbia and the U.S. Virgin Islands -- to undertake a full academic year of independent study in history, literature, foreign languages or other humanities disciplines.

The White House will honor McDonald and the other Teacher-Scholars at a reception Wednesday afternoon.

"Teachers need time to learn more about the subjects they teach," NEH Chairman Lynne V. Cheney said in announcing the new awards. "We at the Endowment are delighted to help teachers pursue a full year of rigorous, independent study in the humanities."

Each award provides a stipend up to \$27,500 to replace the teacher's annual salary or to supplement sabbatical pay up to the amount of the academic year salary. The teacher's school will also receive an additional \$500 to purchase books for the school's library.

This fall, McDonald, an 11th-grade and Advanced Placement English teacher at the UMS-Wright School in Mobile, will use the award to study the 19th- and 20th-century literature and language of Russia and the Soviet Union.

The Humanities Endowment selected the 52 winners announced today from 566 eligible applications from teachers across the United States.

Project proposals were reviewed by panels of humanities educators who judged the applications on their intellectual quality, the significance of the topic and materials to be studied and the relevance of the study plan to the applicants' teaching responsibilities.

NEH administers the Teacher-Scholar program, now in its second year, in partnership with a fund at the New York Community Trust established by DeWitt Wallace, founder of Reader's Digest. The Endowment received a \$1.5-million grant from the fund -- the largest gift ever made to NEH -- to cover approximately one-third the program's costs for three years.

In congratulating the award winners, M. Christine DeVita, president of the DeWitt Wallace-Reader's Digest Fund, said, "This program provides something that teachers value greatly -- time for serious study and reflection on the subjects they teach and a chance to gain new knowledge that they can bring back to their students."

The NEH/Reader's Digest Teacher-Scholar program grew out of a 1987 Endowment report, requested by Congress and written by Cheney, on the state of humanities education in U.S. public schools. American Memory, citing the competing demands on teachers' time and attention, recommended that teachers be given new opportunities to learn more about history, literature, foreign languages or other humanities disciplines they teach.

While sabbaticals -- paid leave to perform scholarly research -- are common for college and university professors, most elementary and secondary schools make few provisions for their teachers to take an extended leave of absence for reflection, study and intellectual growth.

As one of 52 Teacher-Scholars named today by the Humanities Endowment, Irene McDonald is looking forward to this rare opportunity to pursue intensive research on a subject related to her teaching.

McDonald plans to study Russian language and literature at the University of South Alabama in preparation for teaching a class in Russian and Soviet literature at the UMS-Wright School in Mobile, where she currently teaches 11th-grade English and Advanced Placement literature and composition.

As a result of her language study, she will add new material to the Advanced Placement literature program. "I expect many students to be moved by this great literature which forces readers into an appraisal of their own culture and lives," she says.

McDonald has a bachelor's degree in English and Spanish from the State University of New York at Albany and a master's degree in English from the University of Wisconsin in Madison.

NEH is currently accepting applications for the final cycle of NEH/Reader's Digest Teacher-Scholar awards. Application forms, available from NEH, must be submitted by May 1, 1990, for projects that would begin in September 1991.

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

# # #

EDITORS: A complete list of the 1990 NEH/Reader's Digest Teacher-Scholars, with their schools and school phone numbers, accompanies this release.

# FACTS

National Endowment  
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NEH-90-013-F

EMBARGOED: Hold for release until 6:00 p.m. (EST)  
Tuesday, March 13, 1990

## NEH/READER'S DIGEST TEACHER-SCHOLARS 1990-91

Irene B. McDonald  
Mobile, Alabama

UMS-Wright School  
Mobile, Alabama  
205/479-6551

"19th- and 20th-Century Russian and Soviet Literature and Language"

Nancy L. Robinson  
Wasilla, Alaska

Wasilla High School  
Wasilla, Alaska  
907/376-5341

"The Potters of Tzintzuntzan: A Model of a Mexican Artisan  
Community"

Jody A. Chambers  
Phoenix, Arizona

Madison No. 1 School  
Phoenix, Arizona  
602/265-4793

"Early Modern to Contemporary Southwestern History and Literature"

Peggy S. Barry  
Forrest City, Arkansas

Forrest City High School  
Forrest City, Arkansas  
501/633-1464

"Coming of Age in the South: 20th-Century Southern Literature"

Judith Marantz  
San Francisco, California

Abraham Lincoln Elem. School  
Burlingame, California  
415/697-8230

"Patterns of Resistance: The Afro-American Slave Experience"

Naomi H. Westcott  
Colorado Springs, Colorado

Martin Luther King Elem. Sch.  
Security, Colorado  
719/392-2900

"Lafcadio Hearn and Japanese Myths"

Phyllis B. Katz  
Farmington, Connecticut

Miss Porter's School  
Farmington, Connecticut  
203/677-1321

"The Decline and Fall of Rome: Historical Fact, Universal Truth"

Richard S. Reynolds  
Wilmington, Delaware

Wilmington Friends School  
Wilmington, Delaware  
302/575-1130

"Hispanic and Latin American Migration to the United States"

Ann C. Coluzzi  
Bethesda, Maryland

Duke Ellington School of the Arts  
Washington, D.C.  
202/282-0123

"Classic and Modern Texts on Ethics and Aesthetics"

Jacqueline Y. Young  
Pensacola, Florida

Pensacola High School  
Pensacola, Florida  
904/433-8291

"The Victorian Novel and the Development of the Welfare State"

Arthur W. Wilhelm  
Atlanta, Georgia

Smyrna (Campbell) High School  
Smyrna, Georgia  
404/432-4166

"Faulkner and France"

E. Kalani Flores  
Waimea, Hawaii 96796

Kaua'i District Schools  
Lihu'e, Hawaii  
808/245-4366

"Mo'olelo o Kaua'i: Hawaiian Traditions of Kaua'i"

Wesley R. Hanson  
Coeur d'Alene, Idaho

Lakeland High School  
Rathdrum, Idaho  
208/687-0181

"In the Shadow of Democracy: A Study of the Black Protest Movement Through Autobiographies"

Barry Kritzberg  
Chicago, Illinois

Morgan Park Academy  
Chicago, Illinois  
312/881-6700

"'Laying One Stone Aright Each Day': Practical and Transcendental Reformers in the 1840s"

Hildegard Stalzer  
South Bend, Indiana

St. Joseph's High School  
South Bend, Indiana  
219/233-6137

"Toward an Annotated Bilingual Edition of Helene Kottanner's Memoirs"

Marguerite D. Vance  
Cedar Falls, Iowa  
Cedar Falls High School  
Cedar Falls, Iowa  
319/277-3100  
"Medieval History as Revealed by Its Literature: St. Augustine  
Through Dante"

James D. Schoonover  
Great Bend, Kansas  
Great Bend High School  
Great Bend, Kansas  
316/793-3503  
"A German Exodus of the Humanities, 1930-41: America's Great  
Brain-Gain"

Stella K. Terango  
Richmond, Kentucky  
Model Laboratory School,  
Eastern Kentucky University  
Richmond, Kentucky  
606/622-3766  
"Russian and Chinese Myths and Folktales"

Earlene Broussard Echeverria  
Abbeville, Louisiana  
Abbeville High School  
Abbeville, Louisiana  
318/893-1874  
"French-Acadian Folk Songs and Folklore in the Study of French"

Michele L. Lettiere  
Brunswick, Maine  
Waynflete School  
Portland, Maine  
207/774-5721  
"The Artistry of Creation: Joyce, Freud, Mann and Woolf"

Hunter M. Nesbitt  
Baltimore, Maryland  
Harman Elementary School  
Hanover, Maryland  
301/859-3616  
"Shakespeare: Introducing Him to Children"

Caleb I. Bach  
Deerfield, Massachusetts  
Deerfield Academy  
Deerfield, Massachusetts  
413/772-0241  
"Bishop Blaise: A Saint's Progress"

Donald L. Burke  
Mayville, Michigan  
Northwestern High School  
Detroit, Michigan  
313/895-1865  
"Socrates' Moral Philosophy: The Limits of Rational Inquiry"

Lee H. Smith  
Hopkins, Minnesota

St. Louis Park Senior High School  
St. Louis Park, Minnesota  
612/925-4300

"Integrating the History of Religion into U.S. History"

Charles A. Weeks  
Jackson, Mississippi

St. Andrew's Episcopal School  
Jackson, Mississippi  
601/856-3033

"Europe Confronts America in the Old Southwest, 1527-1820"

Kathleen B. Elifrits  
Rolla, Missouri

Rolla High School  
Rolla, Missouri  
314/364-4746

"A Study of Vergil and Horace, Augustan Age Poets"

Donald W. Burgess  
St. Ignatius, Montana

Two Eagle River School  
Pablo, Montana  
406/675-0292

"Missions and Traditions: A Study of Belief and Conflict Among the Salish and Kootenai Indians of Montana"

Edward A. Rauchut  
Omaha, Nebraska

Central High School  
Omaha, Nebraska  
402/978-7100

"Shakespeare's Henry V: The Laws and Politics of War"

Audrey Cournia  
Sparks, Nevada

Edward Reed High School  
Sparks, Nevada  
702/359-7600

"Historical and Cultural Perspectives on Contemporary Central America"

Elinor H. Thorsell  
Laconia, New Hampshire

Memorial Middle School  
Laconia, New Hampshire  
603/524-4632

"Celtic Mythology: An Archaeological and Cultural Study"

James M. Walsh  
Unionville, New York

Vernon Township High School  
Vernon, New Jersey  
201/875-7111

"Imagination in Wordsworth, Coleridge, Emerson and Thoreau"

Leonora B. Durrett  
Albuquerque, New Mexico

Taylor Middle School  
Albuquerque, New Mexico  
505/898-3666

"Patterns of Connections: Native American Myths, Poetry, Science  
and Petroglyphs"

William R. Everdell  
Brooklyn, New York

Saint Ann's School  
Brooklyn, New York  
718/522-1660

"The History of Ideas in Europe and America, 1872-1913"

Beth Craddock-Smith  
Durham, North Carolina

Neal Middle School  
Durham, North Carolina  
919/560-3955

"20th-Century North Carolina Literature and History"

June K. Smith  
Jamestown, North Dakota

Jamestown Senior High School  
Jamestown, North Dakota  
701/252-0559

"The Study and Analysis of Classic Children's Literature"

Joyce Dyer  
Hudson, Ohio

Western Reserve Academy  
Hudson, Ohio  
216/650-4400

"British and American Literature Written by Women from the  
Renaissance to the Present"

Nancy B. Goodwin  
Clinton, Oklahoma

Clinton High School  
Clinton, Oklahoma  
405/323-1230

"Shakespeare's Comedies and Histories and Their Italian and  
Classical Sources"

Janet L. Martin  
Portland, Oregon

Grant High School  
Portland, Oregon  
503/280-5160 Ext. 125

"Metaphor in Asian, African and North American Mythology"

Lee T. Percy  
Merion, Pennsylvania

The Episcopal Academy  
Merion, Pennsylvania  
215/667-9612

"Rhetoric, Science and Medicine in Ancient Greece"

Jeffrey E. Simpson  
Middletown, Rhode Island

St. George's School  
Newport, Rhode Island  
401/849-3264

"Coleridge, Wordsworth and Romantic Literary Theory"

Thomas W. Barnes  
Spartanburg, South Carolina

McCracken Junior High School  
Spartanburg, South Carolina  
803/594-4457

"Critical Perspectives and Classic Novels"

William R. Thompson  
Sioux Falls, South Dakota

Lincoln Senior High School  
Sioux Falls, South Dakota  
605/331-7990

"Living Among the Lakota: A Study of Contemporary Sioux Humor"

Laurel E. Eason  
Columbia, Tennessee

Battle Ground Academy  
Franklin, Tennessee  
615/794-3501

"Changes in Family Life: Unhappy Wives in Five Classic  
19th-Century Novels"

Ned W. Tuck  
San Antonio, Texas

Robert E. Lee High School  
San Antonio, Texas  
512/341-7761

"Sailing to Alexandria: Archaic and Hellenistic Foundations of  
Latin Literature"

Cynthia Nauman Finder  
Salt Lake City, Utah

Edison Elementary School  
Salt Lake City, Utah  
801/974-8300

"The Westward Movement: Its Themes and Literature for Children"

Lawrence S. Abbott  
Orwell, Vermont

Benson Village School  
Benson, Vermont  
802/537-2491

"The Impact of the Oral Tradition on Contemporary Native American  
Literature"

Raymond H. Ross  
Frederiksted  
St. Croix, Virgin Islands

Claude O. Markoe School  
Frederiksted  
St. Croix, Virgin Islands  
809/772-1045

"Explorations in West Indian Literature"

NEH Facts - Teacher-Scholars, 1990-91  
March 13, 1990  
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Mary Jane Adams  
Arlington, Virginia

T.C. Williams High School  
Alexandria, Virginia  
703/824-6873

"Regional Languages and Cultures in France and Spain"

Richard R. La Belle  
Spokane, Washington

Gonzaga Preparatory School  
Spokane, Washington  
509/483-8511

"Philosophical and Religious Literature of Late Antiquity"

Rosalie M. Blaul  
Charleston, West Virginia

Capitol High School  
Charleston, West Virginia  
304/348-6500

"The Visual Tradition of Arthur: Medieval to Modern"

Julia S. Werner  
Milwaukee, Wisconsin

Nicolet High School  
Glendale, Wisconsin  
414/352-7110

"The Individual in Society and the Cosmos: From Medieval to Early Modern Times"

Michael G. Zecher  
Dubois, Wyoming

Dubois High School  
Dubois, Wyoming  
307/455-2279

"Contemporary Japan: Modernization or Westernization?"

# # # # #

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# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

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NEH-90-014-N

Contact:  
John McGrath  
Mary Chunko

Office  
202/786-0449  
202/786-0449

Home  
703/525-9478  
202/362-0236

FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT ANNOUNCES GRANTS FOR EDITIONS AND TRANSLATIONS  
\$5.5 Million Will Support Humanities Research**

WASHINGTON, April 3 -- A comprehensive edition of Abraham Lincoln's legal papers, translations of original documents on African history and a collection of William Butler Yeats' writings are among the projects receiving some \$5.5 million in new grants from the National Endowment for the Humanities (NEH).

NEH today announced 58 awards to institutions and individuals in 22 states, as well as to U.S. scholars working overseas. The outright and matching grants will support work on authoritative editions and translations of works valuable to scholarship in history, literature, foreign languages and other humanities disciplines.

"These excellent projects promise to bring new knowledge and critical understanding to scholars, students and interested readers in the humanities," said NEH Chairman Lynne V. Cheney in announcing the grants.

[NEH has awarded one or more grants in your area. Please see the accompanying list.]

Some of the grants announced today renew the Endowment's support for long-term projects. Among these is an award totaling \$327,000 to the University of Virginia in Charlottesville to support work on a comprehensive edition of George Washington's papers. Florida State

- OVER -

University in Tallahassee will complete its work on the Black Abolitionist Papers Project, a documentary editing effort to collect and make available the papers of African Americans involved in the anti-slavery movement.

Among projects receiving NEH grants for the first time, the Illinois Historic Preservation Agency in Springfield will use grants totaling \$70,000 to support the production of a multi-volume, definitive collection of Abraham Lincoln's legal papers, including documents on the 3,000 cases on which he worked during his career as an attorney. Outright and matching grants totaling \$84,581 will support a project at Cornell University, Ithaca, N.Y., to prepare an edition of the manuscripts of William Butler Yeats' poems and plays.

In a translations project receiving an NEH grant of \$85,377, the University of California, Los Angeles, will prepare a set of volumes of documents relating to Christopher Columbus' explorations of the New World. Scholars will translate into English the original source documents in Italian, Latin, Spanish, Portuguese and Nahuatl. Michigan State University in East Lansing has been awarded \$135,000 to support the preparation of 12 volumes of materials important to African history, translating the materials from eight African languages and 17th-century Dutch.

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

# # #

NOTE TO EDITORS: A state-by-state list of NEH's grants for editions and translations accompanies this release.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
 Grants for Editions and Translations  
 April 1990

ALABAMA

Tuscaloosa:

|   |                   |            |
|---|-------------------|------------|
| University of Alabama<br>Tuscaloosa, AL 35487 | APPROVED OUTRIGHT | \$9,167.00 |
|---|-------------------|------------|

PROJECT DIRECTOR: Leon Weinberger

PROJECT TITLE: A Hebrew Chronicle from Prague (c. 1615), edited by Abraham David

PROJECT DESCRIPTION:

To support the translation of a recently discovered 1615 Hebrew chronicle from Prague that provides new materials on 17th-century Bohemia.

ARIZONA

Tempe:

|   |                   |             |
|---|-------------------|-------------|
| Arizona State University<br>Tempe, AZ 85287 | APPROVED OUTRIGHT | \$40,000.00 |
|---|-------------------|-------------|

PROJECT DIRECTOR: Richard C. Martin

PROJECT TITLE: Authority of Qur'an and Prophet: Translation of an  
 11th-Century Text on the Miracle of the Qur'an

PROJECT DESCRIPTION:

To support the preparation of a critical edition and translation of an 11th-century Islamic theological text.

CALIFORNIA

Berkeley:

|  |                   |             |
|--|-------------------|-------------|
| University of California Press<br>Berkeley, CA 94720 | APPROVED OUTRIGHT | \$14,085.00 |
|--|-------------------|-------------|

PROJECT DIRECTOR: Deborah L. Kirshman

PROJECT TITLE: Literature at the Dutch Court, Circa 1400, by Frits van Oostrom

PROJECT DESCRIPTION:

To support the translation of Literature at the Dutch Court, Circa 1400 by Frits van Oostrom.

|  |                   |              |
|--|-------------------|--------------|
| University of California, Berkeley<br>Berkeley, CA 94720 | APPROVED OUTRIGHT | \$160,000.00 |
|  | APPROVED MATCH    | \$290,000.00 |

PROJECT DIRECTOR: Robert H. Hirst

PROJECT TITLE: Mark Twain Project (The Mark Twain Papers and Works of Mark Twain) [renewal]

PROJECT DESCRIPTION:

To support the preparation of four volumes in a comprehensive scholarly edition of Mark Twain's writings.

|  |                   |             |
|--|-------------------|-------------|
| University of California, Berkeley<br>Berkeley, CA 94720 | APPROVED OUTRIGHT | \$75,000.00 |
|  | APPROVED MATCH    | \$25,000.00 |

PROJECT DIRECTOR: Alan H. Nelson

PROJECT TITLE : Records of Early English Drama: International Support

PROJECT DESCRIPTION: [renewal]

To support the preparation of an edition of the records of public entertainment, principally drama, in England from the beginnings to 1642.





NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Editions and Translations  
April 1990

ILLINOIS (continued)

**Carbondale:** (continued)

|                              |                   |             |
|------------------------------|-------------------|-------------|
| Ulysses S. Grant Association | APPROVED OUTRIGHT | \$50,000.00 |
| Carbondale, IL 62901         | APPROVED MATCH    | \$10,000.00 |

PROJECT DIRECTOR: John Y. Simon  
PROJECT TITLE: Preparation of the Papers of Ulysses S. Grant  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of an edition of the papers of Ulysses S. Grant.

---

**Chicago:**

|                       |                   |             |
|-----------------------|-------------------|-------------|
| University of Chicago | APPROVED OUTRIGHT | \$61,335.00 |
| Chicago, IL 60637     | APPROVED MATCH    | \$15,000.00 |

PROJECT DIRECTOR: Philip Gossett  
PROJECT TITLE: Critical Edition of The Works of Giuseppe Verdi  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a critical edition of the complete works of Giuseppe Verdi.

---

|                       |                   |             |
|-----------------------|-------------------|-------------|
| University of Chicago | APPROVED OUTRIGHT | \$38,136.00 |
| Chicago, IL 60637     |                   |             |

PROJECT DIRECTOR: Edward Wasiolek  
PROJECT TITLE: Translation of the Manuscripts for Anna Karenina  
PROJECT DESCRIPTION:  
To support the translation of Tolstoy's manuscripts and corrected proofs for Anna Karenina.

---

**Joliet:**

|                   |                   |             |
|-------------------|-------------------|-------------|
| Suzanne M. Noffke | APPROVED OUTRIGHT | \$70,000.00 |
| Joliet, IL 60435  | APPROVED MATCH    | \$10,000.00 |

PROJECT TITLE: The Letters of Catherine of Siena  
PROJECT DESCRIPTION: [renewal]  
To support continued work on a translation from the original Tuscan of the letters of Catherine of Siena.

---

**Springfield:**

|                                       |                   |             |
|---------------------------------------|-------------------|-------------|
| Illinois Historic Preservation Agency | APPROVED OUTRIGHT | \$45,000.00 |
| Springfield, IL 62701                 | APPROVED MATCH    | \$25,000.00 |

PROJECT DIRECTOR: G. Cullom Davis  
PROJECT TITLE: Legal Papers of Abraham Lincoln  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the legal papers of Abraham Lincoln.

---

**Urbana:**

|                    |                   |             |
|--------------------|-------------------|-------------|
| Miroslav Marcovich | APPROVED OUTRIGHT | \$10,000.00 |
| Urbana, IL 61801   |                   |             |

PROJECT TITLE: Justin Martyr, the Apologies: Editio Maior  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the Apologies of Justin Martyr.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Editions and Translations  
April 1990

NEW JERSEY

Princeton:

Princeton University APPROVED OUTRIGHT \$30,000.00  
Princeton, NJ 08544

PROJECT DIRECTOR: Stephen F. Teiser

PROJECT TITLE: The Scripture of the Ten Kings: A 10th-Century Chinese  
Description of Purgatory

PROJECT DESCRIPTION:

To support the translation of a 10th-century Chinese text dealing with the  
concept of purgatory.

---

NEW MEXICO

Albuquerque:

University of New Mexico APPROVED OUTRIGHT \$30,000.00  
Albuquerque, NM 87131

PROJECT DIRECTOR: John R. Bussanich

PROJECT TITLE: Selected Treatises of Plotinus in a One-Volume English  
Translation

PROJECT DESCRIPTION:

To support the preparation of a one-volume translation of the major works of  
Plotinus.

---

University of New Mexico APPROVED OUTRIGHT \$80,000.00  
Albuquerque, NM 87131 APPROVED MATCH \$90,000.00

PROJECT DIRECTOR: John L. Kessell

PROJECT TITLE: The Journals of Diego de Vargas

PROJECT DESCRIPTION:

To support the preparation of a critical edition and translation of the papers  
of Don Diego de Vargas, the first governor of the Spanish colony in New Mexico  
after the Pueblo-Spanish War. [renewal]

---

NEW YORK

Albany:

University of the State of New York APPROVED OUTRIGHT \$70,000.00  
Albany, NY 12230 APPROVED MATCH \$70,000.00

PROJECT DIRECTOR: Charles T. Gehring

PROJECT TITLE: Translation and Editing of New Netherlands Archives

PROJECT DESCRIPTION:

To support the translation and editing of three volumes of 17th-century Dutch  
colonial records of New Netherlands and New York. [renewal]

---

Bronx:

Donald H. Reiman APPROVED OUTRIGHT \$33,435.00  
Bronx, NY 10471

New York Public Library  
(New York, NY)

PROJECT TITLE: Bodleian Shelley Manuscripts/Manuscripts of the Younger  
Romantics: Facsimile Editions

PROJECT DESCRIPTION:

To support the preparation of facsimile editions, with transcriptions and  
notes, of the holograph literary manuscripts of Shelley, Keats and Byron in  
the Bodleian Library and other collections. [renewal]

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Editions and Translations  
April 1990

NEW YORK (continued)

Flushing:

|   |                   |              |
|---|-------------------|--------------|
| Queens College, City University of New York | APPROVED OUTRIGHT | \$183,000.00 |
| Flushing, NY 11367                          | APPROVED MATCH    | \$52,000.00  |

PROJECT DIRECTOR: Elizabeth M. Nuxoll  
PROJECT TITLE: The Papers of Robert Morris, 1781-84  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a multi-volume edition of the papers of Robert Morris and the Office of Finance, 1781-84, that are essential to an understanding of the economic history of the young American republic.

---

Ithaca:

|                    |                   |             |
|--------------------|-------------------|-------------|
| Cornell University | APPROVED OUTRIGHT | \$65,000.00 |
| Ithaca, NY 14853   |                   |             |

PROJECT DIRECTOR: Kevin Clinton  
PROJECT TITLE: The Inscriptions of the Sanctuary of Demeter and Kore at Eleusis  
PROJECT DESCRIPTION:  
To support the preparation of an edition of all the ancient inscriptions from the sanctuary of Demeter and Kore at Eleusis, one of the most important religious centers in ancient Greece.

---

|                    |                   |             |
|--------------------|-------------------|-------------|
| Cornell University | APPROVED OUTRIGHT | \$79,581.00 |
| Ithaca, NY 14853   | APPROVED MATCH    | \$5,000.00  |

PROJECT DIRECTOR: Stephen M. Parrish  
PROJECT TITLE: The Cornell Yeats: Manuscripts of the Poems and Plays  
PROJECT DESCRIPTION:  
To support the preparation of a multi-volume edition of the manuscripts of William Butler Yeats' poems and plays.

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|                  |                   |             |
|------------------|-------------------|-------------|
| Leslie P. Peirce | APPROVED OUTRIGHT | \$30,000.00 |
| Ithaca, NY 14853 |                   |             |

Cornell University  
PROJECT TITLE: Queen Mother and Grand Vizier: Ottoman Political Correspondence  
PROJECT DESCRIPTION:  
To support a translation of the correspondence between the mother of Sultan Mehmed IV and her son and with the grand viziers of the Ottoman Empire in the mid-17th century.

---

New York:

|                                       |                   |              |
|---------------------------------------|-------------------|--------------|
| American Council of Learned Societies | APPROVED OUTRIGHT | \$160,000.00 |
| New York, NY 10017                    | APPROVED MATCH    | \$20,000.00  |

PROJECT DIRECTOR: John Lachs  
PROJECT TITLE: The Correspondence of William James  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a multi-volume edition of the correspondence of William James.

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-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Editions and Translations  
April 1990

NEW YORK (continued)

New York: (continued)  
City College, City College of New York      APPROVED OUTRIGHT      \$50,000.00  
New York, NY 10031  
PROJECT DIRECTOR: Norman Kelvin  
PROJECT TITLE: The Collected Letters of William Morris  
PROJECT DESCRIPTION:      [renewal]  
To support the completion of a three-volume edition of the collected letters of  
William Morris.

---

PENNSYLVANIA

Greensburg:  
University of Pittsburgh, Greensburg Campus      APPROVED OUTRIGHT      \$30,000.00  
Greensburg, PA 15601  
PROJECT DIRECTOR: Judith E. Zimmerman  
PROJECT TITLE: Annotated Edition of Alexander Herzen's Letters From France and  
Italy  
PROJECT DESCRIPTION:  
To support the translation of letters in French and Russian written by  
Alexander Herzen between 1847 and 1852 that report his observations of the  
revolutionary events in 1848 in western Europe.

---

Pittsburgh:  
Barbara D. Palmer      APPROVED OUTRIGHT      \$40,000.00  
Pittsburgh, PA 15232  
Chatham College  
PROJECT TITLE: Records of Early English Drama: West Riding of Yorkshire  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the records of public entertainment,  
chiefly drama, in the West Riding of Yorkshire from its beginning to 1642.

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Swarthmore:  
Swarthmore College      APPROVED OUTRIGHT      \$25,750.00  
Swarthmore, PA 19081  
PROJECT DIRECTOR: Donald K. Swearer  
PROJECT TITLE: The Buddha in Northern Thai Textual Traditions  
PROJECT DESCRIPTION:  
To support the translation of four religious texts from northern Thailand that  
elucidate the significance of the figure of the Buddha in the philosophical and  
religious thought of Thailand, Burma and Laos.

---

TENNESSEE

Knoxville:  
University of Tennessee      APPROVED OUTRIGHT      \$80,000.00  
Knoxville, TN 37996      APPROVED MATCH      \$50,000.00  
PROJECT DIRECTOR: Wayne Cutler  
PROJECT TITLE: Correspondence of James K. Polk  
PROJECT DESCRIPTION:      [renewal]  
To support the completion of work on Volume 8 and the preparation of Volume 9  
of the correspondence of President James K. Polk.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Editions and Translations  
April 1990

TENNESSEE (continued)

Knoxville: (continued)

|                         |                   |             |
|-------------------------|-------------------|-------------|
| University of Tennessee | APPROVED OUTRIGHT | \$65,000.00 |
| Knoxville, TN 37996     | APPROVED MATCH    | \$85,000.00 |

PROJECT DIRECTOR: Harold D. Moser  
PROJECT TITLE: The Papers of Andrew Jackson  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a multi-volume edition of the papers of President Andrew Jackson.

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TEXAS

El Paso:

|                     |                   |             |
|---------------------|-------------------|-------------|
| Francis E. Williams | APPROVED OUTRIGHT | \$19,805.00 |
|---------------------|-------------------|-------------|

El Paso, TX 79902  
PROJECT TITLE: Translation of Epiphanius' Panarion, Books II and III  
PROJECT DESCRIPTION: [renewal]  
To support the translation of Volumes 2 and 3 of the Panarion by the 4th-century monk Epiphanius of Salamis, which provide important information about early Christianity and ancient Greek philosophy.

---

Houston:

|                   |                   |             |
|-------------------|-------------------|-------------|
| Rice University   | APPROVED OUTRIGHT | \$50,000.00 |
| Houston, TX 77251 | APPROVED MATCH    | \$30,000.00 |

PROJECT DIRECTOR: Lynda L. Crist  
PROJECT TITLE: The Papers of Jefferson Davis  
PROJECT DESCRIPTION: [renewal]  
To support the completion of Volumes 7 and 8 of The Papers of Jefferson Davis and the preparation of Volume 9.

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VIRGINIA

Charlottesville :

|                           |                   |              |
|---------------------------|-------------------|--------------|
| University of Virginia    | APPROVED OUTRIGHT | \$100,000.00 |
| Charlottesville, VA 22903 | APPROVED MATCH    | \$227,000.00 |

PROJECT DIRECTOR: William W. Abbot  
PROJECT TITLE: The Papers of George Washington  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the papers of George Washington.

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|                 |                   |             |
|-----------------|-------------------|-------------|
| P. David Kovacs | APPROVED OUTRIGHT | \$50,000.00 |
|-----------------|-------------------|-------------|

Charlottesville, VA 22903  
University of Virginia  
PROJECT TITLE: Loeb Classical Library Euripides, Volumes 2 and 3  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a critical edition and translation of six plays by Euripides.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Editions and Translations  
April 1990

U.S. CITIZENS IN OTHER COUNTRIES (continued)

Spain:

David H. Rosenthal  
Madrid

APPROVED OUTRIGHT \$37,695.00

PROJECT TITLE: A Translation of and Critical Introduction to Joan Sale's  
Catalan Novel, Uncertain Glory

PROJECT DESCRIPTION:

To support the translation of a 20th-century Catalan novel, Uncertain Glory,  
by Joan Sales which is an important source for understanding the Spanish Civil  
War.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
 Grants for Editions and Translations  
 April 1990

ALABAMA

**Tuscaloosa:**  
 University of Alabama APPROVED OUTRIGHT \$9,167.00  
 Tuscaloosa, AL 35487  
 PROJECT DIRECTOR: Leon Weinberger  
 PROJECT TITLE: A Hebrew Chronicle from Prague (c. 1615), edited by Abraham David  
 PROJECT DESCRIPTION:  
 To support the translation of a recently discovered 1615 Hebrew chronicle from Prague that provides new materials on 17th-century Bohemia.

ARIZONA

**Tempe:**  
 Arizona State University APPROVED OUTRIGHT \$40,000.00  
 Tempe, AZ 85287  
 PROJECT DIRECTOR: Richard C. Martin  
 PROJECT TITLE: Authority of Qur'an and Prophet: Translation of an  
 11th-Century Text on the Miracle of the Qur'an  
 PROJECT DESCRIPTION:  
 To support the preparation of a critical edition and translation of an  
 11th-century Islamic theological text.

CALIFORNIA

**Berkeley:**  
 University of California Press APPROVED OUTRIGHT \$14,085.00  
 Berkeley, CA 94720  
 PROJECT DIRECTOR: Deborah L. Kirshman  
 PROJECT TITLE: Literature at the Dutch Court, Circa 1400, by Frits van Oostrom  
 PROJECT DESCRIPTION:  
 To support the translation of Literature at the Dutch Court, Circa 1400 by  
 Frits van Oostrom.

University of California, Berkeley APPROVED OUTRIGHT \$160,000.00  
 Berkeley, CA 94720 APPROVED MATCH \$290,000.00  
 PROJECT DIRECTOR: Robert H. Hirst  
 PROJECT TITLE: Mark Twain Project (The Mark Twain Papers and Works of Mark  
 Twain) [renewal]  
 PROJECT DESCRIPTION:  
 To support the preparation of four volumes in a comprehensive scholarly  
 edition of Mark Twain's writings.

University of California, Berkeley APPROVED OUTRIGHT \$75,000.00  
 Berkeley, CA 94720 APPROVED MATCH \$25,000.00  
 PROJECT DIRECTOR: Alan H. Nelson  
 PROJECT TITLE : Records of Early English Drama: International Support  
 PROJECT DESCRIPTION: [renewal]  
 To support the preparation of an edition of the records of public  
 entertainment, principally drama, in England from the beginnings to 1642.

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CALIFORNIA (continued)

**Claremont:**

|                           |                   |             |
|---------------------------|-------------------|-------------|
| Claremont Graduate School | APPROVED OUTRIGHT | \$50,000.00 |
| Claremont, CA 91711       | APPROVED MATCH    | \$25,000.00 |

PROJECT DIRECTOR: W. John Niven  
PROJECT TITLE: The Salmon P. Chase Papers: Selective Letterpress Edition  
PROJECT DESCRIPTION:  
To support the preparation of three volumes of the Salmon P. Chase papers.

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**Davis:**

|                                 |                   |              |
|---------------------------------|-------------------|--------------|
| University of California, Davis | APPROVED OUTRIGHT | \$100,000.00 |
| Davis, CA 95616                 | APPROVED MATCH    | \$25,000.00  |

PROJECT DIRECTOR: Samuel G. Armistead  
PROJECT TITLE: Edition and Study of Judeo-Spanish Traditional Ballads  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of an edition of Judeo-Spanish traditional ballads.

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**Los Angeles:**

|                                       |                   |             |
|---------------------------------------|-------------------|-------------|
| University of California, Los Angeles | APPROVED OUTRIGHT | \$40,000.00 |
| Los Angeles, CA 90024                 | APPROVED MATCH    | \$30,000.00 |

PROJECT DIRECTOR: Vinton A. Dearing  
PROJECT TITLE: The Works of John Dryden: The California Edition  
PROJECT DESCRIPTION: [renewal]  
To support the completion of a critical edition of the works of John Dryden.

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|                                       |                   |              |
|---------------------------------------|-------------------|--------------|
| University of California, Los Angeles | APPROVED OUTRIGHT | \$110,000.00 |
| Los Angeles, CA 90024                 | APPROVED MATCH    | \$65,000.00  |

PROJECT DIRECTOR: Robert A. Hill  
PROJECT TITLE: The Marcus Garvey and Universal Negro Improvement Association  
Papers  
PROJECT DESCRIPTION: [renewal]  
To support the completion of the two-volume African series and the preparation of the Caribbean series of the Marcus Garvey and Universal Negro Improvement Association papers.

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|---------------------------------------|-------------------|-------------|
| University of California, Los Angeles | APPROVED OUTRIGHT | \$85,377.00 |
| Los Angeles, CA 90024                 |                   |             |

PROJECT DIRECTOR: Geoffrey Symcox  
PROJECT TITLE: Reportorium Columbianum: A Multivolume Translation  
PROJECT DESCRIPTION: [renewal]  
To support the translation of three volumes of the Reportorium Columbianum, a 12-volume corpus of Italian, Latin, Spanish, Portuguese and Nahuatl source texts related to Christopher Columbus' discovery of the New World.

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**San Francisco:**

|                         |                   |             |
|-------------------------|-------------------|-------------|
| Calvin W. Fast Wolf     | APPROVED OUTRIGHT | \$30,000.00 |
| San Francisco, CA 94122 |                   |             |

PROJECT TITLE: Bushotter: Notes on a Society in Transition, the Late  
19th-Century Lakota  
PROJECT DESCRIPTION:  
To support the translation of Lakota texts about Native American society and culture.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
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ILLINOIS (continued)

Carbondale: (continued)

|                              |                   |             |
|------------------------------|-------------------|-------------|
| Ulysses S. Grant Association | APPROVED OUTRIGHT | \$50,000.00 |
| Carbondale, IL 62901         | APPROVED MATCH    | \$10,000.00 |

PROJECT DIRECTOR: John Y. Simon  
PROJECT TITLE: Preparation of the Papers of Ulysses S. Grant  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of an edition of the papers of Ulysses S. Grant.

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Chicago:

|                       |                   |             |
|-----------------------|-------------------|-------------|
| University of Chicago | APPROVED OUTRIGHT | \$61,335.00 |
| Chicago, IL 60637     | APPROVED MATCH    | \$15,000.00 |

PROJECT DIRECTOR: Philip Gossett  
PROJECT TITLE: Critical Edition of The Works of Giuseppe Verdi  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a critical edition of the complete works of Giuseppe Verdi.

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|-----------------------|-------------------|-------------|
| University of Chicago | APPROVED OUTRIGHT | \$38,136.00 |
| Chicago, IL 60637     |                   |             |

PROJECT DIRECTOR: Edward Wasiolek  
PROJECT TITLE: Translation of the Manuscripts for Anna Karenina  
PROJECT DESCRIPTION:  
To support the translation of Tolstoy's manuscripts and corrected proofs for Anna Karenina.

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Joliet:

|                   |                   |             |
|-------------------|-------------------|-------------|
| Suzanne M. Noffke | APPROVED OUTRIGHT | \$70,000.00 |
| Joliet, IL 60435  | APPROVED MATCH    | \$10,000.00 |

PROJECT TITLE: The Letters of Catherine of Siena  
PROJECT DESCRIPTION: [renewal]  
To support continued work on a translation from the original Tuscan of the letters of Catherine of Siena.

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Springfield:

|                                       |                   |             |
|---------------------------------------|-------------------|-------------|
| Illinois Historic Preservation Agency | APPROVED OUTRIGHT | \$45,000.00 |
| Springfield, IL 62701                 | APPROVED MATCH    | \$25,000.00 |

PROJECT DIRECTOR: G. Cullom Davis  
PROJECT TITLE: Legal Papers of Abraham Lincoln  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the legal papers of Abraham Lincoln.

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Urbana:

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|--------------------|-------------------|-------------|
| Miroslav Marcovich | APPROVED OUTRIGHT | \$10,000.00 |
| Urbana, IL 61801   |                   |             |

PROJECT TITLE: Justin Martyr, the Apologies: Editio Maior  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the Apologies of Justin Martyr.

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ILLINOIS (continued)

Urbana: (continued)

|                                |                   |             |
|--------------------------------|-------------------|-------------|
| University of Illinois, Urbana | APPROVED OUTRIGHT | \$70,000.00 |
| Urbana, IL 61801               | APPROVED MATCH    | \$10,000.00 |

PROJECT DIRECTOR: Philip Kolb

PROJECT TITLE: A Critical Edition of Marcel Proust's Correspondence

PROJECT DESCRIPTION:

To support the completion of an edition of the correspondence of Marcel Proust.

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INDIANA

Notre Dame:

|                      |                   |             |
|----------------------|-------------------|-------------|
| Joseph P. Amar       | APPROVED OUTRIGHT | \$50,000.00 |
| Notre Dame, IN 46556 |                   |             |

PROJECT TITLE: Translation of the Prose Works of Ephrem the Syrian

PROJECT DESCRIPTION:

To support the translation of works by Ephrem, a major figure of the Catholic Church in

the 4th-century A.D. The works includes commentaries on the Old Testament, The Sermon on Our Lord and the Letter to Publius.

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INDIANA

South Bend:

|                          |                   |             |
|--------------------------|-------------------|-------------|
| University of Notre Dame | APPROVED OUTRIGHT | \$45,000.00 |
| South Bend, IN 46616     |                   |             |

PROJECT DIRECTOR: Calvin M. Bower

PROJECT TITLE: Edition of Glosses in Manuscripts of Boethius's De Institutione Musica

PROJECT DESCRIPTION:

To support an edition of the interlinear and marginal comments found in the 60 medieval manuscripts of De Institutione Musica, a Latin musical treatise by the Roman patrician Boethius.

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KENTUCKY

Lexington:

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|--|-------------------|-------------|
| University of Kentucky Research Foundation | APPROVED OUTRIGHT | \$35,000.00 |
| Lexington, KY 40506                        |                   |             |

PROJECT DIRECTOR: Melba P. Hay

PROJECT TITLE: The Papers of Henry Clay

PROJECT DESCRIPTION:

To support preparation for publication of a supplemental volume of the papers of Henry Clay that covers the period from the War of 1812 to the Compromise of 1850.

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LOUISIANA

New Orleans:

|                                |                   |             |
|--------------------------------|-------------------|-------------|
| Tulane University of Louisiana | APPROVED OUTRIGHT | \$70,000.00 |
| New Orleans, LA 70118          |                   |             |

PROJECT DIRECTOR: Victoria R. Bricker

PROJECT TITLE: A Critical Edition of the Maya Book of Chilam Balam of Kaua, a Mayan Encyclopedia

PROJECT DESCRIPTION:

To support the preparation of a critical edition and translation of a sacred Mayan text kept by priests and kings as a depository of historical and cosmological information.

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NEW YORK (continued)

Flushing:

Queens College, City University of New York      APPROVED OUTRIGHT      \$183,000.00  
Flushing, NY 11367      APPROVED MATCH      \$52,000.00

PROJECT DIRECTOR: Elizabeth M. Nuxoll

PROJECT TITLE: The Papers of Robert Morris, 1781-84

PROJECT DESCRIPTION: [renewal]

To support the preparation of a multi-volume edition of the papers of Robert Morris and the Office of Finance, 1781-84, that are essential to an understanding of the economic history of the young American republic.

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Ithaca:

Cornell University      APPROVED OUTRIGHT      \$65,000.00  
Ithaca, NY 14853

PROJECT DIRECTOR: Kevin Clinton

PROJECT TITLE: The Inscriptions of the Sanctuary of Demeter and Kore at Eleusis

PROJECT DESCRIPTION:

To support the preparation of an edition of all the ancient inscriptions from the sanctuary of Demeter and Kore at Eleusis, one of the most important religious centers in ancient Greece.

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Cornell University      APPROVED OUTRIGHT      \$79,581.00  
Ithaca, NY 14853      APPROVED MATCH      \$5,000.00

PROJECT DIRECTOR: Stephen M. Parrish

PROJECT TITLE: The Cornell Yeats: Manuscripts of the Poems and Plays

PROJECT DESCRIPTION:

To support the preparation of a multi-volume edition of the manuscripts of William Butler Yeats' poems and plays.

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Leslie P. Peirce      APPROVED OUTRIGHT      \$30,000.00  
Ithaca, NY 14853

Cornell University

PROJECT TITLE: Queen Mother and Grand Vizier: Ottoman Political Correspondence

PROJECT DESCRIPTION:

To support a translation of the correspondence between the mother of Sultan Mehmed IV and her son and with the grand viziers of the Ottoman Empire in the mid-17th century.

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New York:

American Council of Learned Societies      APPROVED OUTRIGHT      \$160,000.00  
New York, NY 10017      APPROVED MATCH      \$20,000.00

PROJECT DIRECTOR: John Lachs

PROJECT TITLE: The Correspondence of William James

PROJECT DESCRIPTION: [renewal]

To support the preparation of a multi-volume edition of the correspondence of William James.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
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NEW YORK (continued)

New York: (continued)  
City College, City College of New York      APPROVED OUTRIGHT      \$50,000.00  
New York, NY 10031  
PROJECT DIRECTOR: Norman Kelvin  
PROJECT TITLE: The Collected Letters of William Morris  
PROJECT DESCRIPTION:      [renewal]  
To support the completion of a three-volume edition of the collected letters of William Morris.

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PENNSYLVANIA

Greensburg:  
University of Pittsburgh, Greensburg Campus      APPROVED OUTRIGHT      \$30,000.00  
Greensburg, PA 15601  
PROJECT DIRECTOR: Judith E. Zimmerman  
PROJECT TITLE: Annotated Edition of Alexander Herzen's Letters From France and Italy  
PROJECT DESCRIPTION:  
To support the translation of letters in French and Russian written by Alexander Herzen between 1847 and 1852 that report his observations of the revolutionary events in 1848 in western Europe.

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Pittsburgh:  
Barbara D. Palmer      APPROVED OUTRIGHT      \$40,000.00  
Pittsburgh, PA 15232  
Chatham College  
PROJECT TITLE: Records of Early English Drama: West Riding of Yorkshire  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the records of public entertainment, chiefly drama, in the West Riding of Yorkshire from its beginning to 1642.

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Swarthmore:  
Swarthmore College      APPROVED OUTRIGHT      \$25,750.00  
Swarthmore, PA 19081  
PROJECT DIRECTOR: Donald K. Swearer  
PROJECT TITLE: The Buddha in Northern Thai Textual Traditions  
PROJECT DESCRIPTION:  
To support the translation of four religious texts from northern Thailand that elucidate the significance of the figure of the Buddha in the philosophical and religious thought of Thailand, Burma and Laos.

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TENNESSEE

Knoxville:  
University of Tennessee      APPROVED OUTRIGHT      \$80,000.00  
Knoxville, TN 37996      APPROVED MATCH      \$50,000.00  
PROJECT DIRECTOR: Wayne Cutler  
PROJECT TITLE: Correspondence of James K. Polk  
PROJECT DESCRIPTION:      [renewal]  
To support the completion of work on Volume 8 and the preparation of Volume 9 of the correspondence of President James K. Polk.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
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TENNESSEE (continued)

Knoxville: (continued)  
University of Tennessee  
Knoxville, TN 37996  
PROJECT DIRECTOR: Harold D. Moser  
PROJECT TITLE: The Papers of Andrew Jackson  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a multi-volume edition of the papers of President Andrew Jackson.

APPROVED OUTRIGHT \$65,000.00  
APPROVED MATCH \$85,000.00

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TEXAS

El Paso:  
Francis E. Williams  
El Paso, TX 79902  
PROJECT TITLE: Translation of Epiphanius' Panarion, Books II and III  
PROJECT DESCRIPTION: [renewal]  
To support the translation of Volumes 2 and 3 of the Panarion by the 4th-century monk Epiphanius of Salamis, which provide important information about early Christianity and ancient Greek philosophy.

APPROVED OUTRIGHT \$19,805.00

Houston:  
Rice University  
Houston, TX 77251  
PROJECT DIRECTOR: Lynda L. Crist  
PROJECT TITLE: The Papers of Jefferson Davis  
PROJECT DESCRIPTION: [renewal]  
To support the completion of Volumes 7 and 8 of The Papers of Jefferson Davis and the preparation of Volume 9.

APPROVED OUTRIGHT \$50,000.00  
APPROVED MATCH \$30,000.00

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VIRGINIA

Charlottesville :  
University of Virginia  
Charlottesville, VA 22903  
PROJECT DIRECTOR: William W. Abbot  
PROJECT TITLE: The Papers of George Washington  
PROJECT DESCRIPTION:  
To support the preparation of an edition of the papers of George Washington.

APPROVED OUTRIGHT \$100,000.00  
APPROVED MATCH \$227,000.00

P. David Kovacs  
Charlottesville, VA 22903  
University of Virginia  
PROJECT TITLE: Loeb Classical Library Euripides, Volumes 2 and 3  
PROJECT DESCRIPTION: [renewal]  
To support the preparation of a critical edition and translation of six plays by Euripides.

APPROVED OUTRIGHT \$50,000.00



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U.S. CITIZENS IN OTHER COUNTRIES (continued)

Spain:

David H. Rosenthal

APPROVED OUTRIGHT

\$37,695.00

Madrid

PROJECT TITLE: A Translation of and Critical Introduction to Joan Sale's  
Catalan Novel, Uncertain Glory

PROJECT DESCRIPTION:

To support the translation of a 20th-century Catalan novel, Uncertain Glory,  
by Joan Sales which is an important source for understanding the Spanish Civil  
War.

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# MEDIA ADVISORY

National Endowment  
for the Humanities

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

A Federal Agency

202/786-0449

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NEH-90-015-A

## BERNARD LEWIS TO DELIVER JEFFERSON LECTURE IN WASHINGTON ON MAY 2

Bernard Lewis, a scholar of Near and Middle Eastern history, will deliver the 19th Jefferson Lecture in the Humanities in Washington, D.C., on Wednesday, May 2, at 8 p.m. The annual lecture, presented by the National Endowment for the Humanities, will be held in The Departmental Auditorium, Constitution Avenue, N.W., between 12th and 14th Streets.

Lewis will deliver his remarks, entitled "Western Civilization: A View from the East," before an audience of approximately 1,000 invited guests. The Jefferson Lecture is the highest official award made by the federal government for intellectual achievement in the humanities.

Lewis is the Cleveland E. Dodge Professor Emeritus of Near Eastern Studies at Princeton University. He has written or edited more than 20 books, including The Political Language of Islam (1988), The Jews of Islam (1984), The Muslim Discovery of Europe (1982), History -- Remembered, Recovered, Invented (1975), The Assassins: A Radical Sect in Islam (1967), The Middle East and the West (1964), The Emergence of Modern Turkey (1961) and The Arabs in History (1950). He has taught and lectured at a number of universities in the United States and in Europe, Asia, Africa and Australia.

Lewis will be available for interviews in Washington on Tuesday, May 1. To schedule an interview call Marguerite Sullivan at 786-0446 or John McGrath or Noel Milan at 786-0449. Reporters and writers interested in attending the lecture should also call NEH for tickets, which are required for admission to the Departmental Auditorium.

The Hoover Institution at Stanford University, Stanford, Calif., will host a second presentation of the Jefferson Lecture on Thursday, May 10. Lewis will deliver his remarks in the university's Kresge Auditorium at 7:30 p.m. Call NEH for more details.

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

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19th Jefferson Lecture in the Humanities  
WESTERN CIVILIZATION: A VIEW FROM THE EAST  
by  
Bernard Lewis

In one of Thomas Jefferson's letters he remarks, on the question of the relations between church and state, that in matters of religion "the maxim of civil government" should be reversed, and we should rather say: "divided we stand, united we fall."

In this remark Jefferson was setting forth, with classic terseness, an idea that has come to be regarded as essentially American, on the separation of church and state. This idea was not entirely new and had some precedents in the writings of Spinoza, Locke, and the philosophers of the European Enlightenment. It was, however, in the United States that the principle was first given the force of law and gradually, in the course of two centuries, became a reality.

If the idea that religion and politics should be separated is relatively new, dating back a mere 300 years, the idea that they are distinct dates back almost to the beginnings of Christianity. Christians are enjoined in their Scriptures to "render unto Caesar the things which are Caesar's and unto God the things which are God's." While opinions have differed as to the real intention of

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National Endowment for the Humanities

this phrase, it has generally been interpreted as legitimizing a situation in which two institutions exist side by side, each with its own laws and chain of authority -- one concerned with religion, called the church, the other concerned with politics, called the state. And since there are two, they may be joined or separated, subordinate or independent, and conflicts may arise between them over questions of demarcation and jurisdiction.

This formulation of the problems posed by the relations between religion and politics and the possible solutions within that formulation arises from Christian, not universal, principles and experience. There are other religious traditions in which religion and politics are differently perceived, and in which therefore the problems -- and in consequence the solutions -- are radically different from those we know in the West. Most of these traditions, despite their often very high level of sophistication and achievement, remained or became local -- limited to one region, or one culture, or one people. There is one, however, which in its worldwide distribution, its continuing vitality, and its universalist aspirations, can be compared with Christianity, and that is Islam.

Islam is one of the world's great religions. Let me be explicit on what I mean by that. It has brought comfort and peace of mind to countless millions of men. It has given dignity and meaning to drab and impoverished lives. It has taught men of different races to live in brotherhood and people of different

creeds to live side by side in reasonable tolerance. It inspired a great civilization in which others besides Muslims lived creative and useful lives and which, by its achievement, enriched the whole world. But Islam, like other religions, has also known periods when it inspired in some of its followers a mood of hatred and violence. It is our misfortune that we have to confront part -- though by no means all or even most -- of the Muslim world while it is going through such a period and when much -- though again not all -- of that hatred is directed against us.

Why? We should not exaggerate the dimensions of the problem. The Muslim world is far from unanimous in its rejection of the West, nor have the Muslim regions of the Third World been the most passionate and the most extreme in their hostility. There are still significant numbers, in some quarters perhaps a majority, of Muslims with whom we share certain basic cultural and moral, social and political beliefs and aspirations; there is still an imposing Western presence -- cultural, economic, diplomatic -- in Muslim lands, some of which are Western allies. Certainly, nowhere in the Muslim world, neither in the Middle East nor elsewhere, has American policy suffered disasters or encountered problems comparable with those of Southeast Asia or Central America. There is no Cuba, no Vietnam in the Muslim world, and no place where American forces are involved as combatants or even as "advisers." But there is a Libya, an Iran, and a Lebanon, and a surge of hatred that distresses, alarms, and above all baffles Americans.

Bernard Lewis -- 19th Jefferson Lecture -- 4  
National Endowment for the Humanities

At times, this hatred goes beyond the level of hostility to specific interests or actions or policies or even countries, and becomes a rejection of Western civilization as such -- not only what it does but what it is -- and of the principles and values that it practices and professes. These indeed are seen as innately evil, and those who promote or accept them as the "enemies of God."

This phrase, which recurs so frequently in the statements of the Iranian leadership, both in their judicial proceedings and in their political pronouncements, must seem very strange to the modern outsider, whether secular or religious. The idea that God has enemies, and needs human help in order to identify and dispose of them, is a little difficult to assimilate. It is not, however, all that alien. The concept of the enemies of God is familiar in pre-classical and classical antiquity and in both the Old and New Testaments, as well as in the Qur'an. A particularly relevant version of the idea occurs in the dualist religions of ancient Iran, which believed not in one but in two supreme powers. The Zoroastrian devil, unlike the Christian or Muslim or Jewish devil, is not one of God's creatures performing some of God's more mysterious tasks, but is an independent power, a supreme force of evil engaged in a cosmic struggle against God. This belief influenced a number of Christian, Muslim, and Jewish sects through Manichaeism and other routes. The forgotten but not extinct religion of the Manichees has given its name to the perception of problems as a stark and simple conflict between matching forces of pure good and pure evil.

The Qur'an is, of course, strictly monotheistic and recognizes one God, one universal power only. There is a struggle in men's hearts between good and evil, between God's commandments and the tempter, but this is seen as a struggle ordained by God with its outcome preordained by God, serving as a test of mankind, and not, as in some of the old dualist religions, a struggle in which mankind has a crucial part to play in bringing about the victory of good over evil. Despite this monotheism, Islam, like Judaism and Christianity, was at various stages in its development influenced, especially in Iran, by the dualist idea of a cosmic clash of good and evil, light and darkness, order and chaos, truth and falsehood, God and the Adversary, variously known as devil, Iblis, Satan, and other names.

In Islam, the struggle of good and evil acquired, from the start, political and even military dimensions. Muhammad, it will be recalled, was not only a prophet and a teacher, like the founders of other religions; he was also the head of a polity and of a community, a ruler and a soldier. Hence his struggle involved a state and its armed forces. If the fighters in the war for Islam, the holy war "in the path of God," are fighting for God, it follows that their opponents are fighting against God. And since God is in principle the sovereign, the supreme head of the Islamic state, with the Prophet, and after the Prophet the caliphs, as His vicegerents, then God as sovereign commands the army. The army is God's army and the enemy is God's enemy. The duty of God's soldiers is to dispatch God's enemies as quickly as

possible to the place where God will chastise them, that is to say, in the afterlife.

Clearly related to this is the basic division of mankind as perceived in Islam. Most, probably all, human societies have a way of distinguishing between themselves and others: insider and outsider, in-group and out-group, kinsman or neighbor and foreigner. We all have a definition which not only defines the outsider but also, and perhaps more particularly, helps to define and illustrate our perception of ourselves.

In the classical Islamic view, to which many are again beginning to return, the world and all mankind are divided into two: the House of Islam, where the Muslim law and faith prevail, and the rest, variously known as the House of Unbelief and the House of War, which it is the duty of Muslims ultimately to bring to Islam. But the greater part of the world is still outside Islam, and even inside the Islamic lands, according to the view of the Muslim radicals, the faith of Islam has been undermined, and the law of Islam has been abrogated. The obligation of holy war, therefore, begins at home and continues abroad against the self-same infidel enemy.

Like every other civilization known to human history, the Muslim world in its heyday saw itself as the center of truth and enlightenment, surrounded on all sides by infidel barbarians whom it would in due course civilize and enlighten. But between these different groups of barbarians there was a crucial difference. The barbarians to the east and the south were polytheists and

idolaters, offering no serious threat and no competition at all to Islam. In the north and west, in contrast, Muslims from an early date recognized a genuine rival -- a world religion with universalist aspirations, a distinctive civilization inspired by that religion, and an empire which, though much smaller than theirs, was no less ambitious in its claims and aspirations. This was the entity which was known to itself and others as Christendom, and which for long was almost identical with Europe.

The struggle between these two rival systems has now lasted for some 14 centuries. It began with the advent of Islam in the seventh century and has continued virtually to the present day. It has consisted of a long series of attacks and counterattacks, jihads and crusades, conquests and reconquests. For the first thousand years, Islam was advancing, Christendom in retreat and under threat. The new faith conquered the old Christian lands of the Levant and North Africa and invaded Europe, ruling for a while in Sicily, Spain, Portugal, and even parts of France. The attempt by the Crusaders to recover the lost lands of Christendom in the east was held and thrown back, and even the loss of southwest Europe to the Reconquista was amply compensated by the advance into southeast Europe, twice reaching as far as Vienna. For the last 300 years, since the failure of the second Turkish siege of Vienna in 1683 and the rise of the European colonial empires in Asia and Africa, Islam has been on the defensive, and the Christian and post-Christian civilization of Europe and her daughters has brought the whole world, including Islam, within its orbit.

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For a long time now there has been a rising tide of rebellion against this Western paramountcy, and a desire to reassert Muslim values and restore Muslim greatness. The Muslim has suffered successive stages of defeat. The first was his loss of domination in the world to the advancing power of Russia and the West. The second was the undermining of his authority in his own country, through the invasion of foreign ideas and laws and ways of life and sometimes even foreign rulers or settlers, and the enfranchisement of native non-Muslim elements. The third -- the last straw -- was the loss of his mastery in his own house as a result of the abolition of slavery and the emancipation of women. It was too much to endure, and the outbreak of rage was inevitable against these alien, infidel, and incomprehensible forces that had subverted his dominance, disrupted his society, devalued his values, impoverished and subjugated him, and finally violated the sanctuary of his home. It was also natural that this rage should be directed primarily against the millennial enemy and should draw its strength from ancient beliefs and loyalties.

Europe and her daughters? The phrase may seem odd to Americans, whose national myths, since the beginning of their nationhood and even earlier, have usually defined their very identity in opposition to Europe as something new and radically different from the old European ways. This is not, however, the way that others have seen it -- not often in Europe, and hardly ever elsewhere.

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Though people of other races and cultures participated, for the most part involuntarily, in the discovery and creation of the Americas, this was, and in the eyes of the rest of the world for long remained, a European enterprise, in which Europeans predominated and dominated, and to which Europeans gave their languages, their religions, and much of their way of life.

For a very long time voluntary immigration to America was almost exclusively European. There were indeed some who came from the Muslim lands in the Middle East and North Africa, but they were, with few exceptions, members of the Christian and, to a lesser extent, the Jewish minorities in those countries. Their departure for America and their subsequent presence in America would not have lessened, but would rather have strengthened the European image of America in Muslim eyes.

In the lands of Islam remarkably little was known about America. At first, the voyages of discovery aroused some interest -- the only surviving copy of Columbus's own map of America is a Turkish translation and adaptation, still preserved in the Topkapi Palace Museum in Istanbul. A 16th-century Turkish geographer's account of the discovery of the New World, entitled The History of Western India, was one of the first books printed in Turkey. But thereafter interest seems to have waned, and not much is said about America in Turkish, Arabic or other Muslim languages until a relatively late date. A Moroccan ambassador who was in Spain at the time wrote what must surely be the first Arabic account of the American Revolution. The sultan of Morocco

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signed a treaty of friendship with the United States in 1787, and thereafter the new republic had a number of dealings -- some friendly, some hostile, mostly commercial -- with other Muslim states. These seem to have had little impact on either side. The American Revolution and the American republic to which it gave birth for long remained unnoticed and unknown. Even the small but growing American presence in the 19th century -- merchants, consuls, missionaries, and teachers -- aroused little or no curiosity and is almost unmentioned in the Muslim literature and the newspapers of the time.

The Second World War, the oil industry, and postwar developments brought many Americans to the Islamic lands; increasing numbers of Muslims also came to America, at first as students, then as teachers, as businessmen or other visitors, eventually as immigrants. Cinema and later television brought the American way of life, or at any rate a certain version of it, before countless millions to whom the very name of America had previously been meaningless or unknown. A wide range of American products, particularly in the immediate postwar years when European competition was virtually eliminated and Japanese competition had not yet arisen, reached into the remotest markets of the Muslim world, winning new customers and, perhaps more important, creating new tastes and ambitions. For some, America represented freedom and justice and opportunity. For many more, it represented wealth and power and success, at a time when these qualities were not regarded as sins or crimes.

And then came the great change, when the leaders of a widespread and widening religious revival sought out and identified their enemies as the enemies of God, and gave them "a local habitation and a name" in the Western Hemisphere. Suddenly, or so it seemed, America had become the archenemy, the incarnation of evil, the diabolic opponent of all that is good, and specifically, for Muslims, of Islam. Why?

Among the components in the mood of anti-Westernism, and more especially of anti-Americanism, were certain intellectual influences coming from Europe. One of these was from Germany, where a negative view of America formed part of a school of thought by no means limited to the Nazis, but including writers as diverse as Rainer Maria Rilke, Oswald Spengler, Ernst Jünger, and Martin Heidegger. In this perception, America was the ultimate example of civilization without culture; rich and comfortable, materially advanced but soulless and artificial; assembled or at best constructed, not grown; mechanical not organic; technologically complex, but without the spirituality and vitality of the rooted, human, national cultures of the Germans and other "authentic" peoples. German philosophy and particularly the philosophy of education enjoyed a considerable vogue among Arab and some other Muslim intellectuals in the thirties and early forties, and this philosophic anti-Americanism was part of the message.

After the collapse of the Third Reich and the temporary ending of German influence, another philosophy, even more anti-American, took its place -- the Soviet version of Marxism, with

its denunciation of Western capitalism and of America as its most advanced and dangerous form. And when Soviet influence began to fade, there was yet another to take its place or at least to supplement its working -- the influence of the new mystique of Third Worldism, emanating from Western Europe, particularly from France, and later also from the United States, and drawing at times on both these earlier philosophies. This mystique was helped by the universal human tendency to invent a golden age in the past, and the specifically European propensity to locate it elsewhere. A new variant of the old, golden age myth placed it in the Third World, where the innocence of the non-Western Adam and Eve was ruined by the Western serpent. This view took as axiomatic the goodness and purity of the East and the wickedness of the West, expanding in an exponential curve of evil from Western Europe to the United States. These ideas too fell on fertile ground and won widespread support.

But though these imported philosophies helped to provide intellectual expression for anti-Westernism and anti-Americanism, they did not cause it, and certainly they do not explain the widespread anti-Westernism which made so many in the Middle East and elsewhere in the Islamic world receptive to such ideas.

It must be surely clear that what won support for such totally diverse doctrines was not Nazi race theory, which can have had little appeal for Arabs, nor Soviet atheist communism, which can have little appeal for Muslims, but rather their basic anti-Westernism. Nazism and communism were the main forces

opposed to the West, both as a way of life and as a power in the world, and as such they could count on at least the sympathy if not on the support of those who saw in the West their principal enemy.

But why? If we turn from the general to the specific, there is no lack of individual policies and actions pursued and taken by individual Western governments, which have aroused the passionate anger of Middle Eastern and other Islamic peoples. Yet all too often, when these policies are abandoned and the problems resolved, there is only a local and temporary alleviation. The French have left Algeria, the British have left Egypt, the Western oil companies have left their oil wells, the westernizing Shah has left Iran -- yet the generalized resentment against the West remains and grows and is not appeased.

Clearly, something deeper is involved than these specific grievances, numerous and important as they may be, something deeper which turns every disagreement into a problem and makes every problem insoluble.

This revulsion against America, more generally against the West, is by no means limited to the Muslim world, nor have Muslims, with the exception of the Iranian mullahs and their disciples elsewhere, experienced and exhibited its more virulent forms. This mood of disillusionment and hostility has affected many other parts of the world and even reached some elements in the United States. It is from these last, speaking for themselves and claiming to speak for the oppressed peoples of the Third

World, that the most publicized explanations -- and justifications -- of this rejection of Western civilization and its values have of late been heard.

The accusations are familiar. We of the West are accused of sexism, racism, and imperialism, institutionalized in patriarchy and slavery, tyranny and exploitation. To these charges, and to others as heinous, we have no option but to plead guilty -- not as Americans, nor yet as Westerners, but simply as human beings, as members of the human race. In all these sins, we are not the only sinners, and in some of them we are very far from being the worst. The treatment of women in the Western world, and more generally in Christendom, has always been unequal and often oppressive, but even at its worst it was rather better than the rule of polygamy and concubinage that has otherwise been the almost universal lot of womankind on this planet.

Is racism then the main grievance? Certainly the word figures prominently in publicity addressed to Western, East European, and some Third World audiences. It figures less prominently in what is written and published at home and has become a generalized and meaningless term of abuse -- rather like "fascism," which is now imputed to opponents even by spokesmen for one-party, nationalist dictatorships of various complexions.

Slavery is today universally denounced as an offense against humanity, but within living memory it has been practiced and even defended as a necessary institution, established and regulated by divine law. The peculiarity of the peculiar institution, as

Americans call it, lay not in its existence but in its abolition. It was Westerners who were the first to break the consensus of acceptance and to outlaw slavery first at home, then in the other territories that they controlled, and finally wherever in the world they were able to exercise power or influence, in a word, by means of imperialism.

Is imperialism then the grievance? Some Western powers, and in a sense Western civilization as a whole, have certainly been guilty of imperialism, but are we really to believe that in the expansion of Western Europe there was a quality of moral delinquency lacking in such earlier, relatively innocent expansions as those of the Arabs or Mongols or Ottomans, or in more recent expansions such as that which brought the rulers of Muscovy to the Black Sea, the Caspian, the Hindu Kush, and the Pacific Ocean? In having practiced sexism, racism, and imperialism, the West was merely following the common practice of mankind through the millennia of recorded history. Where it is unique and distinct from all others is in having recognized, named, and tried, not entirely without success, to remedy these historic diseases. And that is surely a matter for congratulation, not condemnation. We do not hold Western medical science in general, or Dr. Parkinson and Dr. Alzheimer in particular, responsible for the diseases which they diagnosed and to which they gave their names.

Of all these offenses, the one that is most widely, frequently, and vehemently denounced is undoubtedly imperialism,

sometimes just Western, sometimes Eastern (i.e., Soviet) and Western alike. But in the literature of Islamic fundamentalists, the use of this term often suggests that it may not carry quite the same meaning for them as for its Western critics. In many of these writings, the term "imperialist" is given a distinctively religious significance, being used in association, and sometimes interchangeably, with "missionary," and denoting a form of attack which includes the Crusades and the Reconquest of Spain as well as the modern colonial empires. One also sometimes gets the impression that the offense of imperialism is not -- as for Western critics -- the domination by one people over another, but rather the allocation of roles in this process. What is truly evil and unacceptable is the domination of infidels over true believers. For true believers to rule misbelievers is proper and natural, since this provides for the maintenance of the holy law and gives the misbelievers both the opportunity and the incentive to embrace the true faith. But for misbelievers to rule over true believers is blasphemous and unnatural, since it leads to the corruption of religion and morality in society and to the flouting or even the abrogation of God's law. In the same spirit, spokesmen for the new Muslim minorities in Western Europe demand for Islam a degree of legal protection which those countries no longer give to Christianity and have never given to Judaism. Nor, of course, did the governments of their countries of origin ever accord such protection to religions other than their own. In their perception, there is no contradiction in these attitudes.

The true faith, based on God's final revelation, must be protected from insult and abuse; other faiths, which may be false or incomplete, have no right to any such protection.

There are other difficulties in the way of accepting imperialism as an explanation of this hostility, even if we define imperialism, narrowly and specifically, as the invasion and domination of Muslim countries by non-Muslims. If the hostility is directed against imperialism in that sense, why has it been so much stronger against Western Europe, which has relinquished all its Muslim possessions and dependencies, and so much weaker against Russia, which still rules, with no light hand, over many millions of reluctant Muslim subjects and over ancient Muslim cities and countries? And why should it include the United States, which has never ruled any Muslim country?

The last surviving European empire with Muslim subjects, that of Russia, far from being the target of criticism and attack, has been almost exempt. Even the most recent repressions of Muslim revolts in the southern and central Asian republics of the USSR incurred no more than relatively mild words of expostulation, coupled with a disclaimer of any desire to interfere in what are called the "internal affairs" of the USSR and a request for the preservation of order and tranquillity on the frontier.

One reason for this somewhat surprising restraint is to be found in the nature of events in Azerbaijan. Islam is obviously an important and potentially a growing element in the Azerbaijani sense of identity, but it is not at present a dominant element,

and the Azerbaijani movement has more in common with the liberal patriotism of Europe than with Islamic fundamentalism. Such a movement would not arouse the sympathy of the rulers of the Islamic Republic. It might even alarm them, since a genuinely democratic national state run by the people of Soviet Azerbaijan would exercise a powerful attraction on their kinsmen immediately to the south in the Iranian province of Azerbaijan.

Another reason for this relative lack of concern for the 60 or so million Muslims under Soviet rule may be a calculation of risk and advantage. Russia is near, along the northern frontiers of Turkey, Iran, and Afghanistan; America and even Western Europe are far away. More to the point, it has not hitherto been the practice of the Soviets to quell disturbances with water cannon and rubber bullets, with TV cameras in attendance, nor to release arrested persons on bail and allow them access to domestic and foreign media. They do not interview their harshest critics on prime time, nor tempt them with teaching, lecturing, and writing engagements. On the contrary, their ways of indicating displeasure with such criticism can often be quite unpleasant.

But fear of Russian reprisals, though no doubt important, is not the only or perhaps even the major reason for the relatively minor place assigned to Russia, as compared to the West, in the demonology of fundamentalism. It was after all from the West, not from Russia, that the great social and intellectual and economic changes emerged, which have transformed most of the Islamic world and given rise to such commonly denounced Western evils as

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consumerism and secularism. No one could accuse the Soviets of consumerism -- their materialism is philosophic, to be precise dialectical, and has little or nothing to do with providing the good things of life. Such provision represents another kind of materialism, often designated by its opponents as crass. It is associated with the capitalist West, and not with the communist East, which, on the contrary, has practiced, or at least imposed on its subjects, a degree of austerity that would impress a Sufi saint.

Nor had the Soviets, until very recently, been vulnerable to charges of secularism, the other great fundamentalist accusation against the West. Though atheist, they are not godless, and had in fact created an elaborate state apparatus to impose the worship of their gods -- an apparatus with its own orthodoxy, a hierarchy to define and enforce it, and an armed inquisition to detect and extirpate heresy. The separation of religion from the state does not mean the establishment of irreligion by the state, still less the forcible imposition of an anti-religious philosophy. Soviet secularism, like Soviet consumerism, holds no temptation for the Muslim masses and is losing what appeal it had for Muslim intellectuals. More than ever before, it is Western capitalism and democracy that still provide an authentic and attractive alternative to traditional ways of thought and life. Fundamentalist leaders are not mistaken in seeing in Western civilization the greatest challenge to the way of life that they wish to retain or restore for their people.

The origins of secularism in the West may be found in two circumstances: in early Christian teachings, and still more, experience, which created two institutions, church and state, and in later Christian conflicts, which drove them apart.

Muslims too had their religious disagreements, but there was nothing remotely approaching the ferocity of the Christian struggles between Protestants and Catholics, which devastated Christian Europe in the 16th and 17th centuries and finally drove Christians in desperation to evolve a doctrine of the separation of religion from the state. Only by depriving religious institutions of coercive power, so it seemed at the time, could Christendom restrain the murderous intolerance and persecution which Christians had visited on followers of other religions and, most of all, on those who professed other forms of their own. Muslims experienced no such need and evolved no such doctrine. There was no need for secularism in Islam, and even its pluralism was very different from that of the pagan Roman Empire so vividly described by Edward Gibbon, who remarked that "the various modes of worship which prevailed in the Roman world were all considered by the common people equally true, by the philosophers equally false, and by the magistrates equally useful." Islam was never prepared, either in theory or in practice, to accord full equality to those who held other beliefs and practiced other forms of worship, least of all to religions subsequent to itself. It did, however, accord to the holders of partial truth a degree of practical as well as theoretical tolerance rarely paralleled in

the Christian world until the adoption of a measure of secularism in the late 17th and 18th centuries.

At first the Muslim response to Western civilization was one of admiration and emulation -- an immense respect for the achievements of the West and a desire to imitate and adopt them. This desire arose from a keen and growing awareness of the relative weakness, poverty, and backwardness of the Islamic world as compared with the advancing West. This disparity first became apparent on the battlefield, but soon spread to other areas of human activity. Muslim writers observed and wrote about the wealth and power of the West, its science and technology, its manufactures and its forms of government. For a time, the secret of Western success was seen to lie in two achievements: economic advancement and especially industry; political institutions and especially freedom. Several generations of reformers and modernizers tried to adapt these and introduce them to their own countries, in the hope that thereby they would be able to achieve equality with the West and perhaps restore their lost superiority.

In our own time, this mood of admiration and emulation has given way to one of hostility and rejection. In part this mood is surely due to a feeling of humiliation -- a growing awareness, among the heirs of an old, proud, and for long dominant civilization, of having been overtaken, overborne, and overwhelmed by those whom they had long regarded as their inferiors. In part, this change is due to events in the Western world itself. One factor of major importance was certainly the impact of two great

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suicidal wars in which Western civilization tore itself apart, bringing untold destruction to its own and other peoples, and in which the belligerents conducted an immense propaganda effort in the Islamic world and elsewhere to discredit and undermine each other. The message they brought found many listeners, the more ready to respond, in that their own experience of Western ways was not happy. The introduction of Western commercial, financial, and industrial methods did indeed bring great wealth, but it accrued, in the first instance, to transplanted Westerners and members of Westernized minorities and to only a few among the main Muslim population. In time these few became more numerous, but they remained isolated from the masses, differing from them even in their dress and style of life. Inevitably they were seen as agents and collaborators of what was once again regarded as a hostile world. Even the political institutions that had come from the West were discredited, being judged not by their Western originals but by their local imitators. These, operating in a situation beyond their control, using imported and inappropriate methods which they did not fully understand, were unable to cope with the rapidly developing crises and were one by one overthrown. For vast numbers of Middle Easterners, Western-style economic methods brought poverty, Western-style political institutions brought tyranny, even Western-style warfare brought defeat. It is hardly surprising that so many were willing to listen to voices telling them that the old Islamic ways were best and that their only salvation was to throw aside the pagan and

infidel innovations of the reformers and to return to the True Path which God had prescribed for his people.

Ultimately the struggle of the fundamentalists is against two enemies, secularism and modernism. The war against secularism is conscious and explicit, and there is by now a whole literature denouncing secularism as an evil, neo-pagan force in the modern world and attributing it variously to the Jews, the West, and the United States. The war against modernity is for the most part neither conscious nor explicit, and is directed against the whole process of change that has taken place in the Islamic world in the last century or more and has transformed the political, economic, social, and even cultural structures of Muslim countries. Islamic fundamentalism has given an aim and a form to the otherwise aimless and formless resentment and anger of the Muslim masses at the forces that have disrupted their societies, subverted their institutions, denied or destroyed traditional values and loyalties, aggravated and emphasized their disparities and in the final analysis, robbed them of their beliefs, their aspirations, their dignity, and to an increasing extent, even their livelihood.

The instinct of the masses is not false in locating the ultimate source of these cataclysmic changes in the West and in attributing the disruption of their old way of life to the impact of Western domination, Western influence, or Western precept and example. And since America is the legitimate heir of European civilization and the recognized and unchallenged leader of the West, it is America that has inherited the resulting grievances

and become the focus on which their pent-up hate and anger converge. It should by now be clear that we are facing a mood and a movement far transcending the level of issues and policies and the governments that pursue them. This is no less than a clash of civilizations -- the perhaps irrational but surely historic reaction of an ancient rival against our Judeo-Christian heritage, our secular present, and the worldwide expansion of both. It is crucially important that we on our side should study their heritage and understand their present, and that we should not be provoked into an equally historic but also equally irrational reaction against them.

Not all the ideas imported from the West by Western intruders or native Westernizers were rejected. Some were accepted even by the most radical Islamic fundamentalists, usually without acknowledgment of source, and suffering a sea change into something rarely rich but often strange. One such was political freedom, with the associated notions and practices of representation, election, and constitutional government. Even the Islamic Republic of Iran has a written constitution and an elected assembly, as well as a kind of episcopate, for none of which is there any prescription in Islamic teaching or any precedent in the Islamic past. Both are clearly adapted from Western models. They have also retained many of the cultural and social customs of the West and the symbols which express them, as for example the form and style of male (and to a much lesser extent female) clothing, notably in the military. The use of Western-invented guns and

tanks and planes is a military necessity, but the continued use of fitted tunics and peaked caps is a cultural choice. From constitutions to Coca-Cola, from tanks and television to T-shirts, the symbols and artifacts, and through them the ideas, of the West have retained -- even strengthened -- their appeal.

The movement which is nowadays called fundamentalism is not the only Islamic tradition. There are others, more tolerant, more open, which helped to inspire the great achievements of Islamic civilization in the past, and we may hope that these other traditions will in time prevail. But before this issue is decided there will be a hard struggle, in which we of the West can do little or nothing. Even the attempt might do harm, for these are issues which Muslims, and only Muslims, must decide among themselves. And in the meantime, we must take great care, on all sides, to avoid the danger of new era of religious wars, arising from the exacerbation of differences and the revival of ancient, long-forgotten prejudices.

We must then strive to achieve a better appreciation of other religious and political cultures through the study of their history, their literature, and their achievements. At the same time we may hope that they too will try to achieve a better understanding of ours, and especially that they will understand and respect, even if they do not choose to adopt for themselves, our Western perception of the proper relationship between religion and politics.

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To describe this perception, I shall end as I began, with a quotation from an American president, this time not from the justly celebrated Thomas Jefferson, but from the somewhat unjustly neglected John Tyler, who, in a letter dated July 10, 1843, gave eloquent and indeed prophetic expression to the principle of religious freedom:

The United States have adventured upon a great and noble experiment, which is believed to have been hazarded in the absence of all previous precedent -- that of total separation of Church and State. No religious establishment by law exists among us. The conscience is left free from all restraint and each is permitted to worship his Maker after his own judgement. The offices of the Government are open alike to all. No tithes are levied to support an established Hierarchy, nor is the fallible judgement of man set up as the sure and infallible creed of faith. The Mahomedan, if he will to come among us would have the privilege guaranteed to him by the constitution to worship according to the Koran; and the East Indian might erect a shrine to Brahma if it so pleased him. Such is the spirit of toleration inculcated by our political Institutions. . . . The Hebrew persecuted and down trodden in other regions takes up his abode among us with none to make him afraid. . . . He may even more turn his eye to Judea resting with confidence on the promise that is made him of his restoration to that holy land and he may worship the God of his fathers after the manner that that worship was conducted by Aaron and his successors in the priesthood, and the Aegis of the Government is over him to defend and protect him. Such is the great experiment which we have tried, and such are the happy fruits which have resulted from it; our system of free government would be imperfect without it.

The body may be oppressed and manacled and yet survive; but if the mind of man be fettered, its energies and faculties perish, and what remains is of the earth, earthly. Mind should be free as the light or as the air.

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# NEWS

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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT NAMES LOCAL STUDENT "YOUNGER SCHOLAR" FOR 1990 Sandra L. Lawrence Awarded Federal Grant for Independent Summer Study

WASHINGTON, April 11 -- The National Endowment for the Humanities (NEH) has selected Sandra L. Lawrence as an NEH Younger Scholar for 1990. Lawrence, a junior at Humboldt State University in Arcata, Calif., was selected in a nationwide competition of high school and college students who submitted proposals for independent summer research projects in literature, philosophy, foreign languages and other humanities disciplines.

Lawrence, who lives in Bayside, is one of 112 college students and 60 high school students to win NEH Younger Scholar awards for 1990. Winners of this year's awards were selected from 817 eligible applicants from across the country.

Under the guidance of a teacher who will serve as project advisor, Lawrence will use the NEH grant of \$2,200 to work on a project titled, "Gendered Responses in 19th-Century British Industrial Fiction." Awards are \$2,200 for college students and \$1,800 for high school students. Each stipend includes \$400 for the project advisor.

"The challenging projects to be undertaken by the Younger Scholars reflect this group's outstanding academic ability," said NEH Chairman Lynne V. Cheney in announcing the awards. "The Endowment is impressed by

(OVER)

the intellectual curiosity of these students and is proud to support their research in the humanities."

This summer, students from 38 states, the District of Columbia and Puerto Rico will be researching topics as diverse as modern Irish literature, the writings of the Puritans, the underground railroad and the compositions of J.S. Bach.

At the end of the grant period, each NEH Younger Scholar is expected to submit to the Endowment a substantial research paper, with bibliography, and a final narrative report on the nine-week project.

With the grants awarded this year, the Endowment has supported a total of 884 Younger Scholars since the program began in 1984.

Students interested in applying for the next cycle of Younger Scholars awards may request an application, which will be available in June, by writing to:

Younger Scholars Guidelines, Room #316-MR  
National Endowment for the Humanities  
1100 Pennsylvania Ave., N.W.  
Washington, D.C. 20506

Applications for next year's awards must be postmarked no later than November 1, 1990, for awards during the summer of 1991.

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

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FOR IMMEDIATE RELEASE

## SENATE CONFIRMS PRESIDENT BUSH'S NOMINATION OF LYNNE V. CHENEY TO SECOND TERM AS CHAIRMAN OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, April 6 -- The United States Senate yesterday (Thursday) unanimously confirmed President Bush's nomination of Lynne V. Cheney to a second four-year term as Chairman of the National Endowment for the Humanities (NEH).

Cheney, who began her tenure at NEH in May 1986, will be the first Chairman to have a second term.

In her four years at NEH, Cheney has directed a number of efforts to advance education, scholarship and public understanding of history, literature, foreign languages and the other humanities disciplines.

Her 1989 report, 50 Hours: A Core Curriculum for College Students, revealed that too many students were graduating from U.S. institutions of higher learning without basic knowledge of history and thought, and it urged colleges to strengthen their general education requirements. 50 Hours suggested a hypothetical core curriculum that includes study of both Western classics and major works of non-Western civilizations.

Cheney is also the author of two other NEH reports. Humanities in America (1988) described a "remarkable blossoming" of cultural programming in the public sphere along with an alarming decline in the study of the humanities on college campuses. American Memory (1987) showed how history

and literature are not being taught adequately in U.S. public schools and recommended major changes in textbooks, curricula and teacher training.

Cheney has introduced several programs to support the work of schools and other institutions, as well as individual teachers and scholars. These include the creation of the NEH/Reader's Digest Teacher-Scholar awards that allow schoolteachers to take a year's sabbatical for independent study in the humanities; establishment of a \$1.5-million research center at the University of California, Los Angeles, to study the way history is taught and learned in U.S. schools; and the creation of the Charles Frankel Prize to honor Americans who have brought the humanities to general audiences.

Under Cheney's leadership, NEH began an accelerated, multi-year effort to preserve the knowledge in brittle books and other deteriorating materials important for humanities scholarship; announced new challenge grants to allow colleges and universities to create distinguished teaching professorships; and introduced new grant opportunities to improve foreign language instruction at the college and pre-collegiate levels.

Before coming to NEH, Cheney taught at several colleges and universities and was a magazine editor and a widely published author. She holds a bachelor's degree from Colorado College and a master's degree from the University of Colorado. She received a Ph.D. in English literature from the University of Wisconsin.

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

# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

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NEH-90-018-N

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301/595-9783

**FOR IMMEDIATE RELEASE**

**HUMANITIES ENDOWMENT AWARDS MORE THAN \$748,500 TO STATE COUNCILS**  
Awards Will Support Projects in 21 States and Washington, D.C.

WASHINGTON, April 13 -- The National Endowment for the Humanities (NEH) today announced 16 grants totaling more than \$748,500 to state humanities councils to plan and conduct programs in history, art history, philosophy, literature and other humanities subjects.

[An award has been made to your state humanities council. Please see the attached list.]

"State humanities councils play an important role in providing stimulating programs to citizens of their states," said NEH Chairman Lynne V. Cheney. "The awards announced today will bring imaginative humanities programs to communities, large and small, in 21 states."

The annual grants, called "exemplary awards," will support institutes for teachers, interpretive exhibitions, reading and discussion programs and conferences on topics ranging from literacy to the Lewis and Clark expedition. Grants will support either planning or implementation of local and regional projects.

Individual exemplary awards have been made to humanities councils in the District of Columbia, Georgia, Illinois, Iowa, Maine, Missouri, Nevada, New Hampshire, North Carolina, Oklahoma, Pennsylvania, Utah, Vermont and Wisconsin.

-OVER-

EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS  
April 1990

Vermont Council on the Humanities  
Hyde Park, Vt.

\$74,775.00

"The Odyssey Project"

This grant will support a reading and discussion series that uses children's editions of The Odyssey and other Greek literature in programs for new adult readers. The series will be conducted in 30 communities and involve 600 of the 4,800 Vermont adults who are learning to read through the state's Adult Basic Education program.

Contact: Victor R. Swenson, 802/888-3183

\* \* \* \* \*

Wisconsin Humanities Committee  
Madison, Wis.

\$60,000.00

"Buried Roots and Indestructible Seeds: The Survival of American Indian Life  
in Story, History and Spirit"

This grant will support four two-day conferences on the history and culture of American Indians in Wisconsin. By using history and literature, the conferences will explore oral tradition, cultural imagery, the land and government policy affecting Indians. A traveling exhibit will illustrate the history of the U.S. government's Indian policy and its impact on Wisconsin's 11 tribes.

Contact: Patricia Anderson, 608/262-0706

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# FACTS

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NEH-90-018-F

## THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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

### What Are the Humanities?

"Humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, include the study of history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

### The Endowment's Mission

Created by Congress with the passage of the National Foundation on the Arts and the Humanities Act of 1965, NEH provides grants to individuals and institutions for projects in the humanities. These include research and educational opportunities for college professors, independent scholars and elementary and secondary school teachers; the writing and publication of scholarly texts; translations of important works in the humanities; museum exhibitions, television and radio programs and a variety of other programs to make the humanities accessible to the general public. Other activities include special projects undertaken at the direction of Congress, such as a study of humanities education in elementary and secondary schools that resulted in the NEH report, American Memory, published in 1987, and a study of the state of the humanities in the nation, Humanities in America, released in September 1988. In October 1989, the Endowment released 50 Hours, a report that urges colleges and universities to strengthen course requirements so that undergraduates study essential areas of knowledge.

### How the Endowment Is Administered

The Endowment is directed by a Chairman, who is appointed by the President and approved by the U.S. Senate for a term of four years. Advising the Chairman is a National Council of 26 distinguished private citizens, also presidentially appointed, who each serve six-year terms. Lynne V. Cheney was unanimously confirmed by the U.S. Senate in 1986 to serve a first term as Chairman of the Endowment; she was unanimously confirmed to serve a second term beginning May 23, 1990.

### Competition and the Review Process

The Endowment awards grants on a competitive basis. In the most recent fiscal year, NEH funded approximately one out of every four applications received. Funding decisions are made on the basis of the application's merit and the significance of the project.

### Competition and the Review Process (continued)

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality of the proposed projects. Nearly 1,000 scholars and professionals in the humanities serve on approximately 150 panels throughout the course of a year. The judgment of panelists is often supplemented by individual reviews solicited from specialists who have extensive knowledge of an application's subject area.

The advice of the panels and outside reviewers is assembled by the Endowment staff, who comment on matters of fact or policy or significant issues that would otherwise be missing from the review. These materials are then presented to the National Council on the Humanities, which meets four times a year to advise the Chairman about the funding of applications. The Chairman takes the National Council's advice into consideration and makes the final decision on each grant.

### The Endowment's Programs

The Endowment awards grants through five divisions -- Education Programs, Fellowships and Seminars, General Programs, Research Programs and State Programs -- and two offices, the Office of Challenge Grants and the Office of Preservation.

From its creation through the end of Fiscal Year 1989, the Endowment awarded \$1.97 billion for more than 41,000 fellowships and grants. Some of these grants have required one-to-one matching funds from private-sector donors and have been matched by more than \$227 million in non-federal contributions. Grants made by the NEH Challenge Grants Program, requiring \$3 or \$4 in matching funds for each federal dollar, have generated more than \$1 billion in federal and non-federal support for America's libraries, colleges, museums and other eligible humanities institutions since the program began in 1977.

For Fiscal Year 1990, the Endowment's budget is \$156.9 million in program and operating funds.

### Jefferson Lecture and Charles Frankel Prize

In 1972 the Endowment established the Jefferson Lecture in the Humanities, the highest honor the federal government bestows for distinguished intellectual and public achievement in the humanities. The 19th Jefferson Lecture will be delivered in Washington, D.C., on May 2, 1990, by Bernard Lewis, a scholar of Middle Eastern history.

In 1988 NEH established the Charles Frankel Prize to recognize up to five persons a year for outstanding contributions to the public's understanding of the humanities. The 1989 winners of the Charles Frankel Prize were Patricia Bates, Daniel Boorstin, Willard Boyd, Clay Jenkinson and Americo Paredes.

# FACTS

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for the Humanities

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NEH-90-018-L

## EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS April 1990

District of Columbia Community Humanities Council \$75,000.00  
Washington, D.C.

"Urban Odyssey of Washington, D.C.: Many Voices on a Common Ground"

This project will bring together Washington-area scholars and residents to explore their city's history and identity by focusing on the migrant and immigrant experience. The grant will support a conference, Chautauqua performances, a videotape of Chautauqua presentations and the publication of original essays on the theme of migration and immigration to the District of Columbia.

Contact: Francine Cary, 202/347-1732

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Federation of State Humanities Councils \$18,761.00  
Washington, D.C.  
"Fiscal Management Technical Assistance Survey Project"

This grant will support a study to identify state humanities councils' administrative needs, particularly in the areas of accounting operations for regrants, and gifts and matching funds. The resulting report will specify how the Federation, working with the NEH Inspector General's Office, can aid state councils in these areas.

Contact: Margaret McMillan, 202/393-5400

\* \* \* \* \*

Georgia Humanities Council \$50,000.00  
Atlanta, Ga.

"Before Oglethorpe: Hispanic and Indian Cultures in Early Georgia"

In commemoration of the Columbian quincentenary in 1992, the Georgia Humanities Council will sponsor a two-week institute for 25 social science and Spanish teachers on the history of Georgia before the arrival of British general James Oglethorpe, who established Georgia as a colony for the indigent in 1733. The Center for Latin American Studies at the University of Georgia will collaborate with the Council in presenting the institute.

Contact: Ronald E. Benson, 404/727-7500

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EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS  
April 1990

Illinois Humanities Council \$10,000.00  
Chicago, Ill.

"Looking Backward to Move Forward"

The Illinois Humanities Council and Bethel New Life, a community development corporation, are planning a project to recover the history of an African-American neighborhood on the west side of Chicago.

Contact: Eileen Mackevich, 312/917-7777

\* \* \* \* \*

Iowa Humanities Board \$65,000.00  
Waterloo, Iowa

"Iowa Time: Past, Present, Future"

This grant will support six regional seminars on "Sources and Themes for 20th-Century Local History" and a series of Iowa "Time Slice" reading and discussion programs focusing on four periods of Iowa history, accompanied by a variety of projects on local history.

Contact: Abby Zito, 319/335-4153

\* \* \* \* \*

Maine Humanities Council \$15,000.00  
Portland, Maine

"Early Modernism in American Art and Culture, 1890-1930"

This grant will support planning for a teachers' institute and follow-up activities, including a traveling exhibition, on the development of modern American art between 1890 and 1930. The Maine Humanities Council will work closely with the Academic and Cultural Collaborative of Maine, an organization designed to foster content-based programs for Maine's educators.

Contact: Dorothy Schwartz, 207/773-5051

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EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS  
April 1990

Missouri Humanities Council \$12,000.00  
St. Louis, Mo.

"The Missouri Religious Experience"

This grant will support the work of an advisory board that will plan a project on American religious pluralism. Using a Chautauqua format and reading and discussion programs and publications, the project will explore religious traditions in Missouri.

Contact: Christine J. Reilly, 314/531-1254

\* \* \* \* \*

Idaho Association for the Humanities, Boise \$20,000.00  
Illinois Humanities Council, Chicago  
Iowa Humanities Board, Iowa City  
Kansas Committee for the Humanities, Topeka  
Missouri Humanities Council, St. Louis  
Montana Committee for the Humanities, Missoula  
Nebraska Committee for the Humanities, Lincoln  
North Dakota Humanities Council, Bismarck  
Oregon Committee for the Humanities, Portland  
South Dakota Committee on the Humanities, Brookings  
Washington Commission for the Humanities, Olympia

"Voyagers: Lewis and Clark and the Continuation of the Columbian Legacy"

This grant will support planning for a series of 20 reading and discussion programs. Drawing on their common bond as states through which the Lewis and Clark expedition passed, the 11 state councils will conduct, in each state, a reading and discussion series based on four themes adapted from the works of Joseph Campbell: "The Mythic Journey," "An American Journey," "At Home in the World" and "The Challenge of Return."

Contacts: (Idaho) Thomas H. McClanahan, 208/345-5346  
(Illinois) Frank Pettis, 312/939-5212  
(Iowa) Abby Zito, 319/335-4153  
(Kansas) Marion Cott, 913/357-0359  
(Missouri) Christine J. Reilly, 314/531-1254  
(Montana) Margaret Kingsland, 406/243-6022  
(Nebraska) Jane Renner Hood, 402/474-2131  
(North Dakota) Everett Albers, 701/255-3360  
(Oregon) Robert Keeler, 503/241-0543  
(South Dakota) John Whalen, 605/688-6113  
(Washington) Hidde Van Duym, 206/682-1770

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EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS  
April 1990

**Nevada Humanities Committee** \$60,000.00  
Reno, Nev.

"A River Too Far? The Past and Future of Civilization in the Desert"

This grant will support a year-long, statewide program, including lectures, conferences and panels, on the historical and cultural dimensions of desert civilizations. The project will foster a historical appreciation of the challenges, ideals and possibilities of desert life.

Contact: (Reno) Judith Winzeler, 702/784-6587  
(Las Vegas) Joseph Finkhouse, 702/798-0337

\* \* \* \* \*

**New Hampshire Humanities Council** \$75,008.00  
Concord, N.H.

"Making Words, Interpreting Culture: A History of Writing and Reading"

This grant will support a statewide program on the concept of literacy as it has changed over time. The project will feature an exhibition on the development of writing, a newspaper supplement examining the impact of print on modern society and a symposium exploring the intellectual, social and political values inherent in current debates on literacy.

Contact: Charles G. Bickford, 603/224-4071

\* \* \* \* \*

**North Carolina Humanities Council** \$74,996.00  
Greensboro, N.C.

"The North Carolina Medicine and Society Readers' Repertory Theater"

This grant will support a statewide series of staged readings about the practice of medicine. After each presentation, a humanities scholar will lead a discussion on medical ethics and the history of medicine. The staged readings will be adapted from stories by William Carlos Williams, Arthur Conan Doyle and Ernest Hemingway.

Contact: Alice Barkley, 919/334-5325

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EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS  
April 1990

Oklahoma Foundation for the Humanities \$75,000.00  
Oklahoma City, Okla.

"Oklahoma Museum Education Project"

This grant will support the development of educational materials for fourth to sixth graders on three themes in Oklahoma history. Humanities scholars, museum staff and teachers will collaborate with a museum educator to create programs that use the collections of three Oklahoma museums -- the Oklahoma Museum of Natural History, the State Museum of History and the National Cowboy Hall of Fame -- to examine Oklahoma's prehistory, successive waves of settlement, cattle ranching and cowboy life.

Contact: Peter Caldwell, 405/235-0280

\* \* \* \* \*

Pennsylvania Humanities Council \$48,000.00  
Philadelphia, Pa.

"Reading and Discussion Programs on the Bill of Rights"

In commemoration of the bicentennial of the Bill of Rights in 1991, this grant will support a series of reading and discussion programs on the Bill of Rights based on an anthology especially prepared for the program and supplemented by Peter Irons' The Courage of Their Convictions. The discussions will be led by professors of history and political science at libraries and community centers.

Contact: Craig Eisendrath, 215/925-1005

\* \* \* \* \*

Utah Endowment for the Humanities \$15,000.00  
Salt Lake City, Utah

"Everyday Choices: Personal and Professional Ethics"

This grant will support planning for a series of roundtable discussions on ethics to be held at eight colleges across the state, as well as the presentation of one model program in Salt Lake City.

Contact: Delmont Oswald, 801/531-7868

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EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS  
April 1990

Vermont Council on the Humanities \$74,775.00  
Hyde Park, Vt.

"The Odyssey Project"

This grant will support a reading and discussion series that uses children's editions of The Odyssey and other Greek literature in programs for new adult readers. The series will be conducted in 30 communities and involve 600 of the 4,800 Vermont adults who are learning to read through the state's Adult Basic Education program.

Contact: Victor R. Swenson, 802/888-3183

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Wisconsin Humanities Committee \$60,000.00  
Madison, Wis.

"Buried Roots and Indestructible Seeds: The Survival of American Indian Life  
in Story, History and Spirit"

This grant will support four two-day conferences on the history and culture of American Indians in Wisconsin. By using history and literature, the conferences will explore oral tradition, cultural imagery, the land and government policy affecting Indians. A traveling exhibit will illustrate the history of the U.S. government's Indian policy and its impact on Wisconsin's 11 tribes.

Contact: Patricia Anderson, 608/262-0706

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# NEWS

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A Federal Agency

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NEH-90-020-N

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| Marguerite Sullivan | 202/786-0446  | 202/686-9468 |
| Noel Milan          | 202/786-0449  | 301/268-4309 |
| John McGrath        | 202/786-0449  | 703/525-9478 |

EMBARGOED: Hold for release until 8:00 p.m. (EDT)  
Wednesday, May 2, 1990

HISTORIAN BERNARD LEWIS EXPLORES "CLASH OF CIVILIZATIONS"  
BETWEEN ISLAMIC AND WESTERN NATIONS  
NEH Jefferson Lecturer Explores Muslim Attitudes in "A View from the East"

WASHINGTON, May 2 -- The current hostility between Islamic fundamentalists and Western nations stems in part from their radically different views of the relationship of religion to government, said historian Bernard Lewis this evening (Wednesday) in the 19th annual Jefferson Lecture in the Humanities.

Lewis said that religion and politics have been in the past inextricably mixed in the Islamic world, which has never shared the Western notion of the separation of church and state. This crucial difference underlies the "clash of civilizations" which is fueling the "perhaps irrational but surely historic reaction of an ancient rival against our Judeo-Christian heritage, our secular present and the worldwide expansion of both."

Improved relations between our two societies would be easier if each side would study the other's history, literature and culture, he said in the lecture, which was presented by the National Endowment for the Humanities (NEH).

As we in the West must strive to understand the Muslim world, its values and achievements, "we may hope that they too will ... understand

and respect, even if they do not choose to adopt it for themselves, our Western perception of the proper relationship between religion and politics," Lewis said.

Lewis was selected to deliver this year's Jefferson Lecture by the National Council on the Humanities, the panel of 26 distinguished citizens appointed by the President to advise NEH. He delivered his remarks to an audience of invited guests at 8:00 p.m. (EDT) in the Departmental Auditorium. The Hoover Institution and Stanford University in California will host a second presentation of Lewis' Jefferson Lecture on Thursday, May 10, at 7:30 p.m. (PDT).

Lewis, who is the Cleveland E. Dodge Professor of Near Eastern Studies Emeritus at Princeton University, is the author and editor of more than 20 books, including The Political Language of Islam (1988), The Jews of Islam (1984), The Muslim Discovery of Europe (1982), History -- Remembered, Recovered, Invented (1975), The Assassins: A Radical Sect in Islam (1967), The Middle East and the West (1964), The Emergence of Modern Turkey (1961) and The Arabs in History (1950). He has taught and lectured at a number of universities in the United States and in Europe, Asia, Africa and Australia.

In his lecture, entitled "Western Civilization: A View from the East," Lewis examined how Muslims traditionally have seen good and evil not only in moral and religious terms but also in political terms, viewing humankind and the world as divided in two parts: the faithful and the unbelievers, or the House of Islam and the House of War.

Although Lewis noted that the West still has many friends and allies in the Muslim world, the recent revival of Islamic fundamentalism is

fueling an anti-Western "mood of hatred and violence" aimed at the West in general and the United States in particular.

The roots of the Muslim-Christian conflict are deep, extending over 14 centuries, Lewis said, although it was not until relatively modern times that Islamic peoples began to feel threatened by "the Christian and post-Christian civilization [which] brought the whole world, including Islam, within its orbit." Lewis attributed Muslim feelings of resentment to the West's and Russia's increasing domination in the world, the invasion of Muslim countries by foreign ideas and influences, and Western-inspired social changes, notably the emancipation of women.

Of Islamic fundamentalism's violent rejection of the West, Lewis said, "(T)he outbreak of [Muslim] rage was inevitable, against these alien, infidel and incomprehensible forces that had subverted his dominance, disrupted his society, devalued his values, impoverished and subjugated him, and finally violated the sanctuary of his home. It was also natural that this rage should be directed primarily against the millennial enemy and should draw its strength from ancient beliefs and loyalties."

As "Europe's daughter," the United States currently bears the brunt of this hatred. Although for centuries Islam largely ignored America, commercial and educational contacts between the two societies increased greatly after World War II, bringing to the Islamic world an influx of American products and cultural influences. The American presence was tolerated, even welcomed, until the recent rise of Islamic fundamentalism.

What the fundamentalists detest most in American society, Lewis said, is its secularism and modernism. Both threaten the traditional, religious

basis of Islam's political, economic, social and even cultural structures. While much that is Western might seem attractive, the importation of Western institutions to the Muslim world has often brought disruption and failure.

"For vast numbers of Middle Easterners, Western-style economic methods brought poverty, Western-style political institutions brought tyranny, even Western-style warfare brought defeat. It is hardly surprising that so many were willing to listen to voices telling them that the old Islamic ways were best and that their only salvation was to throw aside the pagan and infidel innovations of the reformers and to return to the True Path...."

Lewis concluded by pointing to some hopeful signs. In spite of Islam's resentment, some Western ideas, such as the notion of political freedom, are gaining support and growing appeal in Muslim lands. Even the Islamic Republic of Iran has a written constitution and an elected assembly based on Western models, he said. There are other, more tolerant and more open traditions in Islam besides fundamentalism, and Lewis said these other traditions may yet prevail.

He urged Westerners to be patient: "(B)efore this issue is decided there will be a hard struggle, in which we of the West can do little or nothing. Even the attempt might do harm, for these are issues which Muslims, and only Muslims, must decide among themselves."

Tonight's lecture was followed by a reception for Lewis at the Smithsonian Institution's National Museum of American History. Private co-sponsors of the event include the Lynde and Harry Bradley Foundation, Inc.; the Earhart Foundation; Hallmark Cards, Inc.; the John M. Olin Foundation, Inc.; and the Philip F. Schoch Trust.

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

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NEH-90-020-F1

Bernard Lewis  
19th Jefferson Lecturer in the Humanities

Born in London, England, on May 31, 1916, Bernard Lewis earned a bachelor's degree with first-class honors in 1936 and a doctorate in 1939, both from the University of London. He also received a diplôme des études semitiques from the University of Paris in 1937.

During World War II, Lewis served in the Royal Armoured Corps and Intelligence Corps and, from 1941 to 1945, was attached to a department of the British Foreign Office. In 1947 he published A Handbook of Diplomatic and Political Arabic.

From 1949 to 1974, Lewis was professor of history of the Near and Middle East at the University of London's School of Oriental and African Studies. He immigrated to the United States in 1974 when he became Cleveland E. Dodge Professor of Near Eastern Studies at Princeton University and a member of the Institute for Advanced Study. Lewis became a U.S. citizen in 1982. He has received numerous honorary degrees and has been a visiting professor and lecturer at universities in the United States, Europe, Asia, Africa and Australia. He retired from Princeton University in 1986.

Over the course of his career, Lewis has written, edited and translated more than 20 books, as well as scores of articles, including The Political Language of Islam (1988), The Jews of Islam (1984), History -- Remembered, Recovered, Invented (1975), The Assassins: A Radical Sect in Islam (1967), The Middle East and the West (1964), The Emergence of Modern Turkey (1961) and The Arabs in History (1950). He was one of the first Westerners to do research in the Turkish national archives; in 1952 he published the first of a long series of studies based on these archives.

Among Lewis's most acclaimed works is The Emergence of Modern Turkey (1961), a study of cultural, political, economic and religious developments in the Near East since the 17th century. In Islam and the Modern World (1976), Lewis edited a collection of essays by 13 of the world's leading scholars of Near and Middle Eastern studies. His books have been translated in Europe and Asia into 19 languages, including Arabic, Persian and Turkish.

Lewis is a member of the American Academy of Arts and Sciences; the American Philosophical Society; the British Academy; the Turkish Historical Society; the Atatürk Academy of History, Language, and Culture; the Institut d'Egypte; and many other learned societies. He received the Citation of Honor from the Turkish Ministry of Culture in 1973.

The father of two children, Lewis lives in Princeton, New Jersey.

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NEH-90-020-F2

## 1990 JEFFERSON LECTURE IN THE HUMANITIES

The Jefferson Lecture in the Humanities was established in 1972 by the National Endowment for the Humanities (NEH), the independent federal agency that supports research, education, preservation and public programs in the humanities.

Established to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lectureship provides an opportunity for an eminent scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries a stipend of \$10,000.

The Jefferson Lecturer is selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of NEH, after considering a wide range of nominations.

The 1990 Jefferson Lecture will be delivered by Bernard Lewis, who is Cleveland E. Dodge Professor Emeritus of Near Eastern Studies at Princeton University. Lewis has written, translated and edited more than 20 books, as well as scores of articles. He has taught and lectured at universities in the United States, Europe, Asia, Africa and Australia.

Lewis will speak on "Western Civilization: A View from the East." He will present his lecture to an audience of about 1,000 invited guests on Wednesday, May 2, at 8:00 p.m. (EDT) at the Departmental Auditorium in Washington, D.C. The Hoover Institution and Stanford University in California will host a second presentation of Lewis' lecture on Thursday, May 10, at 7:30 p.m.

Previous NEH Jefferson Lecturers have been Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily Townsend Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), John Hope Franklin (1976), Paul A. Freund (1975), Robert Penn Warren (1974), Erik H. Erikson (1973) and Lionel Trilling (1972).

The National Endowment for the Humanities thanks the following donors for their generous support in presenting the 19th Jefferson Lecture in the Humanities:

The Lynde and Harry Bradley Foundation, Inc.  
The Earhart Foundation  
Hallmark Cards, Inc.  
The John M. Olin Foundation, Inc.  
The Philip F. Schoch Trust

# # #

# NEWS

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NEH-90-021-N

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FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT OFFERS SPECIAL OPPORTUNITY FOR FOREIGN LANGUAGE STUDY**  
Language Instruction Encouraged at All Educational Levels

WASHINGTON, May 1 -- The National Endowment for the Humanities (NEH) today announced a dramatic increase in its support for foreign language instruction at all educational levels, from elementary school through college.

NEH is targeting all foreign language instruction for this special opportunity, but with particular emphasis on certain languages that are not commonly studied, such as Russian, Japanese, Chinese and Arabic. The Endowment's special effort will recognize the central role of teachers and will focus on ways they can help their students gain greater proficiency in the languages they teach.

"In the modern world, knowledge of foreign languages and understanding of other cultures is essential," said NEH Chairman Lynne V. Cheney. Noting a 38 percent increase in the number of high school students enrolled in foreign language classes since 1986, Cheney added, "The Endowment's special support of foreign language study demonstrates our commitment to strengthening instruction in this important field."

The Endowment will focus much of its special effort to strengthen foreign language instruction on summer institutes for schoolteachers. The first application deadline, for teachers' summer institutes to be held in 1991, is September 15, 1990. Institutes in all languages will

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receive NEH support, but special emphasis will be given to institutes in Russian, Japanese, Chinese and Arabic.

Summer institutes, which can draw up to 30 teachers from across the nation or from a particular region, will emphasize the use of literature and other materials actually used in the foreign culture. The institutes will offer teachers the opportunity to immerse themselves in the language and culture for up to six weeks. Follow-up activities may be undertaken at the end of the six-week period or the following summer and can include study abroad. Under this special opportunity, an NEH grant will support institutes for up to three successive years.

The Endowment also welcomes proposals to redesign undergraduate foreign language programs. Colleges and universities that seek to incorporate texts from the foreign culture into courses at the introductory and intermediate levels are encouraged to apply. NEH also seeks "Language Across the Curriculum" proposals designed to broaden the range of courses that use and develop foreign language proficiency to include courses in history, philosophy, religious studies, economics and other disciplines.

For further information concerning the NEH Special Opportunity in Foreign Language Education, please contact:

Division of Education Programs  
National Endowment for the Humanities  
Room 302-MR  
1100 Pennsylvania Avenue, N.W.  
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# NEWS

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NEH-90-022-N

|                      | Contact:            | Office         | Home          |
|----------------------|---------------------|----------------|---------------|
|                      | Marguerite Sullivan | 202/786-0446   | 202/686-9468  |
|                      | (in Palo Alto       | from May 5-10: | 415/323-0401) |
|                      | Noel Milan          | 202/786-0449   | 301/268-4309  |
| (Hoover Institution) | Gloria Walker       | 415/723-0603   | 408/985-6879  |

HOLD FOR RELEASE UNTIL THURSDAY, MAY 10, at 7:30 p.m (PDT)

HISTORIAN EXPLORES "CLASH OF CIVILIZATIONS" BETWEEN ISLAM AND THE WEST;  
BERNARD LEWIS DELIVERS NEH JEFFERSON LECTURE AT STANFORD  
Lecturer Explores Muslim Attitudes in "A View from the East"

STANFORD, Calif., May 10 -- The current hostility between Islamic fundamentalists and Western nations stems in part from their radically different views of the relationship of religion to government, said historian Bernard Lewis this evening in the 19th annual Jefferson Lecture in the Humanities.

Thursday's lecture, hosted in California by the Hoover Institution and Stanford University, was first presented by the National Endowment for the Humanities (NEH) in Washington, D.C., on Wednesday, May 2.

Lewis said that religion and politics have been in the past inextricably mixed in the Islamic world, which has never shared the Western notion of the separation of church and state. This crucial difference underlies the "clash of civilizations" which is fueling the "perhaps irrational but surely historic reaction of an ancient rival against our Judeo-Christian heritage, our secular present and the worldwide expansion of both."

Improved relations between our two societies would be easier if each side would study the other's history, literature and culture, Lewis said.

- OVER -

As we in the West must strive to understand the Muslim world, its values and achievements, "we may hope that they too will ... understand and respect, even if they do not choose to adopt it for themselves, our Western perception of the proper relationship between religion and politics," Lewis said.

Lewis was selected to deliver this year's Jefferson Lecture by the National Council on the Humanities, the panel of 26 distinguished citizens appointed by the President to advise NEH. He delivered his lecture at 7:30 p.m. (PDT) in Kresge Auditorium on the campus of Stanford University.

Lewis, who is the Cleveland E. Dodge Professor of Near Eastern Studies Emeritus at Princeton University, is the author and editor of more than 20 books, including The Political Language of Islam (1988), The Jews of Islam (1984), The Muslim Discovery of Europe (1982), History -- Remembered, Recovered, Invented (1975), The Assassins: A Radical Sect in Islam (1967), The Middle East and the West (1964), The Emergence of Modern Turkey (1961) and The Arabs in History (1950). He has taught and lectured at a number of universities in the United States and in Europe, Asia, Africa and Australia.

In his lecture, entitled "Western Civilization: A View from the East," Lewis examined how Muslims traditionally have seen good and evil not only in moral and religious terms but also in political terms, viewing humankind and the world as divided in two parts: the faithful and the unbelievers, or the House of Islam and the House of War.

Although Lewis noted that the West still has many friends and allies in the Muslim world, the recent revival of Islamic fundamentalism is

fueling an anti-Western "mood of hatred and violence" aimed at the West in general and the United States in particular.

The roots of the Muslim-Christian conflict are deep, extending over 14 centuries, Lewis said, although it was not until relatively modern times that Islamic peoples began to feel threatened by "the Christian and post-Christian civilization [which] brought the whole world, including Islam, within its orbit." Lewis attributed Muslim feelings of resentment to the West's and Russia's increasing domination in the world, the invasion of Muslim countries by foreign ideas and influences, and Western-inspired social changes, notably the emancipation of women.

Of Islamic fundamentalism's violent rejection of the West, Lewis said, "(T)he outbreak of [Muslim] rage was inevitable, against these alien, infidel and incomprehensible forces that had subverted his dominance, disrupted his society, devalued his values, impoverished and subjugated him, and finally violated the sanctuary of his home. It was also natural that this rage should be directed primarily against the millennial enemy and should draw its strength from ancient beliefs and loyalties."

As "Europe's daughter," the United States currently bears the brunt of this hatred. Although for centuries Islam largely ignored America, commercial and educational contacts between the two societies increased greatly after World War II, bringing to the Islamic world an influx of American products and cultural influences. The American presence was tolerated, even welcomed, until the recent rise of Islamic fundamentalism.

What the fundamentalists detest most in American society, Lewis said, is its secularism and modernism. Both threaten the traditional, religious basis of Islam's political, economic, social and even cultural structures.

While much that is Western might seem attractive, the importation of Western institutions to the Muslim world has often brought disruption and failure.

"For vast numbers of Middle Easterners, Western-style economic methods brought poverty, Western-style political institutions brought tyranny, even Western-style warfare brought defeat. It is hardly surprising that so many were willing to listen to voices telling them that the old Islamic ways were best and that their only salvation was to throw aside the pagan and infidel innovations of the reformers and to return to the True Path...."

Lewis concluded by pointing to some hopeful signs. In spite of Islam's resentment, some Western ideas, such as the notion of political freedom, are gaining support and growing appeal in Muslim lands. Even the Islamic Republic of Iran has a written constitution and an elected assembly based on Western models, he said. There are other, more tolerant and more open traditions in Islam besides fundamentalism, and Lewis said these other traditions may yet prevail.

He urged Westerners to be patient: "(B)efore this issue is decided there will be a hard struggle, in which we of the West can do little or nothing. Even the attempt might do harm, for these are issues which Muslims, and only Muslims, must decide among themselves."

Tonight's lecture was followed by a reception for Lewis at Stanford University's Stauffer Auditorium. Private co-sponsors of the event include the Lynde and Harry Bradley Foundation, Inc.; the Earhart Foundation; Hallmark Cards, Inc.; the John M. Olin Foundation, Inc.; and the Philip F. Schoch Trust.

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NEH-90-022-F1

**Bernard Lewis**  
19th Jefferson Lecturer in the Humanities

Born in London, England, on May 31, 1916, Bernard Lewis earned a bachelor's degree with first-class honors in 1936 and a doctorate in 1939, both from the University of London. He also received a diplôme des études semitiques from the University of Paris in 1937.

During World War II, Lewis served in the Royal Armoured Corps and Intelligence Corps and, from 1941 to 1945, was attached to a department of the British Foreign Office. In 1947 he published A Handbook of Diplomatic and Political Arabic.

From 1949 to 1974, Lewis was professor of history of the Near and Middle East at the University of London's School of Oriental and African Studies. He immigrated to the United States in 1974 when he became Cleveland E. Dodge Professor of Near Eastern Studies at Princeton University and a member of the Institute for Advanced Study. Lewis became a U.S. citizen in 1982. He has received numerous honorary degrees and has been a visiting professor and lecturer at universities in the United States, Europe, Asia, Africa and Australia. He retired from Princeton University in 1986.

Over the course of his career, Lewis has written, edited and translated more than 20 books, as well as scores of articles, including The Political Language of Islam (1988), The Jews of Islam (1984), History -- Remembered, Recovered, Invented (1975), The Assassins: A Radical Sect in Islam (1967), The Middle East and the West (1964), The Emergence of Modern Turkey (1961) and The Arabs in History (1950). He was one of the first Westerners to do research in the Turkish national archives; in 1952 he published the first of a long series of studies based on these archives.

Among Lewis' most acclaimed works is The Emergence of Modern Turkey (1961), a study of cultural, political, economic and religious developments in the Near East since the 17th century. In Islam and the Modern World (1976), Lewis edited a collection of essays by 13 of the world's leading scholars of Near and Middle Eastern studies. His books have been translated in Europe and Asia into 19 languages, including Arabic, Persian and Turkish.

Lewis is a member of the American Academy of Arts and Sciences; the American Philosophical Society; the British Academy; the Turkish Historical Society; the Atatürk Academy of History, Language, and Culture; the Institut d'Egypte; and many other learned societies. He received the Citation of Honor from the Turkish Ministry of Culture in 1973.

The father of two children, Lewis lives in Princeton, New Jersey.

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NEH-90-022-F2

## 1990 JEFFERSON LECTURE IN THE HUMANITIES

The Jefferson Lecture in the Humanities was established in 1972 by the National Endowment for the Humanities (NEH), the independent federal agency that supports research, education, preservation and public programs in the humanities.

Established to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lectureship provides an opportunity for an eminent scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries a stipend of \$10,000.

The Jefferson Lecturer is selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of NEH, after considering a wide range of nominations.

The 1990 Jefferson Lecturer is Bernard Lewis, who is Cleveland E. Dodge Professor Emeritus of Near Eastern Studies at Princeton University. Lewis has written, translated and edited more than 20 books, as well as scores of articles. He has taught and lectured at universities in the United States, Europe, Asia, Africa and Australia.

Lewis presented his lecture, "Western Civilization: A View from the East," to an audience of about 1,000 invited guests on Wednesday, May 2, at 8:00 p.m. (EDT) at the Departmental Auditorium in Washington, D.C. The Hoover Institution and Stanford University in California are hosting a second presentation of Lewis' Jefferson Lecture on Thursday, May 10, at 7:30 p.m. (PDT).

Previous NEH Jefferson Lecturers have been Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily Townsend Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), John Hope Franklin (1976), Paul A. Freund (1975), Robert Penn Warren (1974), Erik H. Erikson (1973) and Lionel Trilling (1972).

The National Endowment for the Humanities thanks the following donors for their generous support in presenting the 19th Jefferson Lecture in the Humanities:

The Lynde and Harry Bradley Foundation, Inc.

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Hallmark Cards, Inc.

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NEH-90-023-F

## 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: Nominations will be accepted from any individual or organization. Once nominated, an individual remains eligible for consideration for three years. Nominators should submit a biographical summary of no more than two pages, together with a letter describing the candidate's qualifications. The letter should indicate how the nominee has fostered a greater understanding of the humanities among general audiences. What was the nature of the candidate's contribution, and who was the audience? What impact was made, and what legacy remains?

- OVER -

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

PREVIOUS FRANKEL PRIZE RECIPIENTS: Recipients of the 1989 Prize were Patricia L. Bates of the Howard County Library in Maryland; Daniel J. Boorstin, the Librarian of Congress Emeritus; Willard L. Boyd, the President of the Field Museum in Chicago; Clay S. Jenkinson, the Director of the Great Plains Chautauqua; and Americo Paredes, a Professor Emeritus at the University of Texas. Recipients of the 1990 Prize will be announced in the fall of 1990.

SELECTION PROCESS: Nominations are 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 1991 Charles Frankel Prize competition is Dec. 14, 1990. Winners will be announced publicly in the fall of 1991, with a ceremony planned for November 1991.

MAILING ADDRESS: Send nominations to this address:

NOMINATION: Charles Frankel Prize  
Room 403  
National Endowment for the Humanities  
Washington, D.C. 20506

FURTHER DETAILS: Contact the Endowment's Office of Planning and Budget at 202/786-0428.

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Noel Milan  
Karen Myers

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202/786-0449

Home

301/268-4309  
301/595-9783

**FOR IMMEDIATE RELEASE**

**HUMANITIES ENDOWMENT EXTENDS DEADLINE FOR NEBRASKA "TEACHER-SCHOLARS"**

Applications Accepted Until June 9 for Independent Study Program

WASHINGTON, May 16 -- The National Endowment for the Humanities (NEH) has extended the deadline for applications from Nebraska teachers to the NEH/Reader's Digest Teacher-Scholar Program. The program awards outstanding elementary and secondary school teachers sabbaticals for independent study in the humanities. The Endowment will now accept applications from Nebraska teachers postmarked no later than June 9, 1990.

The deadline has been extended by NEH to encourage qualified Nebraska teachers to apply for these sabbatical opportunities. The original closing date for applications was May 1, 1990.

Teacher-Scholars spend a full academic year away from their classroom duties, conducting research projects of their own choosing in history, literature, foreign languages and other humanities disciplines. Now in its third year, the program provides stipends up to \$27,500 to replace teachers' salaries or to supplement sabbatical pay up to the amount of their academic year salaries.

To obtain more information or application materials, please call NEH's Division of Education Programs as soon as possible at 202/786-0377.

- OVER -

At a White House reception held in March to honor the most recently selected Teacher-Scholars, Barbara Bush praised the work of the teachers. "You really are heroes to George and me," she said. "As some wise man once said, 'Teachers affect eternity,' and no one knows really where your influence ends. Well, if you're going to affect eternity, I think it's only right you should have the next year to refresh your spirits and your own skills."

NEH is inviting elementary and secondary school teachers to submit proposals for significant independent study of the humanities subjects they teach. Applicants must obtain official application forms and submit a thoroughly planned course of study focusing on important primary and secondary texts in the humanities. The plan may involve work with a mentor. As many as two college courses may be taken during the year of the award.

Proposed projects will be judged on their intellectual quality, the significance of the topic and materials to be studied and the relevance of the plan to the applicant's teaching responsibilities. Grant-funded study could begin as early as September 1991. NEH plans to select one qualified teacher from each state, Puerto Rico, the U.S. Virgin Islands and the District of Columbia.

NEH administers the program in partnership with a fund at New York Community Trust established by DeWitt Wallace, founder of Reader's Digest. With a gift of \$1.5 million, the Reader's Digest fund has provided approximately one-third of the Teacher-Scholar program's costs for three years.

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

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301/595-9783

FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT EXTENDS DEADLINE FOR OKLAHOMA "TEACHER-SCHOLARS"**  
Applications Accepted Until June 9 for Independent Study Program

WASHINGTON, May 16 -- The National Endowment for the Humanities (NEH) has extended the deadline for applications from Oklahoma teachers to the NEH/Reader's Digest Teacher-Scholar Program. The program awards outstanding elementary and secondary school teachers sabbaticals for independent study in the humanities. The Endowment will now accept applications from Oklahoma teachers postmarked no later than June 9, 1990.

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- OVER -

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|-----------------|---------------|--------------|
| John McGrath    | 202/786-0449  | 703/525-9478 |
| Karen Myers     | 202/786-0449  | 301/595-9783 |

## FOR IMMEDIATE RELEASE

### NEH ANNOUNCES \$3.2 MILLION IN CHALLENGE GRANTS FOR TEACHING POSITIONS Awards Will Endow Faculty Chairs for Undergraduate Teaching

WASHINGTON, June 19 -- Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), today announced more than \$3.2 million in special challenge grants to 14 U.S. colleges and universities to endow faculty chairs for distinguished teachers of history, literature, philosophy and other humanities disciplines.

The grants are the first to be awarded in a new NEH competition designed to establish professorships for teaching undergraduates, particularly in general education and introductory humanities courses. NEH awarded challenge grants up to \$300,000 to a variety of institutions ranging from small, private colleges to large, state universities.

"Colleges and universities should reward and honor good teaching as well as scholarly research," said NEH Chairman Cheney in announcing the awards. "Establishing NEH distinguished teaching professorships will strengthen and improve humanities instruction at these institutions for years to come."

[NEH has awarded one or more grants in your area. Please see the accompanying list.]

The colleges and universities must match each dollar from their NEH challenge grants with three dollars in new contributions from non-federal donors. Fund-raising campaigns typically extend over five years.

-OVER-

The NEH challenge grants announced today, when combined with matching funds raised by the grant recipients, will provide a total of nearly \$13 million in endowment funds to support undergraduate teaching in the humanities, providing a total estimated annual revenue of \$650,000 to support the professorships in perpetuity.

NEH announced the availability of the special challenge grants for distinguished teaching professorships in April 1989, and competition for the grants was unusually rigorous. After receiving 105 applications, NEH awarded challenge grants for distinguished teaching professorships to the following 14 institutions:

Colby College, Waterville, Maine; College of Saint Scholastica, Duluth, Minn.; Emory University, Atlanta, Ga.; Gettysburg College, Gettysburg, Pa.; Kenyon College, Gambier, Ohio; Luther College, Decorah, Iowa; Miami University, Oxford, Ohio; Mount Holyoke College, South Hadley, Mass.; Ohio University, Athens, Ohio; Saint John's College, Santa Fe, N.M.; Saint Joseph's College, Rensselaer, Ind.; Saint Olaf College, Northfield, Minn.; Southwest Texas State University, San Marcos, Texas; and Syracuse University, Syracuse, N.Y.

Plans for the distinguished teaching professorships vary among the grantees. While many of the schools will award the new chairs to current faculty members, at least one institution will recruit externally. One university will use the challenge grant to establish two faculty chairs, while another will create a visiting professorship.

Most of the distinguished teaching professors will serve two- or three-year terms. In most cases, the incumbent professor will be given time to serve as a mentor for other faculty members and to develop improvements in the undergraduate curriculum.

Creation of the competition was prompted by the findings of Humanities in America, the 1988 NEH report written by Lynne Cheney, which said that U.S. colleges and universities place too much emphasis on scholarly research and not enough on teaching, especially undergraduate teaching.

"Good teaching," Cheney wrote, "is the surest method for bringing students to understand the worth of the humanities, the surest method for encouraging lifelong exploration of what Alexis de Tocqueville called 'the empire of the mind.'"

Deadline for the next cycle of grants in the distinguished teaching professorships competition is December 1, 1990. Institutions interested in applying may receive additional information by calling 202/786-0361 or by writing to:

Challenge Grants for Distinguished Teaching Professorships  
National Endowment for the Humanities  
Room 429-MR  
1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

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

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**NOTE TO EDITORS AND WRITERS:** A detailed list of the 14 grant-winning colleges and universities accompanies this release.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
 Challenge Grants for Distinguished Teaching Professorships  
 June 1990

| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION  | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL<br>TO<br>INSTITUTION |
|---|--------------|----------------------------|----------------------------|
| <b>GEORGIA</b>  |              |                            |                            |
| Emory University<br>Atlanta, GA 30322   | \$300,000    | \$900,000                  | \$1,200,000                |
| Media Contact: Irwin Hyatt, 404/727-6059 or Rosemary Magee, 404/727-0675  |              |                            |                            |
| DESCRIPTION: To endow two distinguished teaching professorships, each for a four-year term, to be selected from a pool of 90 full and associate professors in the humanities. The professorships will draw major attention to the role of teaching and the importance of the humanities at the university.  |              |                            |                            |
| <b>INDIANA</b>  |              |                            |                            |
| Saint Joseph's College<br>Rensselaer, IN 47978  | \$250,000    | \$750,000                  | \$1,000,000                |
| Media Contact: John P. Nichols, 219/866-6154  |              |                            |                            |
| DESCRIPTION: To endow a distinguished teaching professorship whose incumbent will serve a three-year term and will be given a half-time release from teaching duties to mentor other faculty members teaching core courses. The incumbent professor will also conduct a summer workshop for the faculty on primary texts in the humanities.   |              |                            |                            |
| <b>IOWA</b>   |              |                            |                            |
| Luther College, Decorah<br>Decorah, IA 52101  | \$150,000    | \$450,000                  | \$600,000                  |
| Media Contact: Forrest Myer, 319/387-1865   |              |                            |                            |
| DESCRIPTION: To endow a distinguished teaching professorship to be awarded on an annual basis to a humanities faculty member with distinction in teaching and a record of leadership in humanities education, especially at the introductory level. The incumbent professor would devote 75 percent time to teaching core courses and the remainder to other activities aimed at improving humanities education at the college. |              |                            |                            |
| <b>MAINE</b>  |              |                            |                            |
| Colby College<br>Waterville, ME 04901   | \$150,000    | \$450,000                  | \$600,000                  |
| Media Contact: Ed Hershey, 207/872-3226   |              |                            |                            |
| DESCRIPTION: To endow a distinguished teaching professorship to be awarded to current faculty on a rotating term of three years. The incumbent professor would receive some release time from teaching to develop the new core curriculum and to improve teaching at the college.   |              |                            |                            |

NATIONAL ENDOWMENT FOR THE HUMANITIES  
 Challenge Grants for Distinguished Teaching Professorships  
 June 1990

| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL<br>TO<br>INSTITUTION |
|--|--------------|----------------------------|----------------------------|
|--|--------------|----------------------------|----------------------------|

**MASSACHUSETTS**

|   |           |           |           |
|---|-----------|-----------|-----------|
| Mount Holyoke College<br>South Hadley, MA 01075 | \$200,000 | \$600,000 | \$800,000 |
|---|-----------|-----------|-----------|

Media Contact: Vee Wailgum, 413/538-2222

DESCRIPTION: To endow a distinguished teaching professorship to be awarded to senior faculty members on a rotating five-year term. The incumbent professor will oversee planning of the Western Traditions course and will recruit and guide the other faculty teaching the course.

**MINNESOTA**

|  |           |           |           |
|--|-----------|-----------|-----------|
| College of Saint Scholastica<br>Duluth, MN 55811 | \$218,750 | \$656,250 | \$875,000 |
|--|-----------|-----------|-----------|

Media Contact: Julia Ahasay, 218/723-6075

DESCRIPTION: To endow a distinguished teaching professorship to be filled for a three-year term with the possibility of a renewal for another three years. The incumbent professor will teach freshman seminars, classics colloquia for faculty and honors courses.

|  |           |           |             |
|--|-----------|-----------|-------------|
| Saint Olaf College<br>Northfield, MN 55057 | \$300,000 | \$900,000 | \$1,200,000 |
|--|-----------|-----------|-------------|

Media Contact: David L. Wee, 507/663-3646 or Dan Jorgenson 507/663-3002

DESCRIPTION: To endow a distinguished teaching professorship, to be filled on a three-year, rotating basis. The incumbent professor will teach three courses each year, including an interdisciplinary course of his or her own design which will serve as a model. Six younger faculty will receive release time to attend the model interdisciplinary course, attend weekly mentoring sessions with the incumbent professor and develop their own courses.

**NEW MEXICO**

|  |           |           |           |
|--|-----------|-----------|-----------|
| Saint John's College, Santa Fe<br>Santa Fe, NM 87501 | \$225,000 | \$675,000 | \$900,000 |
|--|-----------|-----------|-----------|

Media Contact: Jeff Morgan, 505/982-3691

DESCRIPTION: To endow a distinguished teaching professorship to be filled on a rotating, two-year term. The incumbent professor will be released from some teaching duties to allow time for teaching-related research and will lead a study group for other faculty members.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES  
 Challenge Grants for Distinguished Teaching Professorships  
 June 1990

| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL<br>TO<br>INSTITUTION |
|--|--------------|----------------------------|----------------------------|
|--|--------------|----------------------------|----------------------------|

NEW YORK

|   |           |           |             |
|---|-----------|-----------|-------------|
| Syracuse University<br>Syracuse, NY 13244 | \$272,500 | \$817,500 | \$1,090,000 |
|---|-----------|-----------|-------------|

Media Contact: Eric Holzwarth, 315/443-2201

DESCRIPTION: To endow a distinguished teaching professorship whose incumbent will be selected from the existing faculty to serve a three-year term. The grant will also create endowment to support curricular preparation, an annual faculty conference on teaching introductory humanities courses and stipends for junior faculty members who will be mentored by the incumbent professor.

OHIO

|                                     |           |           |             |
|-------------------------------------|-----------|-----------|-------------|
| Ohio University<br>Athens, OH 45701 | \$300,000 | \$900,000 | \$1,200,000 |
|-------------------------------------|-----------|-----------|-------------|

Media Contact: J. David Stewart, 614/593-2583

DESCRIPTION: To endow three distinguished teaching professorships that will be divided between two current faculty members and one professor recruited in a national competition. The grant will create endowment to support salary supplements for the incumbents, the purchase of books and materials, a summer institute for high school teachers and public forums.

|                                     |           |           |           |
|-------------------------------------|-----------|-----------|-----------|
| Kenyon College<br>Gambier, OH 43022 | \$240,000 | \$720,000 | \$960,000 |
|-------------------------------------|-----------|-----------|-----------|

Media Contact: Tom Stamp, 614/427-5158

DESCRIPTION: To endow a distinguished teaching professorship to be filled by a current faculty member for a three-year, renewable term. The incumbent professor will teach two-thirds time and devote the remaining time to developing new courses, mentoring junior faculty and advising student majors interested in teaching careers.

|                                      |           |           |             |
|--------------------------------------|-----------|-----------|-------------|
| Miami University<br>Oxford, OH 45056 | \$300,000 | \$900,000 | \$1,200,000 |
|--------------------------------------|-----------|-----------|-------------|

Media Contact: Carl Maddox, 513/529-4531

DESCRIPTION: To endow a distinguished teaching professorship that will be filled each year by a prominent visiting professor. The grant will also create endowment for three "distinguished fellows" drawn from the current faculty, who will serve three-year terms and who will work closely with the incumbent visiting professor in teaching a program of thematically related, introductory humanities courses.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
 Challenge: Grants for Distinguished Teaching Professorships  
 June 1990

| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL<br>TO<br>INSTITUTION |
|--|--------------|----------------------------|----------------------------|
|--|--------------|----------------------------|----------------------------|

PENNSYLVANIA

|  |           |           |           |
|--|-----------|-----------|-----------|
| Gettysburg College<br>Gettysburg, PA 17325 | \$240,000 | \$720,000 | \$960,000 |
|--|-----------|-----------|-----------|

Media Contact: L. Baird Tipson, 717/337-6820 or Bill Walker, 717/337-6800  
 DESCRIPTION: To endow a distinguished teaching professorship whose incumbent will be selected from the current faculty and who will serve a three-year term. The incumbent professor will enrich the content and strengthen the quality of teaching in the college's Freshman Colloquy in Liberal Learning.

TEXAS

|  |           |           |           |
|--|-----------|-----------|-----------|
| Southwest Texas State University<br>San Marcos, TX 78666 | \$100,000 | \$300,000 | \$400,000 |
|--|-----------|-----------|-----------|

Media Contact: Holly Wood, 512/245-2180  
 DESCRIPTION: To endow a distinguished teaching professorship to be filled by a member of the tenured faculty on a three-year, rotating basis. The grant will create endowment that will support a salary supplement for the incumbent professor and to enrich the teaching of introductory and general education courses in the humanities.

# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

NEH-90-026-N

Contact:

Mary Chunko  
Karen Myers

Office

202/786-0449  
202/786-0449

Home

202/362-0236  
301/595-9783

**FOR IMMEDIATE RELEASE**

**HUMANITIES ENDOWMENT AWARDS \$742,000 FOR SUMMER STUDY**  
Awards Will Support Projects in 37 States, District of Columbia

WASHINGTON, June 21 -- This summer, as students across the country take a break from schoolwork, more than 200 college and university professors and other scholars will conduct intensive, independent research in the humanities, thanks to grants from the National Endowment for the Humanities (NEH).

The Endowment today announced \$742,000 in Summer Stipend awards offered to 212 American scholars working in 37 states and the District of Columbia, as well as Italy and Israel. This year's recipients were selected from 1,359 applicants nationwide.

[NEH has awarded one or more Summer Stipends in your area. Please see the attached list.]

"These stipends allow teachers and other scholars to make good use of the summer months to conduct research on topics in their fields," said NEH Chairman Lynne V. Cheney in announcing the awards. "I am impressed by the variety and scope of the humanities scholarship that these grant recipients will be pursuing this summer."

The scholars, each of whom will receive a stipend of \$3,500, will undertake two months of full-time research on a wide variety of topics in the humanities, ranging from the history of magic and religion in early New England to the musical life of Vietnamese communities in present-day

-OVER-

California. Research supported by NEH Summer Stipends may be completed during the two-month grant period or may be part of a larger project.

The following scholars are among those receiving Summer Stipend awards this year:

Timothy Fuller, Colorado College, Colorado Springs, Colo. -- "Hobbes and the Rule of Law";

Ann W. Fisher-Wirth, University of Mississippi, University -- "The Major Novels of Willa Cather";

Jonathon P. Glassman, Northwestern University, Evanston, Ill. -- "Social Rebellion and Swahili Culture: Patricians, Plebs and Slaves in Resistance to German Colonial Conquest, 1870-91"; and

Peter C. Sturman, University of California, Santa Barbara -- "History of Painting by Mi Fu, 1052-1107: A Translation and Commentary."

Each year NEH Summer Stipends enable college and university faculty and independent scholars to undertake two consecutive months of full-time research. The deadline for Summer Stipend awards for research to be conducted during the summer of 1991 is Oct. 1, 1990.

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

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

ALABAMA

**Auburn University:**

David P. Haney  
Auburn University, AL 36849  
Auburn University

PROJECT TITLE: Wordsworth and the Poetics of Incarnation

---

**W. David Lewis**

Auburn University, AL 36849  
Auburn University

PROJECT TITLE: The Sloss Furnaces and the Industrial Transformation of  
Northern Alabama

---

**Birmingham:**

Fernando O. Reati  
Birmingham, AL 35294  
University of Alabama, Birmingham

PROJECT TITLE: Authoritarianism and the Rhetoric of Argentine Guerrilla  
Publications in the 1970s

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**Huntsville:**

Richard A. Gerberding  
Huntsville, AL 35801  
University of Alabama, Huntsville

PROJECT TITLE: Seventh-Century Frankish Hagiographical Sources: A  
Critical Study

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# # #

NEH-90-026-L2

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

ARKANSAS

**Batesville:**

Robert K. Holyer  
Batesville, AR 72501  
Arkansas College

PROJECT TITLE: C.S. Lewis's View of the Importance of Literature for  
Religious Belief

---

**Fayetteville:**

Roy E. Reed  
Fayetteville, AR 72701  
University of Arkansas, Fayetteville

PROJECT TITLE: Orval E. Faubus: A Biography

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# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

CALIFORNIA

**Atherton:**

Susan K. Gillman  
Atherton, CA 94027  
University of California, Santa Cruz  
PROJECT TITLE: The Black Maternal Melodrama: Racial Identity in Late  
19th-Century American Fiction

---

**Claremont:**

Richard D. McKirahan  
Claremont, CA 91711  
Pomona College  
PROJECT TITLE: Principles and Proofs: Aristotle's Theory of Demonstrative  
Science

---

**Davis:**

D. Kern Holoman  
Davis, CA 95616  
University of California, Davis  
PROJECT TITLE: The Societe des Concerts de Conservatoire, 1828-1967: A  
History

---

**Goleta:**

Peter C. Sturman  
Goleta, CA 93117  
University of California, Santa Barbara  
PROJECT TITLE: History of Painting by Mi Fu, 1052-1107: A Translation  
and Commentary

---

**Irvine:**

Michael P. Clark  
Irvine, CA 92717  
University of California, Irvine  
PROJECT TITLE: Witchcraft, History, and Representation in Colonial New  
England

---

**Long Beach:**

William A. Weber  
Long Beach, CA 90815  
California State University, Long Beach  
PROJECT TITLE: The Audience of the Paris Opera during the 18th Century

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

CALIFORNIA (continued)

**Los Angeles:**

Stephen F. Eisenman  
Los Angeles, CA 90041  
Occidental College  
PROJECT TITLE: Symbolist Art and Traditional Culture

---

John A. Hawkins  
Los Angeles, CA 90089  
University of Southern California  
PROJECT TITLE: Word Order and Constituent Structure Across Languages

---

Jayne E. Lewis  
Los Angeles, CA 90024  
University of California, Los Angeles  
PROJECT TITLE: The Aesopic Fable in Neoclassical England

---

Michael E. Robinson  
Los Angeles, CA 90089  
University of Southern California  
PROJECT TITLE: Popular Culture in Colonial Korea, 1931-37

---

\*Daniel J. Sullivan  
Minneapolis, MN 55408  
Independent Scholar  
(Los Angeles, CA)  
PROJECT TITLE: William Inge, 1913-73: The Biography of an American Playwright

---

Joanna Woods-Marsden  
Los Angeles, CA 90024  
University of California, Los Angeles  
(Los Angeles, CA)  
PROJECT TITLE: Court Patronage of Secular Art in 15th-Century Italy

---

**Northridge:**

Takashi Yagisawa  
Northridge, CA 91330  
California State University, Northridge Foundation  
PROJECT TITLE: Metaphysical Access to Particulars Through Proper Names

---

**Oakland:**

Steven R. Goldsmith  
Oakland, CA 94619  
University of California, Berkeley  
PROJECT TITLE: Unbuilding Jerusalem: The Representation of Apocalypse in  
the Literature of English Romanticism

---

\*The names of scholars affiliated with an institution in one state and residing in another appear on the lists for both states.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

CALIFORNIA (continued)

**Riverside:**

Richard Godbeer  
Riverside, CA 92507  
University of California, Riverside  
PROJECT TITLE: The Devil's Dominion: Magic and Religion in Early New England

---

**San Francisco:**

Robert W. Cherny  
San Francisco, CA 94132  
San Francisco State University  
PROJECT TITLE: Harry Bridges: A Biography

---

**San Luis Obispo:**

Susan Duffy  
San Luis Obispo, CA 93407  
California Polytechnic State University-San Luis Obispo  
PROJECT TITLE: American Labor on Stage: Dramatic Interpretations of the  
Steel and Textile Industries in the 1930s

---

**Santa Barbara:**

Simon J. C. Williams  
Santa Barbara, CA 93106  
University of California, Santa Barbara  
PROJECT TITLE: The Romantic Actor in His Time: The Careers of Ludwig  
Devrient, Edmund Kean and Frederick Lemaitre

---

**Santa Clara:**

Michael J. Hollerich  
Santa Clara, CA 95050  
Santa Clara University  
PROJECT TITLE: A Critical Study of Erik Peterson's Der Monotheismus als  
politisches Problem

---

**Santa Monica:**

Kathryn A. Smith  
Santa Monica, CA 90402  
Southern California Institute of Architecture  
PROJECT TITLE: Frank Lloyd Wright's Designs for Aline Barnsdall's Theater  
Community, Olive Hill, 1914-24

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# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

COLORADO

**Colorado Springs:**

Timothy Fuller  
Colorado Springs, CO 80903  
Colorado College  
PROJECT TITLE: Hobbes and the Rule of Law

---

David C. Hendrickson  
Colorado Springs, CO 80903  
Colorado College  
PROJECT TITLE: The Significance of the Union in American History:  
Nation-Building and Its Legacy

---

**Ft. Collins:**

Michael Losonsky  
Ft. Collins, CO 80523  
Colorado State University  
PROJECT TITLE: Platonic Enthusiasm in Leibniz's Philosophy of Language and  
Meaning

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

CONNECTICUT

**Colchester:**

Ronald E. Pepin  
Colchester, CT 06415  
Greater Hartford Community College  
PROJECT TITLE: The Satires of Sergardi

---

**Hartford:**

Gary L. Reger  
Hartford, CT 06106  
Trinity College, Hartford  
PROJECT TITLE: The Epigraphy of the Cyclades in the Hellenistic Period

---

**New Haven:**

Melvin P. Ely  
New Haven, CT 06520  
Yale University  
PROJECT TITLE: Black Israel: A Southern Experiment in Afro-American Freedom

---

Richard K. Garner  
New Haven, CT 06511  
Yale University  
PROJECT TITLE: Two Studies in the Euripidean Chorus

---

\*David Kaufmann  
New Haven, CT 06511  
George Mason University  
(Fairfax, VA)  
PROJECT TITLE: Malthus and Ann Radcliffe

---

Georgia C. Warnke  
New Haven, CT 06520  
Yale University  
PROJECT TITLE: Justice and Interpretation

---

**New London:**

Robert W. Baldwin  
New London, CT 06320  
Connecticut College  
PROJECT TITLE: Poverty, Humility and Prosperity in Northern European  
Religious Art, 1400-1700

---

Garrett Green  
New London, CT 06320  
Connecticut College  
PROJECT TITLE: J. G. Hamann, 1730-88: A Defender of Faith in the Age of Reason

---

\* The names of scholars affiliated with an institution in one state and residing in another appear on the lists for both states.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

DISTRICT OF COLUMBIA

**Washington:**

John B. Christiansen  
Washington, DC 20002  
Gallaudet University

PROJECT TITLE: The 1988 "Deaf President Now" Protest at Gallaudet  
University: A Description and Analysis

---

\*Gail Feigenbaum  
Baltimore, MD 21218  
National Gallery of Art  
(Washington, DC)

PROJECT TITLE: Teaching and Learning in the Carracci Academy

---

\*Jorge L. Garcia  
Takoma Park, MD 20912  
Georgetown University  
(Washington, DC)

PROJECT TITLE: Virtues as the Basis of Ethics

---

Leo P. Ribuffo  
Washington, DC 20010  
George Washington University

PROJECT TITLE: The Limits of Moderation: Jimmy Carter and the Ironies of  
American Liberalism

---

Patricia L. Sykes  
Washington, DC 20009  
American University

PROJECT TITLE: "Conviction Politicians" and the Creation of a New Public  
Philosophy

---

\* The names of scholars affiliated with an institution in one state and  
residing in another appear on the lists for both states.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES

DISTRICT OF COLUMBIA

Washington:

1970-1971

1971-1972

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2022-2023

2023-2024

2024-2025

2025-2026

2026-2027

2027-2028

2028-2029

2029-2030

2030-2031

NEH-90-026-L7

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

GEORGIA

**Athens:**

Thomas J. M. Cerbu

Athens, GA 30601

University of Georgia

PROJECT TITLE: Learned Exchange in 17th-Century Europe: An Edition  
of Leone Allacci's Correspondence

---

**Atlanta:**

Robert N. McCauley

Atlanta, GA 30322

Emory University

PROJECT TITLE: Intertheoretic Relations in Science and Their Implications  
for the Status of Psychology

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

ILLINOIS

**Champaign:**

Michael F. Berube  
Champaign, IL 61821  
University of Illinois, Urbana  
PROJECT TITLE: Melvin Tolson and Thomas Pynchon: The Critical Reception  
of Their Work

---

**Chicago:**

Philip V. Bohlman  
Chicago, IL 60637  
University of Chicago  
PROJECT TITLE: Musical Life in the Siebgemeinden: The Formation of  
Jewish Aesthetics and Community in Central Europe

---

Robert J. Foster  
Chicago, IL 60637  
University of Chicago  
PROJECT TITLE: The Creation of a National Culture in Papua New Guinea

---

Samuel E. Fox  
Chicago, IL 60645  
Independent Scholar  
PROJECT TITLE: Neo-Aramaic: The Documentation of a Disappearing Dialect

---

Karma D. Lochrie  
Chicago, IL 60626  
Loyola University, Chicago  
PROJECT TITLE: Mysticism in the 15th Century: The Relationship Between  
Richard Methley and Margery Kempe

---

Indira S. Satyendra  
Chicago, IL 60637  
University of Chicago  
PROJECT TITLE: Figurative Language in Chinese Narrative: The Chin P'ing  
Mei Tz'u Hua

---

Zachary S. Schiffman  
Chicago, IL 60625  
Northeastern Illinois University  
PROJECT TITLE: On the Threshold of Modernity: Relativism in the French  
Renaissance

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

ILLINOIS (continued)

**DeKalb:**

Harold I. Brown  
DeKalb, IL 60115

Northern Illinois University

PROJECT TITLE: Causal Necessity: The Views of Wilfrid Sellars

---

**Evanston:**

Jonathon P. Glassman  
Evanston, IL 60208

Northwestern University

PROJECT TITLE: Social Rebellion and Swahili Culture: Patricians, Plebs and  
Slaves in Resistance to German Colonial Conquest, 1870-91

---

**Skokie:**

Pericles B. Georges  
Skokie, IL 60077

Lake Forest College  
(Lake Forest, IL)

PROJECT TITLE: Quantifying the Human Cost of the Roman Games: How Many Died?

---

**Urbana:**

Olga Soffer  
Urbana, IL 61801

University of Illinois, Urbana

PROJECT TITLE: Moravian Ceramic Figurines: A Study of Late Paleolithic  
Material Culture

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

INDIANA

**Bloomington:**

Inta Gale Carpenter

Bloomington, IN 47405

Indiana University, Bloomington

PROJECT TITLE: Symbolic Homecoming: Latvian Exiles as Participants in the  
1990 Riga Song Festival

-----

Jeffrey C. Isaac

Bloomington, IN 47401

Indiana University, Bloomington

PROJECT TITLE: Arendt, Camus and Postmodern Politics

-----

Richard B. Miller

Bloomington, IN 47405

Indiana University, Bloomington

PROJECT TITLE: The Moral Problem of War and the Traditions of Pacifism and  
Just-War Theory

-----

**Notre Dame:**

Paul J. Griffiths

Notre Dame, IN 46556

University of Notre Dame

PROJECT TITLE: On Being a Buddha: A Study in the Development of Yogacara  
Buddhist Doctrine

-----

**West Lafayette:**

Akiko Tsuchiya

West Lafayette, IN 47906

Purdue University

PROJECT TITLE: Literary Representation and Self-Reflection in Contemporary  
Spanish Women's Fiction

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# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

IOWA

**Ames:**

E. D. Klemke  
Ames, IA 50011  
Iowa State University  
PROJECT TITLE: The Metaphysics of G.E. Moore

---

**Cedar Rapids:**

Jeffrey L. Hoover  
Cedar Rapids, IA 52402  
Coe College  
PROJECT TITLE: Friedrich Schleiermacher's Various Lecture Series on the  
State: A Comparative Analysis

---

**Davenport:**

Karen M. Canine  
Davenport, IA 52803  
Scott Community College  
(Bettendorf, IA)  
PROJECT TITLE: William Faulkner and the Blues

---

# # #

NEH-90-026-L11

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

KANSAS

**Manhattan:**

Donald C. Stewart

Manhattan, KS 66506

Kansas State University

PROJECT TITLE: American Higher Education and the Teaching of Rhetoric:  
The Role of Fred Newton Scott

---

# # #

NEH-90-026-L12

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

KENTUCKY

**Lexington:**

William Y. Adams

Lexington, KY 40504

University of Kentucky

PROJECT TITLE: An Archaeological Study of Kulubnarti, Sudan

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# # #

NEH-90-026-L13

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

LOUISIANA

**Baton Rouge:**

Leonard J. Stanton

Baton Rouge, LA 70803

Louisiana State University and A&M College

PROJECT TITLE: The Optina Pustyn' Monastery in the Russian Literary Imagination

---

# # #

NEH-90-026-L14

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MAINE

Orono:

Howard P. Segal

Orono, ME 04469

University of Maine, Orono

PROJECT TITLE: Recasting the Machine Age: Henry Ford's Village Industries  
and the Vision of Decentralized Technology

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# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MARYLAND

**Baltimore:**

Thomas Cripps  
Baltimore, MD 21239  
Morgan State University  
PROJECT TITLE: A Social History of American Motion Pictures

---

William J. Desmond  
Baltimore, MD 21210  
Loyola College  
PROJECT TITLE: Hegel, Dialectical Thinking and the Comprehension of Evil

---

\*Gail Feigenbaum  
Baltimore, MD 21218  
National Gallery of Art  
(Washington, DC)  
PROJECT TITLE: Teaching and Learning in the Carracci Academy

---

Mortimer Sellers  
Baltimore, MD 21210  
University of Baltimore  
PROJECT TITLE: The Classical Origins of American Republicanism and the  
Political Philosophy of the U.S. Constitution

---

**Takoma Park:**

\*Jorge L. Garcia  
Takoma Park, MD 20912  
Georgetown University  
(Washington, DC)  
PROJECT TITLE: Virtues as the Basis of Ethics

---

\* The names of scholars affiliated with an institution in one state and residing in another appear on the lists for both states.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MASSACHUSETTS

**Amherst:**

Amrita Basu

Amherst, MA 01002

Amherst College

PROJECT TITLE: Popular Culture, Women's Collective Identities and Social  
Change in India

---

**Cambridge:**

Brian H. Balogh

Cambridge, MA 02138

Harvard University

PROJECT TITLE: The Master Builders: Pinchot, Hoover, Lilienthal, Wiesner  
and the Rise of the American Administrative State

---

Joshua Cohen

Cambridge, MA 02138

Massachusetts Institute of Technology

PROJECT TITLE: The Moral Arc of the Universe: An Examination of Ethical  
Explanations for the Demise of Slavery

---

Roland A. Greene

Cambridge, MA 02138

Harvard University

PROJECT TITLE: Petrarchism, the Renaissance Colonial Enterprise and New  
World Modernism

---

**Holyoke:**

Jens P. Christiansen

Holyoke, MA 01040

Mount Holyoke College

(South Hadley, MA)

PROJECT TITLE: Technology and Women's Work: A Case Study of Holyoke,  
Massachusetts, 1850-1920

---

**North Easton:**

Anthony J. Celano

North Easton, MA 02357

Stonehill College

PROJECT TITLE: Robert Kilwardby's Commentary on Aristotle's Ethics

---

-OVER-

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MASSACHUSETTS (continued)

**Roslindale:**

Bonnie Costello  
Roslindale, MA 02131  
Boston University  
(Boston, MA)

PROJECT TITLE: Nature at the Margins in Modern and Contemporary American Poetry

---

**South Hadley:**

Robert M. Schwartz  
South Hadley, MA 01075  
Mount Holyoke College

PROJECT TITLE: Rural Communities in France during the 18th and Early  
19th Centuries

---

**Waltham:**

Marc J. Stern  
Waltham, MA 02154  
Bentley College

PROJECT TITLE: The Potters of Trenton, New Jersey, 1850-1929: Markets,  
Workers and the Mechanization of Production

---

**Wellesley:**

Carol L. Dougherty-Glenn  
Wellesley, MA 02181  
Wellesley College

PROJECT TITLE: Colonial Poetics: A Study of the Delphic Apollo and  
Colonial Mythology in the Victory Odes of Pindar

---

Mary R. Lefkowitz  
Wellesley, MA 02181  
Wellesley College

PROJECT TITLE: Euripides and the Gods

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# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MICHIGAN

**Allendale:**

Frances A. Kelleher  
Allendale, MI 49401  
Grand Valley State College  
PROJECT TITLE: Men and Women of the State: Primary School Teachers in  
France, 1880-1914

---

**Ann Arbor:**

Rosina L. Lippi-Green  
Ann Arbor, MI 48105  
University of Michigan, Ann Arbor  
PROJECT TITLE: The Development of Communicative Competence between Ages Six  
and Eight

---

**Kalamazoo:**

David E. Barclay  
Kalamazoo, MI 49007  
Kalamazoo College  
PROJECT TITLE: King, Court and Prussian Society in the Age of Frederick  
William IV, 1840-61

---

**Nicole Constable**

Kalamazoo, MI 49008  
Western Michigan University  
PROJECT TITLE: Hakka Chinese Christian Biographies and Testimonials

---

**Andrea I. Gerstle**

Kalamazoo, MI 49008  
Western Michigan University  
PROJECT TITLE: Ceren, El Salvador: Understanding a Prehistoric Society  
on the Mayan Periphery

---

**Rochester:**

Laurie E. Osborne  
Rochester, MI 48309  
Oakland University  
PROJECT TITLE: The Multiple Texts of Twelfth Night

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MINNESOTA

**Duluth:**

Eve Browning Cole  
Duluth, MN 55812  
University of Minnesota, Duluth  
PROJECT TITLE: The Soul of the Beast in Greek Moral Philosophy

---

**Minneapolis:**

\*Daniel J. Sullivan  
Minneapolis, MN 55408  
Independent Scholar  
(Los Angeles, CA)  
PROJECT TITLE: William Inge, 1913-73: The Biography of an American Playwright

---

**Northfield:**

Eric D. Weitz  
Northfield, MN 55057  
Saint Olaf College  
PROJECT TITLE: National Traditions, Political Strategies and the Formation of  
the German, French and Italian Communist Parties

---

**St. Cloud:**

Marjorie M. King  
St. Cloud, MN 56304  
Saint John's University, Collegeville  
PROJECT TITLE: Ida Pruitt, Executive Secretary of the American Committee  
for the Chinese Industrial Cooperatives, 1938-52

---

**St. Paul:**

Wayne L. Roosa  
St. Paul, MN 55108  
Bethel College, Minnesota  
PROJECT TITLE: Stuart Davis: An Intellectual and Artistic Profile

---

\* The names of scholars affiliated with an institution in one state and residing in another appear on the lists for both states.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MISSISSIPPI

**Hattiesburg:**

James G. Flanagan  
Hattiesburg, MS 39406  
University of Southern Mississippi  
PROJECT TITLE: The Representation of Gaelic Culture in Autobiography

---

**Jackson:**

Judith W. Page  
Jackson, MS 39211  
Millsaps College  
PROJECT TITLE: Wordsworth and the Cultivation of Women

---

Kathleen L. Spencer

Jackson, MS 39210  
Millsaps College  
PROJECT TITLE: The Discourse of Science and Late Victorian Fantastic Fiction

---

**Oxford:**

Ann W. Fisher-Wirth  
Oxford, MS 38655  
University of Mississippi, Main Campus  
(University, MS)  
PROJECT TITLE: Parables of Loss: The Major Novels of Willa Cather

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

MISSOURI

**Columbia:**

Susan Porter Benson  
Columbia, MO 65211

University of Missouri, Columbia

PROJECT TITLE: Working-Class Families and Cultures of Consumption in the  
United States, 1880-1960

---

**Conception:**

Thomas J. Sullivan  
Conception, MO 64433

Conception Seminary College

PROJECT TITLE: Benedictine Masters at the University of Paris, 1215-1500:  
A Prosopographical Analysis

---

**St. Louis:**

Joseph C. Carroll

St. Louis, MO 63130

University of Missouri, Saint Louis

PROJECT TITLE: Literary Relations Among Five Victorian Writers: Newman,  
Arnold, Eliot, Pater and James

---

# # #

NEH-90-026-L21

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

NEBRASKA

Lincoln:

Michael C. Hoff

Lincoln, NE 68588

University of Nebraska, Lincoln

PROJECT TITLE: The Sebasteion-Market Complex at Athens: An Architectural  
and Historical Study

---

# # #

NEH-90-026-L22

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

NEW HAMPSHIRE

**Hanover:**

Blanche H. Gelfant  
Hanover, NH 03755  
Dartmouth College

PROJECT TITLE: American Realism, Rape and the Law: James T. Farrell's  
Studs Lonigan

---

Sergei Kan

Hanover, NH 03755  
Dartmouth College

PROJECT TITLE: A Comparative Ethnohistory of Tlingit/Christian Encounter in  
Southeastern Alaska, 1830-1980

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

NEW JERSEY

**Leonia:**

Adelaida Reyes Schramm

Leonia, NJ 07605

Jersey City State College

(Jersey City, NJ)

PROJECT TITLE: Refugees in Resettlement: Vietnamese Musical Life in  
Orange County, California

-----

**Princeton:**

Pam J. Crabtree

Princeton, NJ 08544

Princeton University

PROJECT TITLE: Anglo-Saxon Diet and Subsistence: An Archaeological  
Investigation

-----

**Randolph:**

\*John O. Silva

Randolph, NJ 07869

CUNY Research Foundation/LaGuardia Community College

(Long Island City, NY)

PROJECT TITLE: Montemayor's Diana: Tradition and the Individual Talent

-----

\* The names of scholars affiliated with an institution in one state and  
residing in another appear on the lists for both states.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

NEW YORK

**Bronx:**

Mary P. Nichols  
Bronx, NY 10458  
Fordham University

PROJECT TITLE: Friendship in the Political Thought of Plato and Aristotle

---

**Brooklyn:**

Jana O'Keefe-Bazzoni  
Brooklyn, NY 11231  
CUNY Research Foundation/Bernard Baruch College

PROJECT TITLE: Twenty-Five Years of Staging Pirandello: A Critical Study  
of Productions of Six Characters in Search of an Author

---

**Clinton:**

Nancy S. Rabinowitz  
Clinton, NY 13323  
Hamilton College

PROJECT TITLE: The Exchange of Women in Euripides' Medea and Ion

---

**Garden City:**

Gilbert I. Schrank  
Garden City, NY 11530  
Nassau Community College

PROJECT TITLE: Agricultural Modernization in the Orkney Islands of  
Scotland, 1840-80

---

**Geneva:**

George L. Joseph  
Geneva, NY 14456  
Hobart and William Smith Colleges

PROJECT TITLE: Neither French nor African: Narration in the Fiction of  
Ousmane Sembene and Camara Laye

---

**Long Island City:**

\*John O. Silva  
Randolph, NJ 07869  
CUNY Research Foundation/LaGuardia Community College  
(Long Island City, NY)

PROJECT TITLE: Montemayor's Diana: Tradition and the Individual Talent

---

**New York:**

Edwin L. Amenta  
New York, NY 10003  
New York University

PROJECT TITLE: The Townsend Movement and American Old-Age Spending  
Policies

---

\* The names of scholars affiliated with an institution in one state and  
residing in another appear on the lists for both states.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

NEW YORK (continued)

New York (continued):

Reginetta Haboucha

New York, NY 10021

CUNY Research Foundation/Lehman College

(Bronx, NY)

PROJECT TITLE: Judeo-Spanish Oral Narratives from Israel: The Creation of  
an Index

---

Robert P. Hymes

New York, NY 10027

Columbia University

PROJECT TITLE: Epidemic Disease in Late Sung and Early Ming China

---

Jill L. Norgren

New York, NY 10019

CUNY Research Foundation/John Jay College

PROJECT TITLE: Attorneys in 19th-Century American Indian Litigation

---

Haruo Shirane

New York, NY 10027

Columbia University

PROJECT TITLE: Festive Madness in the Literature of Matsuo Basho, 1644-94

---

Anne Swartz

New York, NY 10128

CUNY Research Foundation/Bernard Baruch College

PROJECT TITLE: Chopin as Modernist in 19th-Century Russia

---

Gauri Viswanathan

New York, NY 10025

Columbia University

PROJECT TITLE: Conversion and the Colonial Experience: Self-Doubt and  
Self-Empowerment in Missionary and Indigenous Texts

---

Oswego:

Karen I. Halbersleben

Oswego, NY 13126

SUNY Research Foundation/College at Oswego

PROJECT TITLE: Women's Participation in the British Antislavery Movement,  
1825-70

---

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

NEW YORK (continued)

**Oswego (continued):**

Karen S. Nicholas

Oswego, NY 13126

SUNY Research Foundation/College at Oswego

PROJECT TITLE: Feudal Relationships in the Low Countries: A Comparative  
Study of Nine Principalities

---

**Port Jefferson:**

Barbara S. Weinstein

Port Jefferson, NY 11777

SUNY Research Foundation/Stony Brook Main Campus

(Stony Brook, NY)

PROJECT TITLE: Brazilian Industrialists and the Search for Social Peace:  
Worker Training and Services, 1920-70

---

**Poughkeepsie:**

James H. Merrell

Poughkeepsie, NY 12601

Vassar College

PROJECT TITLE: Cultural Brokers of Colonial Pennsylvania: Mediators  
between Indians and Colonists on the Early American Frontier

---

**Scarsdale:**

Elizabeth C. Childs

Scarsdale, NY 10583

SUNY Research Foundation/College at Purchase

PROJECT TITLE: In Search of Paradise: Photography, Painting and the Image  
of Tahiti, 1880-1905

---

**Stony Brook:**

Daniel L. Finer

Stony Brook, NY 11794

SUNY Research Foundation/Stony Brook Main Campus

PROJECT TITLE: Universals of Question Formation in Selayarese

---

**Syracuse:**

Michael F. Suarez

Syracuse, NY 13214

Le Moyne College

PROJECT TITLE: Dodsley's Collection of Poems and the Making of the  
18th-Century English Canon

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

NORTH CAROLINA

**Chapel Hill:**

Rosa Perelmuter-Perez  
Chapel Hill, NC 27514

University of North Carolina, Chapel Hill

PROJECT TITLE: Idealized Landscapes in the New World Epic

---

**Durham:**

Michele L. Farrell  
Durham, NC 27706

Duke University

PROJECT TITLE: Poetics and Politics of Exoticism in 17th-Century French Theater

---

David C. Steinmetz

Durham, NC 27707

Duke University

PROJECT TITLE: Calvin and Paul: The Interpretation of Romans in the 16th Century

---

**Greensboro:**

William A. Link

Greensboro, NC 57412

University of North Carolina, Greensboro

PROJECT TITLE: Reform and the Decline of Localism in the South, 1880-1930

---

Charles D. Orzech

Greensboro, NC 27403

University of North Carolina, Greensboro

PROJECT TITLE: The Sutra for Humane Kings: A Translation

---

**Greenville:**

Richard R. McCarty

Greenville, NC 27858

East Carolina University

PROJECT TITLE: Kant's Aesthetic of Morals

---

**Raleigh:**

L. Raymond Camp

Raleigh, NC 27695

North Carolina State University

PROJECT TITLE: Sir Walter Raleigh's Treason Trial of 1603

---

**Wilmington:**

Carole K. Fink

Wilmington, NC 28405

University of North Carolina, Wilmington

PROJECT TITLE: The Polish Minority Treaty, June 28, 1919

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

OHIO

**Athens:**

Mara Holt

Athens, OH 45701

Ohio University, Athens

PROJECT TITLE: Education for Democracy: Collaborative Writing Instruction  
in American Colleges, 1911-90

---

**Cincinnati:**

John A. Chewning

Cincinnati, OH 45221

University of Cincinnati

PROJECT TITLE: Architectural Vocabulary and Historic American Architecture:  
The Preparation of an Illustrated Dictionary

---

James M. Murray

Cincinnati, OH 45221

University of Cincinnati

PROJECT TITLE: Bankers and Innkeepers in Late Medieval Bruges

---

**Cleveland:**

Henry J. Drewal

Cleveland, OH 44115

Cleveland State University

PROJECT TITLE: The Chameleon's Clothes: Art and Ethos Among the Tjebu Yoruba

---

**Cleveland Heights:**

Deborah L. Pearl

Cleveland Heights, OH 44118

Cleveland State University

PROJECT TITLE: Russian Revolutionary Propaganda Literature and Its Impact  
on Urban Workers in the Late 19th Century

---

**Columbus:**

Paul Russell Spickard

Columbus, OH 43209

Capital University

PROJECT TITLE: The Migration of Blacks to Los Angeles, 1930-55

---

Stephen F. Dale

Columbus, OH 43210

Ohio State University, Main Campus

PROJECT TITLE: Babur and the Indian Naqshbandi Sufi Order

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

OHIO (continued)

**Kent:**

Mark Bracher  
Kent, OH 44242  
Kent State University Main Campus  
PROJECT TITLE: Identification and Discourse in Lacanian Theory

---

**Oberlin:**

William E. Hood  
Oberlin, OH 44074  
Oberlin College  
PROJECT TITLE: Fra Angelico's Frescoes at the Convent of San Marco in Florence

---

**Oxford:**

Margaret C. Ziolkowski  
Oxford, OH 45056  
Miami University, Oxford  
PROJECT TITLE: Reimagining the Stalin Era: Recurrent Motifs in  
Post-Stalinist Literature

---

**Toledo:**

Matthew H. Wikander  
Toledo, OH 43606  
University of Toledo  
PROJECT TITLE: Royal Audience and Royal Performance, 1600-1789: Royal  
Role-Making in England, France and Sweden

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

OREGON

**Eugene:**

Timothy W. Gleason

Eugene, OR 97403

University of Oregon, Eugene

PROJECT TITLE: Libel Law and the Newspaper Industry: A Campaign for  
Legislative Relief

-----

Evlyn Gould

Eugene, OR 97403

University of Oregon, Eugene

PROJECT TITLE: The Carmen of Prosper Merimee, Georges Bizet and Carlos Saura:  
A Comparative Study

-----

Michaela P. Grudin

Eugene, OR 97403

University of Oregon, Eugene

PROJECT TITLE: The Politics of Poetry in The Canterbury Tales

-----

**Salem:**

Louis F. Goble

Salem, OR 97301

Willamette University

PROJECT TITLE: The Logic of Obligation: A Philosophical Investigation

-----

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

PENNSYLVANIA

**Allentown:**

William J. Tighe  
Allentown, PA 18104  
Muhlenberg College

PROJECT TITLE: The Court of Elizabeth I: Chamber and Privy Chamber, 1558-1603

---

**Altoona:**

Michael W. Wolfe  
Altoona, PA 16601  
Pennsylvania State University Altoona Campus

PROJECT TITLE: The Impact of Siege Warfare on Early Modern French Cities:  
Sancerre in 1574 as a Case Study

---

**Bryn Mawr:**

Jane Caplan  
Bryn Mawr, PA 19010  
Bryn Mawr College

PROJECT TITLE: The Registration and Classification of Civil and Political  
Identity in Modern Britain and Germany

---

**Susan D. Dean**

Bryn Mawr, PA 19010  
Bryn Mawr College

PROJECT TITLE: Whitman's Liminality: The Quaker Ground of Leaves of Grass

---

**Carlisle:**

Mary E. Moser  
Carlisle, PA 17013  
Dickinson College

PROJECT TITLE: The Etruscan City of Vulci: An Archaeological History

---

**Drexel Hill:**

Alessandra Graves  
Drexel Hill, PA 19026  
Pennsylvania State University Delaware Campus  
(Media, PA)

PROJECT TITLE: The Traditional Ballads of Costa Rica

---

**Easton:**

Randall K. Knoper  
Easton, PA 18042  
Lafayette College

PROJECT TITLE: Mark Twain and Popular Performance

---

**June Schlueter**

Easton, PA 18042  
Lafayette College

PROJECT TITLE: Closure in Modern Drama

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

PENNSYLVANIA (continued)

**Elizabethtown:**

Donald B. Kraybill  
Elizabethtown, PA 17022  
Elizabethtown College  
PROJECT TITLE: Amish, Mennonites, and Brethren in the Quandary of  
Modernity, 1880-1980

---

**Haverford:**

Joseph A. Russo  
Haverford, PA 19041  
Haverford College  
PROJECT TITLE: Ancient Greek Proverbs: An Edition and Translation

---

**Lancaster:**

Michael A. Flower  
Lancaster, PA 17604  
Franklin and Marshall College  
PROJECT TITLE: Theopompus of Chios and 4th-Century Historiography

---

**Lewisburg:**

Janet D. Jones  
Lewisburg, PA 17837  
Bucknell University  
PROJECT TITLE: The Glass and Faience from Gordion: Cataloging Excavated  
Artifacts from the Capital of Ancient Phrygia

---

**Pittsburgh:**

Millard F. Hearn  
Pittsburgh, PA 15260  
University of Pittsburgh  
PROJECT TITLE: The Cult of Becket and Architectural Alterations in the  
Choir of Canterbury Cathedral, 1175-84

---

Jeanne E. Krochalis  
Pittsburgh, PA 15224  
Pennsylvania State University New Kensington  
(New Kensington, PA)  
PROJECT TITLE: The Day-Book of Santa Reparata, Florence

---

Katherine A. Lynch  
Pittsburgh, PA 15213  
Carnegie-Mellon University  
PROJECT TITLE: The Family and the Revolution in France, 1789-1804

---

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

PENNSYLVANIA (continued)

Pittsburgh (continued):

Michael S. Slusser  
Pittsburgh, PA 15235  
Duquesne University

PROJECT TITLE: The Traditional Views of Later Arianism: A Historical  
Overview

---

Scranton:

Rebecca S. Beal  
Scranton, PA 18510  
University of Scranton

PROJECT TITLE: Iconographies of Love and Power in Dante's Divine Comedy

---

Swarthmore:

Alan J. Berkowitz  
Swarthmore, PA 19081  
Swarthmore College

PROJECT TITLE: Reclusion in Early and Medieval China

---

Charles L. James  
Swarthmore, PA 19081  
Swarthmore College

PROJECT TITLE: Arna W. Bontemps: A Biographical Study

---

Villanova:

Seth D. Koven  
Villanova, PA 19085  
Villanova University

PROJECT TITLE: Handicapped Children, Women and the State in Great Britain,  
1880-1948

---

# # #

NEH-90-026-L29

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

RHODE ISLAND

**Kingston:**

Joy S. Emery

Kingston, RI 02881

University of Rhode Island

PROJECT TITLE: Documents of Everyday Dress: Creating an Archive of  
Commercial Clothing Patterns

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

SOUTH CAROLINA

**Blythewood:**

Robert M. Weir  
Blythewood, SC 29016  
University of South Carolina, Columbia  
(Columbia, SC)

PROJECT TITLE: Origins of the Fugitive Slave Clauses in the U.S. Constitution  
and in the Ordinance of 1787

---

**Clemson:**

Carol E. Johnston  
Clemson, SC 29634  
Clemson University

PROJECT TITLE: The Journals of Theodore Parker: The Preparation of a  
Transcription and Index

---

**Columbia:**

Sarah A. Bryant-Bertail  
Columbia, SC 29210  
University of South Carolina, Columbia

PROJECT TITLE: The Legacy of Epic Theater: From J.M.R. Lenz and Georg  
Buechner to the Present

---

David G. Cowart  
Columbia, SC 29208  
University of South Carolina, Columbia

PROJECT TITLE: Literary Works and the Works on Which They Are Based: A  
Study of Intertextual Relationships

---

**Conway:**

S. Paul Rice  
Conway, SC 29526  
Coastal Carolina Community College

PROJECT TITLE: Alexander L. Posey: The Place of His Poetry in the  
19th-Century American Indian Canon

---

# # #

NEH-90-026-L31

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

SOUTH DAKOTA

**Sioux Falls:**

Michael J. Mullin

Sioux Falls, SD 57197

Augustana College, Sioux Falls

PROJECT TITLE: The Political Ramifications of Pontiac's Rebellion

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

TENNESSEE

**Jefferson City:**

Sandra L. Ballard  
Jefferson City, TN 37760  
Carson-Newman College  
PROJECT TITLE: Harriette Arnow: A Biography

---

**Knoxville:**

Philip R. Gavitt  
Knoxville, TN 37996  
University of Tennessee, Knoxville  
PROJECT TITLE: Childhood, Society and the State in 16th-Century Florence

---

Lydia M. Pulsipher  
Knoxville, TN 37996  
University of Tennessee, Knoxville  
PROJECT TITLE: The Post-Columbian Exchange of Cultures: The Diffusion of  
Food Plants between the New and the Old Worlds

---

**Nashville:**

Anthony D. Colantuono  
Nashville, TN 37235  
Vanderbilt University  
PROJECT TITLE: Guido Reni's Abduction of Helen: A Baroque Painting and Its  
Critical Reception

---

Douglas A. Foster  
Nashville, TN 37221  
David Lipscomb College  
PROJECT TITLE: Universalism in the Southern United States: A Religious  
and Intellectual History

---

Matthew D. Ramsey  
Nashville, TN 37235  
Vanderbilt University  
PROJECT TITLE: The Development of Professional Monopoly in French Medicine,  
1770-1830

---

**Sewanee:**

Charles D. Brockett  
Sewanee, TN 37375  
University of the South  
PROJECT TITLE: The Quiet Interlude: U.S. Policy toward Central America, 1955-76

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

TEXAS

**Arlington:**

Johanna M. Smith  
Arlington, TX 76019  
University of Texas, Arlington  
PROJECT TITLE: Literary and Nonliterary Representations of 19th-Century  
British Working-Class Politics

---

**Austin:**

Abraham Marcus  
Austin, TX 78727  
University of Texas, Austin  
PROJECT TITLE: Death in Arab Popular Lore, 1700-1900

---

Martha G. Newman  
Austin, TX 78712  
University of Texas, Austin  
PROJECT TITLE: The Boundaries of Charity: The Position of Cistercian  
Monasticism in 12th-Century Society

---

**College Station:**

Susan C. Hale  
College Station, TX 77843  
Texas A&M University, Main Campus  
PROJECT TITLE: Imaginary Numbers and the Justification of Mathematical Ontology

---

**Dallas:**

Jane Kaufman Winn  
Dallas, TX 75275  
Southern Methodist University  
PROJECT TITLE: Law and Modernization: A Study of the Underground  
Financial System in Taiwan

---

**Houston:**

John D. Bernard  
Houston, TX 77204  
University of Houston-University Park  
PROJECT TITLE: Writing in the Age of Print: Studies in Renaissance  
Literary Authority

---

Elizabeth L. Gregory  
Houston, TX 77025  
University of Houston-University Park  
PROJECT TITLE: Robbed of Speech: Quotation and Modern American Poetry

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

TEXAS (continued)

**Houston (continued):**

Adria J. LaViolette  
Houston, TX 77251  
Rice University

PROJECT TITLE: The Swahili Fortification of Pujini: An Archaeological  
Investigation

---

Honey Meconi

Houston, TX 77251  
Rice University

PROJECT TITLE: The Franco-Flemish Renaissance Composer Pierre de la Rue  
(ca. 1460-1518): A Biographical Study

---

Christopher C. Parslow

Houston, TX 77251  
Rice University

PROJECT TITLE: Karl Weber and the Rediscovery of Herculaneum and Pompeii

---

**Huntsville:**

David G. Cantrell  
Huntsville, TX 77341  
Sam Houston State University

PROJECT TITLE: Populism to Progressivism in a Southern Community: Milam  
County, Texas, 1892-1906

---

**Lubbock:**

James R. Reckner  
Lubbock, TX 79409  
Texas Tech University

PROJECT TITLE: Enlisted Men in Teddy Roosevelt's Navy: A Social History

---

Ernest W. Sullivan

Lubbock, TX 79409  
Texas Tech University

PROJECT TITLE: John Donne: The Uncollected 17th-Century Printed Verse

---

**San Antonio:**

Robert M. Hill  
San Antonio, TX 78238  
University of Texas, San Antonio

PROJECT TITLE: Colonial Cakchiquels: Highland Maya Adaptations to Spanish  
Rule

---

# # #

NEH-90-026-L34

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

UTAH

Salt Lake City:

Rebecca A. Horn

Salt Lake City, UT 84112

University of Utah

PROJECT TITLE: Spaniards in the Indian Countryside: Cultural Contact and  
Transformation in Early Colonial Mexico

---

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

VIRGINIA

**Charlottesville :**

Elizabeth A. Meyer  
Charlottesville, VA 22903  
University of Virginia, Charlottesville  
PROJECT TITLE: The Development and Implications of Written Procedure in the  
Roman Courtroom

---

George Klosko  
Charlottesville, VA 22901  
University of Virginia, Charlottesville  
PROJECT TITLE: Rawls and Political Obligation

---

Katharine E. Maus  
Charlottesville, VA 22903  
University of Virginia, Charlottesville  
PROJECT TITLE: Analogies of Creativity in the Poetry of the English Renaissance

---

**Fairfax:**

\*David Kaufmann  
New Haven, CT 06511  
George Mason University  
(Fairfax, VA)  
PROJECT TITLE: Malthus and Ann Radcliffe: The Interrelation of Novelistic,  
Political and Economic Discourse

---

**Norfolk:**

Lewis S. Ford  
Norfolk, VA 23508  
Old Dominion University  
PROJECT TITLE: Transforming Theism: Six Whiteheadian Concepts of God

---

**Richmond:**

Louis Tremaine  
Richmond, VA 23173  
University of Richmond  
PROJECT TITLE: Cross-Racial Relationships and the Literary Imagination in  
Recent South African Fiction

---

**Salem:**

Gerald R. McDermott  
Salem, VA 24153  
Roanoke College  
PROJECT TITLE: The Public Theology of Jonathan Edwards

---

\* The names of scholars affiliated with an institution in one state and  
residing in another appear on the lists for both states.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

WASHINGTON

**Cheney:**

Almut R. McAuley  
Cheney, WA 99004  
Spokane Falls Community College  
(Spokane, WA)

PROJECT TITLE: East German Poetry: Translations of Selected Works

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**Pullman:**

Orlan J. Svingen  
Pullman, WA 99164

Washington State University

PROJECT TITLE: Scholars' Treatment of Pawnee Skeletal Remains: A Historical Study

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**Seattle:**

Laurie J. Sears  
Seattle, WA 98195

University of Washington

PROJECT TITLE: The Organization of Knowledge in the Early 20th-Century Dutch Indies Press

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**Tacoma:**

Susan A. Dwyer-Shick  
Tacoma, WA 98447

Pacific Lutheran University

PROJECT TITLE: When May "Cultural Factors" Be a Legal Defense in American Courts?

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# # #

NEH-90-026-L37

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

WEST VIRGINIA

**Morgantown:**

Christopher Wilkinson

Morgantown, WV 26505

West Virginia University

PROJECT TITLE: Integrating National and Regional Jazz Styles: The Musical  
and Social Achievements of Don Albert as a Case Study

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# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

WISCONSIN

**Madison:**

Martine M. Debaisieux  
Madison, WI 53711

University of Wisconsin, Madison

PROJECT TITLE: Subverting Literary Tradition in Preclassical French Prose  
Narrative: Women and Libertine Writers

---

Ellery T. Eells

Madison, WI 53706

University of Wisconsin, Madison

PROJECT TITLE: Explaining Events: Philosophical Models of Explanation

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**Milwaukee:**

Edwin Frank Block

Milwaukee, WI 53208

Marquette University

PROJECT TITLE: Victorian Culture and "Dual Consciousness": Some  
Intersections of Literature and Science

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Wanda Cizewski

Milwaukee, WI 53202

Marquette University

PROJECT TITLE: The Creation of Woman: Latin Commentaries on the Text of  
Genesis from Ambrose of Milan to Peter Lombard

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# # #

NEH-90-026-L39

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Summer Stipends  
June 1990

FOREIGN COUNTRY

**Florence, Italy :**

Michael J. Roche

Florence, Italy

Unaffiliated

PROJECT TITLE: Male Homosexuality and Its Regulation in Late Medieval  
Florence

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**Israel:**

David M. Ricci

Israel

Hebrew University

PROJECT TITLE: The Rise of Washington Think Tanks

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# # #

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# FACTS

National Endowment  
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.  
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NEH-90-027-F1

## PROJECTS ON ASIAN CULTURE AND HERITAGE

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

### Programs for Teachers

"Asia in Western History and World History" and "Masterworks of Asian Literature in Comparative Perspective" -- Two summer institutes for faculty on ways to enrich core curriculum courses by using Asian materials. Contact Roberta Martin at Columbia University, New York, 212/280-4278.

"China and India in World History" -- Two four-week institutes for 30 elementary and secondary school teachers from the Northwest on the history of China and India. Contact Nancy C. Hull at Oregon International Council, Salem, 503/378-4960.

"Summer Institute on Teaching the Vietnam War" -- A five-week institute for 25 college faculty members who will study the Vietnam War and its impact on American culture and society. Contact Nguyen M. Hung at George Mason University, Fairfax, Va., 703/323-2690.

### Programs for the General Public

"China and Beyond: Creating an Understanding of Asia for the American Public" -- This grant supported local and regional interpretive public programs on the history and cultures of the Asia-Pacific region. Contact Anthony J. Kane at Asia Society, Inc., New York, 212/288-6400.

"Public Programs for the Festival of Indonesia" -- This grant supported planning for a series of public programs on the history and culture of Indonesia that complemented exhibitions and performances. Contact Ted M. G. Tanen at Festival of Indonesia Foundation, New York, 212/213-5810.

### Film and Television Productions

"China in Revolution, 1911-49" -- A historical documentary film that explores the turbulent years in China, 1911-49. Contact Susan Williams at Film News Now Foundation, New York, 212/226-2560.

"The Mahabharata: The Great Story of Mankind" -- A six-hour dramatic film for television based on the Sanskrit epic, The Mahabharata. Contact Barbara S. Miller at Brooklyn Academy of Music, New York, 212/280-5416.

-OVER-

Exhibitions in Museums and Other Cultural Organizations

**"Japanese Immigration to Hawaii and the Mainland U.S., 1885-1924"** -- Planning for a traveling exhibition that focuses on the early period of Japanese immigration to the United States. Contact Dr. James Hirabayashi at Japanese American National Museum, Los Angeles, 213/625-0414.

**"Installation of Asian Art Collections"** -- This grant supported the permanent installation of the museum's collections of Asian art. Contact Hiram W. Woodward, Jr., at Walters Art Gallery, Baltimore, Md., 301/547-9000.

Books, Editions and Reference Works

**"A Functional Reference Grammar of Hmong"** -- This grant supports the creation of a reference grammar of Hmong, an important minority language of southern China and southeast Asia that is spoken in the United States by a large community of refugees from Laos. Contact Charles N. Li at University of California, Santa Barbara, 805/472-3581.

**"The Rise of Chinese Communism, 1921-49: A Documentary History"** -- Selection and translation of sources on the Chinese Communist Party from 1921 to 1949. Scholars were only recently granted access to these documents from the regional archives in the Chinese People's Republic. Contact Roderick MacFarquhar at Harvard University, Cambridge, Mass., 617/495-4046.

**"The Chinese Communist Revolution: A Complete Annotated Translation of Mao Zedong's Pre-1949 Works"** -- Preparation of an edition and translation of Mao Zedong's pre-1949 speeches and writings. Contact Benjamin I. Schwartz at Harvard University, Cambridge, Mass., 617/495-4046.

**"Cambridge History of China Project"** -- Research and editorial expenses for continuing work on Volumes 4, 5 and 6 (A.D. 589-1367) and the beginning of work on Volume 2 (A.D. 221-581) of the Cambridge History of China. Contact Denis C. Twitchett at Princeton University, Princeton, N.J., 609/452-5267.

Research Conducted by Individual Scholars

**"The Asian Immigrant in American History: A Comparison of Asian Ethnic Groups, 1850 to 1980"** -- A comparative social history of five Asian-American ethnic groups: the Chinese, Japanese, Koreans, Filipinos and Southeast Asians. Contact Reed Ueda of the Department of History, Tufts University, Boston, Mass., 617/381-3520.

**"Intellectuals, Resistance and Popular Culture in Modern China, 1937-45"** -- A study of how Chinese intellectuals used spoken dramas, films, political cartoons and newspapers to wage a cultural battle against the Japanese forces occupying China during the Sino-Japanese War, 1937-45. Contact Chang-tai Hung at Carleton College, Northfield, Minn., 507/663-4211.

# # #

# FACTS

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NEH-90-027-F2

## SELECTED PROJECTS ON DIVERSE CULTURES AND HERITAGES

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

### Programs for Teachers

**"China and India in World History"** -- Two four-week institutes for 30 elementary and secondary school teachers from the Northwest on the history of China and India. Contact Nancy C. Hull at Oregon International Council, Salem, 503/378-4960.

**"Building Blocks for a New American History"** -- A program of 12 four-day workshops for 180 college teachers to be conducted in summer 1990. The discussion will focus on the use of documentary sources -- treaties, oral literature, sacred texts, material objects, autobiographies, and maps -- in the study of Native American history. Contact Frederick Hoxie of the Newberry Library, Chicago, 312/943-9090.

**"Russia and Its Borderlands"** -- A summer seminar for college and university faculty on the historical relationship between Russia and the non-Russian peoples of the borderlands, including those who became part of the Soviet state and those who remained apart. Contact Alfred J. Rieber at University of Pennsylvania, Philadelphia, 215/644-6737.

**"Hispanic Culture Institute"** -- A six-week institute on the Hispanic history and culture of New Mexico for 30 state elementary and secondary school teachers. Participants examined the impact of cultural contact and exchange on the evolution of New Mexico's Hispanic culture. Contact Sabine B. Ulibarri at the Hispanic Culture Foundation, Albuquerque, N.M., 505/277-5616.

**"Introduction to Afro-American Studies"** -- A project to develop instructional modules to be used in individually tailored introductory courses in Afro-American studies. This summer, the sponsors will hold a workshop based on these models for faculty at Harvard University, Brandeis University and the University of Massachusetts, Boston. Contact Randall K. Burkitt at Harvard University, Cambridge, Mass., 617/495-4192.

**"Modern French Politics"** -- A summer seminar for college and university faculty on the response of French political parties to modernization. Participants read seminal works by French and foreign observers and met with several of the authors. Contact Bernard E. Brown at the City University of New York, 212/642-2355.

-OVER-

Exhibitions in Museums and Other Cultural Organizations

"Three Hundred Years of Polish Jewish Art" -- A temporary, traveling exhibition, catalog and public programs that focus on the artistic achievements of Poland's Jewish community from the 17th through the early 20th centuries. Contact Morris A. Fred at Spertus College of Judaica, Chicago, 312/922-9012.

"Latin American Presence in the United States, 1920-1970" -- This exhibition, which opened in January 1988, featured more than 150 works by 80 artists from Mexico, South and Central America and the Caribbean. The exhibition visited four cities across the country. Contact Luis Cancel at the Bronx Museum of the Arts, New York, 212/681-6000.

"America's Polyglot City: Contributions of Ethnic and Racial Groups to Chicago's Urban Linguistic Story" -- Educational programs and exhibitions focusing on Chicago dialects and the contributions of Chicago's myriad ethnic and racial groups to American English. Contact J. Ingrid Lesley at Chicago Public Library, 312/269-3042.

"Japanese Immigration to Hawaii and the Mainland U.S., 1885-1924" -- Planning for a traveling exhibition that focuses on the early period of Japanese immigration to the United States. Contact Dr. James Hirabayashi at Japanese American National Museum, Los Angeles, 213/625-0414.

"Yoruba: Nine Centuries of African Art and Thought" -- This exhibition and its accompanying educational programs will examine 900 years of Yoruba art. The exhibition, developed by the Center for African Art in New York, has visited several sites nationwide. Contact Susan M. Vogel, 212/861-1200.

"'Of Land and People': Mennonites on the Central Plains" -- A permanent exhibition on the Mennonites of the central plains, including slide and tape shows, workshops, publications and new exhibition graphics. Contact is John M. Janzen at Bethel College, North Newton, Kan., 316/283-1612.

"The Uses of Tradition: Arts of Italian Americans in Philadelphia" -- An exhibition, catalog and interpretive programs that explore ethnicity and the nature of tradition in Italian-American material culture. Contact Deborah Kodish at Samuel S. Fleisher Art Memorial, Philadelphia, 215/787-5477.

"Holy Image: Icons and Frescoes from Greece" -- An exhibition explaining the form, history and meaning of Byzantine icons and the continuation of post-Byzantine icon painting traditions on Crete through the 16th century. Contact Ann C. Townsend at Trust for Museum Exhibitions, Washington, D.C., 202/745-2566.

Radio, Film and Television Productions

"Old Traditions -- New Sounds" -- A 13-part series of radio programs focusing on the immigrant experience and the surviving cultural heritage of first- and second-generation American musicians. Contact Rebecca S. Miller at World Music Institute, New York, 212/535-6700.

"The Restless Conscience: A Documentary on the Underground German Resistance" -- A 90-minute film exploring the motivating principles and activities of a small group of individuals who comprised the anti-Nazi underground. Contact is Hava Kohav Beller at New York Foundation for the Arts, 212/877-1667.

"The Mahabharata: The Great Story of Mankind" -- A six-hour dramatic film for television based on the Sanskrit epic, The Mahabharata. Contact Barbara S. Miller at Brooklyn Academy of Music, New York, 212/226-2560.

"Russian Modernism: The Life and Work of Anna Akhmatova" -- A 60-minute documentary about the life and work of poet Anna Akhmatova (1889-1966). This film is the first in a five-part series about individual Russian artists of the modernist period. Contact Jill Janows at New York Center for Visual History, New York, 212/777-6900.

"Simple Justice" -- A five-part dramatic miniseries, now in production, based on Richard Kluger's Simple Justice, a history of the Supreme Court decision Brown vs. Board of Education. New Images Productions, Inc., in association with WGBH-TV of Boston, is producing the series. Contact Avon Kirkland of New Images Productions, Berkeley, Calif., 415/548-1790.

"Partisans of Vilna" -- A film and viewer's guide concerning the struggle to organize Jewish resistance to the German occupation of the Lithuanian ghetto. Contact Aviva H. Kempner at Ciesla Foundation, Washington, D.C., 202/462-7528.

Conferences, Lectures and Programs for the General Public

"Historical Roots of the European Family: The Evolution of Family Relations in Italy" -- This grant will support an international conference on the history of the family in Italy from Roman times to the 19th century. Contact Richard P. Saller at University of Chicago, 312/702-7986.

"China and Beyond: Creating an Understanding of Asia for the American Public" -- This grant supported local and regional interpretive public programs on the history and cultures of the Asia-Pacific region. Contact Anthony J. Kane at Asia Society, Inc., New York, 212/288-6400.

Conferences, Lectures and Programs for the General Public (continued)

"The Lower East Side Immigrant Heritage Trail: A Social History Walking Tour Series" -- A series of "living history" walking tours interpreting the immigrant communities that existed on New York's Lower East Side from 1850 to 1910. Contact Ruth J. Abram at Lower East Side Tenement Museum, New York, 212/431-0233.

"The Waverly Consort Quincentenary Humanities Program" -- Three years of programs that explore the interactions -- in music and related humanities fields -- among nations, events and ideas preceding the Columbian voyages and through the scientific revolution. Contact is Michael Jaffee at Waverly Consort, Inc., New York, 212/666-1260.

"First Annual Zora Neale Hurston Festival of the Arts" -- A four-day festival, including public programs, a research conference and programs for teachers, all focusing on the life and work of African-American writer Zora Neale Hurston. The festival was held in January 1990 in Eatonville, Fla., Hurston's childhood home. Contact N.Y. Nathiri in Eatonville, Fla., at 407/628-2308.

"Contemporary Russian Culture and Soviet Society: An Introduction" -- A series of public lectures, film discussions and two symposia on the cultural life of the Soviet Union with an emphasis on 20th-century Russian art and literature. Contact Grigory E. Tamarchenko at Boston University, 617/353-8912.

"Leo Janacek and Czech Music" -- This grant supported an international conference on Leo Janacek to explore his music. The conference coincided with a festival of Czech music that featured the first American performance of Janacek's Third Symphony. Contact Michael Beckerman at Washington University, St. Louis, Mo., 314/889-5566.

"In Search of the Netherlandish Tradition in Art, 1400-1700" -- This grant will support an international, interdisciplinary conference that will explore patterns of continuity and define a tradition of art produced in the Netherlands. Contact Barbara J. Haeger at Historians of Netherlandish Art, New York, 614/292-7481.

Books, Editions and Reference Works

"Arab-Americans: An Annotated Bibliography" -- This grant supports the preparation of an annotated bibliography of works focusing on the experiences of Arab-Americans in the United States. Contact Michael Suleiman at Kansas State University, Manhattan, 913/532-6842.

"In Their Own Words: Plains Indian Native Literatures" -- An ongoing project to edit five collections of historical texts in Sioux and Pawnee. Contact Raymond J. DeMallie at Indiana University, Bloomington, 812/335-4086.

Books, Editions and Reference Works (continued)

"**Dictionary of Unconventional Russian**" -- This grant supported the creation of a two-volume work which lists and defines the argot, jargon, slang and popular vernacular used by citizens of the USSR. Contact Horace G. Lunt at Harvard University, Cambridge, Mass., 617/495-4032.

"**Ethnic Music on Records: A Discography**" -- This grant supported the publication of a seven-volume discography of ethnic music recordings that were produced in the United States between 1894 and 1942. Contact Judith M. McCulloh at University of Illinois, Urbana, 217/244-4681.

"**The Frederick Douglass Papers Project**" -- A projected 15-volume edition of Douglass' letters, essays, speeches and autobiographical writings between 1840 and 1895. Three volumes have been published so far. Contact John W. Blassingame at Yale University, New Haven, Conn., 203/436-3124.

"**Tlingit Oral Literature Text Translation**" -- An effort to collect, transcribe, translate and annotate the oral traditions of the Tlingit, a major tribe in the Pacific Northwest. Contact Richard L. Dauenhauer at the Sealaska Heritage Foundation, Juneau, Alaska, 907/463-4844.

"**A Functional Reference Grammar of Hmong**" -- This grant supports the creation of a reference grammar of Hmong, an important minority language of southern China and southeast Asia that is spoken in the United States by a large community of refugees from Laos. Contact Charles N. Li at University of California, Santa Barbara, 805/472-3581.

"**Black Periodical Literature Project**" -- Scholars will collect, codify and disseminate information on more than 20,000 African-American short stories and serialized novels. Contact Henry Louis Gates at the National Humanities Center, Research Triangle Park, N.C., 919/549-0661, or Cynthia Bond at Cornell University, Ithaca, N.Y., 607/255-4390.

"**Albanian-English Dictionary**" -- The Endowment supported preparation of a comprehensive dictionary and database of Albanian, consisting of some 75,000 entries. Contact Leonard D. Newmark at University of California, San Diego, 619/534-6246.

"**The Martin Luther King, Jr., Papers Project**" -- An effort conducted by the Martin Luther King, Jr., Center, in association with Stanford University, that plans to publish 12 volumes of Dr. King's writings. The University of California Press will be the publisher. Contact Clayborne Carson at Stanford University, 415/723-2092.

"**Bela Balazs: The Man and the Artist**, by Joseph Zsuffa" -- This grant supported the publication of Joseph Zsuffa's biography of Hungarian filmmaker and cultural figure Bela Balazs. Contact is Lynne E. Withey at University of California Press, Berkeley, 415/642-5393.

Archival Projects

"Preservation of Major Indological Series from the South Asian Subcontinent" -- Microfilming of 4,000 brittle volumes from the South Asian collections of the University of Chicago and Harvard University on classical and ancient India. Contact James H. Nye at the University of Chicago, 312/702-8430.

"Access to the Mexican-American Archival Collection" -- A project to catalog and survey 69 archival collections of Mexican-American texts in the General Libraries at the University of Texas at Austin. At the project's end, information on the materials will be available on both an international database and a local online catalog, as well as a printed guide. Contact Harold W. Billings at University of Texas at Austin, 512/471-3811.

"U.S. Newspaper Project: Cataloging and Microfilming" -- This grant supports the cataloging of 4,900 English-language newspapers, as well as 1,150 Jewish, Slavic and Oriental newspapers. Approximately 500,000 newspaper pages will be microfilmed. Contact is Irene M. Percelli at the New York Public Library, 212/930-0639.

Research Conducted by Individual Scholars

"Ethnicity and Religion: The Case of Finnish-Americans" -- This grant supported research at the Immigration History Research Center in St. Paul, Minn., on the complex relationship between religious identity and ethnic identity for a distinct group, Finnish-Americans. Contact Peter J. Kivisto at Augustine College, Rock Island, Ill., 309/794-7296.

"Native American Myths, Poetry, Science and Petroglyphs" -- A study of Native American rock carvings and inscriptions, set to begin in fall 1990, that will explore connections between the Indian mythological view and modern man's scientific perspective. Contact Leonora B. Durrett at Taylor Middle School, Albuquerque, N.M., 505/898-3666.

"Ethnicity and American Popular Music, 1920-1950" -- This grant allowed an American history scholar to examine the way in which ethnic cultures affected American popular music in the three decades after 1920. Contact Victor R. Greene at University of Wisconsin, Milwaukee, 414/963-7063.

"The Asian Immigrant in American History: A Comparison of Asian Ethnic Groups, 1850-1980" -- A comparative social history of five Asian-American ethnic groups: the Chinese, Japanese, Koreans, Filipinos and Southeast Asians. Contact Reed Ueda at Tufts University, Boston, Mass., 617/381-3520.

"The Great Powers and Revolutionary Mexico, 1934-40" -- A study of the relations between the revolutionary government of Lázaro Cárdenas of Mexico and the governments of the United States, Nazi Germany, Great Britain, the Soviet Union and the Spanish Republic. Contact Friedrich Katz at the University of Chicago, 312/962-8378.

# FACTS

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NEH-90-027-F3

## PROJECTS ON HISPANIC AND HISPANIC-AMERICAN CULTURE AND HERITAGE

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

### Programs for Teachers

**"Latin American Early Texts"** -- A four-week institute for 30 college faculty members who will study indigenous and Spanish writing in the New World from the colonial period to the present. The institute, which meets in summer 1990, will focus on the process of cultural exchange. Contact Julio C. Ortega at Brown University, Providence, R.I., 401/863-2564.

**"Hispanic Culture Institute"** -- A six-week institute on the Hispanic history and culture of New Mexico for 30 state elementary and secondary school teachers. Participants examined the impact of cultural contact and exchange on the evolution of New Mexico's Hispanic culture. Contact Sabine B. Ulibarri at the Hispanic Culture Foundation, Albuquerque, N.M., 505/277-5616.

**"The Origins of a Central American Ethos"** -- A summer seminar for schoolteachers which focused on America's oldest literary work, the Popul Vuh, the sacred book of the Quiche-Maya. The four-week seminar met during the summers of 1986 and 1988. Contact Hewson A. Ryan at Tufts University, Medford, Mass., 617/381-3436.

### Books, Editions and Reference Works

**"Latinos: A Comparative History of Hispanics in the United States"** -- A project now underway to write a comparative history of the various Latino groups in this country, including Mexicans, Puerto Ricans, Cubans and other Caribbean people, Central Americans and South Americans. Among the topics to be explored are colonial heritage, native roots, American annexation, community building, ethnic politics, culture and changing identities. Contact Mario T. Garcia at the University of California, Santa Barbara, 805/961-4076.

**"The Cambridge History of Latin American Literature"** -- A collaborative, multivolume scholarly study of the history of Latin American literature, intended to replace or complement earlier outdated or fragmentary studies. Contact Enrique Pupo-Walker at Vanderbilt University, Nashville, Tenn., 615/322-2527.

**"Bibliography of Old Spanish Texts"** -- A comprehensive, multi-edition catalog of the primary sources of medieval Spanish literature. Contact Charles B. Faulhaber of the University of California, Berkeley, 415/642-2107.

Archival Projects

**"Access to the Mexican-American Archival Collection"** -- A project to catalog and survey 69 archival collections of Mexican-American texts in the General Libraries at the **University of Texas at Austin**. At the project's end, information on the materials will be available on both an international database and a local online catalog, as well as in a printed guide. Contact Harold W. Billings at the General Libraries, 512/471-3811.

**"Improving Access to Library Resources in Latin American Studies"** -- A project conducted by eight major research libraries to make their holdings in Latin American studies available on national databases. Contact David Weber at the Green Library, **Stanford University, Stanford, Calif.**, 415/723-2015.

Exhibitions in Museums and Other Cultural Organizations

**"Cuzco Art and Colonial Life in the Land of Peru"** -- Circulating program packages that explore the history, culture and art of the viceroyalty of Peru and examine and analyze colonialism as an influential part of the American experience. Contact Frances M. Leonard at the **Texas Humanities Resource Center, Inc., Austin**, 817/273-2767.

**"Seeds of Change"** -- A traveling version of "Seeds of Change," a major exhibition on the Columbian Quincentenary now being planned by the Smithsonian Institution's National Museum of Natural History. Contact Peggy Barber at the **American Library Association, Chicago**, 312/944-6780.

**"Spanish Colonial Art and Society"** -- An exhibition on the Spanish colonial arts of Mexico and Peru. Contact Kevin L. Stayton at the **Brooklyn Museum, New York**, 718/638-5000.

Research Conducted by Individual Scholars

**"The Conquest of Mexico: An Examination of Conflicting Accounts and Interpretations"** -- A study of Spanish and Indian accounts of the conquest, as well as 20th-century interpretations, using primary sources, historical accounts, literature and art. Contact Karen Steadman at **Gonzales Union High School, Gonzales, Calif.**, 408/675-2495.

**"The Great Powers and Revolutionary Mexico, 1934-40"** -- A study of the relations between the revolutionary government of Lázaro Cárdenas of Mexico and the governments of the United States, Nazi Germany, Great Britain, the Soviet Union and the Spanish Republic. Contact Friedrich Katz at the **University of Chicago**, 312/962-8378.

**"The Mexico City Riot of 1692: Fault Lines of a Colonial Society"** -- A study of the 17th-century Indian uprising in Mexico City, focusing on race and class differences and governmental institutions. Contact R. Douglas Cope at **Brown University, Providence, R.I.**, 401/863-2131.

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Archival Projects

**"Access to the Mexican-American Archival Collection"** -- A project to catalog and survey 69 archival collections of Mexican-American texts in the General Libraries at the **University of Texas at Austin**. At the project's end, information on the materials will be available on both an international database and a local online catalog, as well as in a printed guide. Contact Harold W. Billings at the General Libraries, 512/471-3811.

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# FACTS

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NEH-90-027-F4

## PROJECTS ON NATIVE AMERICANS AND THEIR CULTURE

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

### Programs for Teachers

**"Building Blocks for a New American Indian History"** -- A program of 12 four-day workshops for 180 college teachers to be conducted in summer 1990. The discussion will focus on the use of documentary sources -- treaties, oral literature, sacred texts, material objects, autobiographies, and maps -- in the study of Native American history. Contact Frederick Hoxie at the Newberry Library, Chicago, 312/943-9090.

**"American Indian Language/Culture Institute"** -- An institute for Arizona schoolteachers, now in the planning stages, focusing on Native American language and culture. Contact Kathryn S. Begaye at the Arizona Department of Education, Tempe, 602/542-4391.

**"American Indian Literatures: Oral and Written"** -- A summer seminar for college teachers, held in summer 1989, on Native American narratives. Topics discussed included cultural contexts, myth, autobiography and the impact of the oral tradition on 20th-century Native American novels. Contact A. LaVonne B. Ruoff at the University of Illinois, Chicago, 312/413-2246.

**"Myth, Memory and History: Sources for Writing American Indian History"** -- A five-week institute at the Newberry Library in Chicago for 25 college faculty members who will study Native American history during summer 1990 in order to help develop an undergraduate curriculum. Topics will include written oral accounts, art traditions, and time and space concepts. Contact Clara Sue Kidwell in Washington, 202/543-0373.

### Exhibitions in Museums and Other Cultural Organizations

**"Upstate New York History"** -- A permanent exhibition exploring the continuing cultural adaptations of New York's native peoples from 2000 B.C. to A.D. 1500. Contact Martin E. Sullivan at the New York State Education Department, Albany, 518/474-2865.

**"Plants and People of the Sonoran Desert"** -- A permanent exhibition exploring the relationships between desert dwellers of the American Southwest and their environment from prehistoric times to the present. Contact Ruth Greenhouse of the Desert Botanical Garden, Phoenix, Ariz., 602/941-1225.

**"Native Alaskans and the Western World"** -- A traveling exhibition that examines changes in 18th- and 19th-century Alaskan native art and material culture as a result of foreign trade contact. Contact Nelson H.H. Graburn of the University of California, Berkeley, at 415/642-2120.

Conferences, Lectures and Other Public Programs

**"To Carry the Dream Wheel: Native American Voices in the Old/New World"** -- A program of lectures, conferences, reading-discussion groups and rural school programs on contemporary native American fiction and poetry. Contact Marilyn Melton at the Nevada Humanities Committee, Reno, 702/784-6587.

**"Reading and Discussion Series on Native American Literature and History"** -- An effort involving scholars, writers and specialists in Native American education to plan a reading and discussion program on Native American history and culture. Contact Douglas A. Northrop at the Wisconsin Humanities Committee, Madison, 414/748-6267.

Books, Editions and Reference Works

**"The Land Base in Native American Dispossession"** -- Preparation of a book exploring the effects of the shrinking landbase on the economies, ecologies and cultures of Native Americans living in eastern Nebraska and adjacent Iowa and Wisconsin during the 19th century. Contact David J. Wishart at the University of Nebraska, Lincoln, 402/472-3576.

**"Native American Families, 1880-1930"** -- Preparation of a book and computer database on the history of the Native American family. Contact Frederick Hoxie at the Newberry Library, Chicago, 312/943-9090.

**"In Their Own Words: Plains Indian Native Literatures"** -- An ongoing project to edit five collections of historical texts in Sioux and Pawnee. Contact Raymond J. DeMallie at Indiana University, Bloomington, 812/335-4086.

**"Tlingit Oral Literature Text Translation"** -- An effort to collect, transcribe, translate and annotate the oral traditions of the Tlingit, a major tribe in the Pacific Northwest. Contact Richard L. Dauenhauer at the Sealaska Heritage Foundation, Juneau, Alaska, 907/463-4844.

Other Research Projects

**"War, Peace, and the Collapse of Maya Civilization: The Art and Archaeology of the Petexbatun Region"** -- An archaeological project in Guatemala to study the role and consequences of warfare among the Maya during the period 300-900 B.C. Contact Arthur A. Demarest at Vanderbilt University, Nashville, Tenn., 615/322-7524.

**"Native American Myths, Poetry, Science and Petroglyphs"** -- A study of Native American rock carvings and inscriptions, set to begin in fall 1990, that will explore connections between the Indian mythological view and modern man's scientific perspective. Contact Leonora B. Durrett at Taylor Middle School, Albuquerque, N.M., 505/898-3666.

**"The Impact of the Oral Tradition on Contemporary Native American Literature"** -- A study that will focus on the literature of certain tribal groups in their cultural, aesthetic and historical contexts, giving special attention to the way traditional songs, chants, myths and legends have influenced today's Native American fiction and poetry. Contact Lawrence Abbot of the Benson Village School, Benson, Vt., 802/537-2491.

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# FACTS

National Endowment  
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.  
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NEH-90-027-F5

## PROJECTS ON THE CONTRIBUTIONS OF WOMEN TO AMERICAN AND OTHER CULTURES

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

### Programs for Teachers

**"Women and Fiction: Jane Austen, Charlotte Bronte, Virginia Woolf and Alice Walker"** -- To support a summer seminar for secondary school teachers focusing on classic novels by women and exploring the theoretical questions about the relationship of literature and gender. Contact Patricia Sharpe at Simon's Rock of Bard College, Great Barrington, Mass., 413/528-0771.

**"English Romanticism and Gender"** -- To conduct a summer seminar for college teachers exploring the difference that gender makes in constructing and interpreting major literary texts. Contact Anne K. Mellor at the University of California, Los Angeles, 213/476-8178.

**"Women in the Middle Ages: Literary and Historical Perspectives"** -- A summer seminar for secondary school teachers to study historical documents, the songs of troubadours and other medieval sources that focus on the themes of love, marriage, divorce and power in the lives of medieval women. Contact Sylvia Huot at Northern Illinois University, DeKalb, 815/753-1581.

**"Women in 19th-Century American Culture"** -- A one-year institute for 45 social studies and literature teachers on the history of 19th-century women and their literature. Contact Cathryn Adamsky at the University of New Hampshire, Durham, 603/862-2194.

**"Myths of Amherst: Emily Dickinson and the 19th-Century New England Village"** -- An institute on the life and times of Emily Dickinson for 25 secondary school English and social studies teachers from the Northeast. Contact Wendy M. Kohler at the Amherst-Pelham Regional School District, Amherst, Mass., 413/549-3975.

### Research Conducted by Individual Scholars

**"Women's Narratives of Civil War Life"** -- Through reading diaries, letters and memoirs, this scholar will place in historical context the experiences of women who participated in or observed several Civil War battles. Contact Jane E. Schultz at Indiana/Purdue University, Indianapolis, 317/274-0088.

**"French Painting and the Feminist Movement: From David to Cassatt"** -- This scholar will write a book on such French artists as Courbet, Daumier, Manet and Degas, viewing their works within the context of the 19th-century feminist movement. Contact is Norma Broude at American University, Washington, D.C., 202/885-1670.

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Film and Television Productions

**"The Fiction of Eudora Welty"** -- Scripting for a 90-minute film exploring the fiction of Eudora Welty. Contact Patricia P. Perini at the North Texas Public Broadcasting, Inc., Dallas, 214/871-1390.

**"The History of the American Nurse Film Project"** -- A 60-minute film on the history of the American nurse from pre-Civil War times to the 1970s. Contact Diane Garey at Niagara University, Niagara Falls, N.Y., 413/268-7934.

**"Shoulder to Shoulder"** -- Production of six, one-hour programs on the history of the Women's Social and Political Union, a British suffrage organization led by Emmeline Pankhurst and her daughters from 1903 through 1918. Contact Midge Mackenzie at the Institute for Research in History, New York, 212/691-7316.

Museum Exhibition

**"Views from the Women's Quarters: Chinese Women Artists from the Yuan Through the Ching Dynasties"** -- The creation of a traveling exhibition, catalog and educational programs focusing on the contributions of Chinese women painters from the 14th through the early 20th centuries. Contact James J. Robinson at the Indianapolis Museum of Art, 317/923-1331.

Books, Editions and Reference Works

**"Bibliographies of Printed Books of Drama and Short Fiction"** -- The preparation of bibliographies of drama and short fiction written by British and American women prior to 1900. Contact Gwenn Davis at the University of Oklahoma, Norman, 405/325-4661.

**"Women Writers in English, 1330-1830"** -- To support research for an anthology of women writers in English from the Middle Ages through the romantic period. Contact Susanne Woods at Brown University, Providence, R.I., 401/863-2394.

**"Volume Three of Book Series, The Musical Woman"** -- To research and write the third volume of essays on women's professional and scholarly activities in the field of music in this century and in the past. Contact Judith L. Zaimont in New Hyde Park, N.Y., 516/328-8748.

**"The Papers of Elizabeth Cady Stanton and Susan B. Anthony"** -- Completion of a microfilm edition of the papers of Elizabeth Cady Stanton and Susan B. Anthony. Contact Patricia G. Holland at the University of Massachusetts, Amherst, 413/545-0764.

Conferences, Lectures and Other Public Programs

**"Kate Chopin: A Woman of Yesterday, Today, and Tomorrow"** -- Reading and discussion programs, resource materials and an annotated bibliography on the works of American author Kate Chopin. Contact Jenny L. Royer at Northwestern State University of Louisiana, Natchitoches, 318/445-3456.

**"Jane Addams' Hull-House: Humanities Programs for the Centennial"** -- To create three symposia, an exhibition of historical documents and publications about the settlement house founded by Jane Addams and her associates. Contact Gene W. Ruoff at the University of Illinois, Chicago, 312/996-6352.

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

NEH-90-028-N

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FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT AWARDS MORE THAN \$3 MILLION FOR PUBLIC PROGRAMS  
AT LIBRARIES AND OTHER CULTURAL INSTITUTIONS**  
Grants Will Support 23 Projects Nationwide

WASHINGTON, July 23 -- The National Endowment for the Humanities (NEH) today announced more than \$3 million in grants for projects aimed at increasing the general public's understanding of history, literature, foreign cultures and other topics in the humanities. Projects supported by the 23 grants range from public conferences and traveling exhibitions to reading and discussion series led by humanities scholars.

[NEH has announced one or more grants in your area. Please see the attached complete list.]

Commenting on the awards, NEH Chairman Lynne V. Cheney said, "These projects will allow citizens in communities large and small across the country to reflect on our common heritage as Americans and to examine important issues affecting our future."

In recent years, the American public has benefited from a dramatic increase in the number and variety of humanities programs sponsored by libraries, colleges and universities, historical societies and other cultural organizations. In a 1988 report to Congress entitled Humanities in America, Cheney wrote that "Americans on their own are investigating the past, but they have also available to them now an array of educational

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opportunities that did not exist before; and interest in the humanities has no doubt been encouraged by the presence of new ways to meet that interest."

Several of the awards announced today will support projects that examine the impact of Columbus's voyages to the New World. Other topics include the evolution of black literature, ways to improve colleges' core curricula and the history of Jews in the Americas. The projects include:

**\* Seeds of Change: A Traveling Exhibition, American Library Association, Chicago, Ill.** This grant will support four traveling panel exhibitions and educational programs on the interactions of Old World and New World cultures. The exhibition will appear at 60 sites over a two-year period.

**\* Musical Reflections on the Year 1492: Cultural Encounters in the Age of Discovery, Waverly Consort, New York, N.Y.** This grant will support lectures, lecture-demonstrations, colloquia and publications that will examine the cultural milieu of the age of exploration.

**\* An Exhibition and Symposium on Mexican-American Fiction at University of Texas, Austin.** This grant will support planning for a public symposium and exhibition on various aspects of Mexican-American literature from 1960 to the present.

**\* The Jefferson Meeting on the Constitution, Jefferson Foundation, Washington, D.C.** This grant will support a series of exchanges between scholars and members of the general public on the Constitution and its amendments to commemorate the 200th anniversary of the Bill of Rights.

**\* Ethics and Aging Project: A Public Discussion Regarding the Humanities and Health Care, Loma Linda University, Loma Linda, Calif.** This grant will support a conference, lecture series, community forums, media programs and publications that will examine ethical questions involved in providing health care for the aged.

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

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Library Projects and Public Programs  
July 1990

DISTRICT OF COLUMBIA (continued)

Washington (continued):

National Council on the Aging, Inc.                      APPROVED OUTRIGHT              \$145,000.00  
Washington, DC 20024

PROJECT DIRECTOR: Sylvia R. Liroff

PROJECT TITLE: Roll On, River: Rivers in the Lives of the American People

PROJECT DESCRIPTION:

To support the development of scholar-led reading and discussion programs on the role of rivers in American life.

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National Council on the Aging, Inc.                      APPROVED OUTRIGHT              \$147,545.00  
Washington, DC 20024

PROJECT DIRECTOR: Sylvia R. Liroff

PROJECT TITLE: Silver Editions II: Library-Centered Humanities Programs for Older Adults

PROJECT DESCRIPTION:

To support reading and discussion programs for older adults, workshops for scholars, a programmer's manual and related materials.

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White House Historical Association                      APPROVED OUTRIGHT              \$22,116.00  
Washington, DC 20503

PROJECT DIRECTOR: Bernard R. Meyer

PROJECT TITLE: The White House: The First 200 Years

PROJECT DESCRIPTION:

To support planning for a symposium, an exhibition and a related publication that will examine the history of the White House as an institution and American symbol.

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ILLINOIS

Chicago:

American Library Association                      APPROVED OUTRIGHT              \$170,000.00  
Chicago, IL 60611                      APPROVED MATCH              \$20,000.00

PROJECT DIRECTOR: Deborah Robertson

PROJECT TITLE: Voices and Visions: Reading, Viewing and Discussion Programs in America's Libraries

PROJECT DESCRIPTION:

To support a nationwide series of programs at sites in 25 states about the work and lives of 13 major American poets.

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American Library Association                      APPROVED OUTRIGHT              \$400,000.00  
Chicago, IL 60611                      APPROVED MATCH              \$115,000.00

PROJECT DIRECTOR: Deborah Robertson

PROJECT TITLE: Seeds of Change: A Traveling Exhibition

PROJECT DESCRIPTION:

To support four traveling panel exhibitions and educational programs on the interactions of Old World and New World cultures following the voyages of Columbus. The exhibitions will appear at 60 sites over a period of two years.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Library Projects and Public Programs  
July 1990

RHODE ISLAND

**Providence:**

|                           |                   |             |
|---------------------------|-------------------|-------------|
| John Carter Brown Library | APPROVED OUTRIGHT | \$70,000.00 |
| Providence, RI 02912      | APPROVED MATCH    | \$50,000.00 |

PROJECT DIRECTOR: Norman Fiering

PROJECT TITLE: America in European Consciousness

PROJECT DESCRIPTION:

To support a series of programs, exhibitions and interpretive publications on the intellectual consequences in Europe of the discovery of the New World.

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TEXAS

**Austin:**

|  |                   |              |
|--|-------------------|--------------|
| Texas Humanities Resource Center, Inc. | APPROVED OUTRIGHT | \$140,521.00 |
| Austin, TX 78701                       | APPROVED MATCH    | \$15,000.00  |

PROJECT DIRECTOR: Frances M. Leonard

PROJECT TITLE: Change and Exchange: Ideas, Society and the New World

PROJECT DESCRIPTION:

To support production of two traveling exhibitions, related audiovisual and printed materials and a symposium about European entry into the Americas from the period of exploration to the 20th century.

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|                             |                   |             |
|-----------------------------|-------------------|-------------|
| University of Texas, Austin | APPROVED OUTRIGHT | \$17,699.00 |
| Austin, TX 78712            |                   |             |

PROJECT DIRECTOR: Harold W. Billings

PROJECT TITLE: An Exhibition and Symposium on Mexican-American Fiction

PROJECT DESCRIPTION:

To support planning for a public symposium and a small exhibition on the thematic, technical and linguistic aspects of Mexican-American literature from 1960 to the present.

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VIRGINIA

**Richmond:**

|                             |                   |              |
|-----------------------------|-------------------|--------------|
| Virginia Historical Society | APPROVED OUTRIGHT | \$120,000.00 |
| Richmond, VA 23221          | APPROVED MATCH    | \$25,000.00  |

PROJECT DIRECTOR: Charles F. Bryan, Jr.

PROJECT TITLE: Three Centuries of the Healing Arts in Virginia, 1600-1900

PROJECT DESCRIPTION:

To support two exhibitions, a series of lectures and related materials about the history of medicine in Virginia from 1600 to 1900.

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# # #

# NEWS

National Endowment  
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NEH-90-029-N

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|--------------|--------------|--------------|
| John McGrath | 202/786-0449 | 703/525-9478 |
| Karen Myers  | 202/786-0449 | 301/595-9783 |

FOR IMMEDIATE RELEASE

NEH SURVEY SHOWS SUBSTANTIAL ENROLLMENT IN HUMANITIES COURSES  
AT U.S. COMMUNITY AND JUNIOR COLLEGES  
Two-Year Schools Account for 30% of All Humanities Enrollments

WASHINGTON, July 30 -- The National Endowment for the Humanities (NEH) today released a survey of enrollment figures at U.S. institutions of higher education showing that enrollments in history, literature and other humanities courses at two-year colleges numbered almost 2 million. Community and junior colleges accounted for 30 percent of the total humanities enrollments among all types of colleges and universities nationwide.

The survey showed that most of the nation's two-year colleges offer courses in traditional humanities disciplines. More than three-fourths of the two-year schools surveyed offer courses in English and history, and about two-thirds offer foreign language instruction.

In announcing the new data, NEH Chairman Lynne V. Cheney said that she was encouraged to find that so many community and junior colleges -- whose curricula are often mistakenly presumed to focus only on "practical" or vocational subjects -- are offering a number and variety of humanities courses.

"This report shows that American community and junior colleges have made a strong commitment to humanities education," said Cheney. "Students at these schools are gaining significant exposure to history, literature, philosophy and other humanities disciplines."

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The survey, which was conducted for NEH by Westat, Inc., a Rockville, Md., research firm, gathered information on undergraduate course offerings and enrollments at U.S. colleges and universities in the fall of 1988, updating information collected in a previous survey of data for the fall of 1980 and 1985. Westat collected the 1988 data from a nationally representative sample of 481 schools.

The report provides data on enrollments in humanities courses, not the number of students taking humanities courses. Thus a student enrolled in two courses would be counted twice in the enrollment figures.

At four-year colleges and universities, the data show that humanities enrollments grew by 316,000 during the period 1980-88. In the same period, however, humanities enrollments per 100 students did not increase significantly.

Cheney expressed concern about this aspect of the results.

"It is disappointing that, despite the calls for increased commitment to general education and for greater emphasis on the humanities, enrollments in the humanities have done little more than hold steady," she said. "We would hope that all the talk of curricular reform on college and university campuses would mean that a greater proportion of students would take humanities courses, but apparently this has not happened."

Last year, the Endowment released a report entitled 50 Hours: A Core Curriculum for College Students, which found that too many students were graduating from U.S. colleges and universities without knowing basic landmarks of history and thought. Written by Cheney, 50 Hours urged American institutions of higher education to revise curricula so that undergraduates study essential areas of knowledge.

Across all subject areas, four-year schools surveyed had 75.1 humanities enrollments for every 100 students in fall 1988. In specific subject areas, the rates of enrollment per 100 students were: history, 17.5; composition and writing, 16.3; foreign languages and literatures, 14.4; English and American literature, 11.7; religion, 10.4; and philosophy, 7.9.

At two-year schools nationwide, there were 42.9 humanities enrollments per 100 students in fall 1988. In specific disciplines, the rates were: composition and writing, 16.4; history, 9.1; remedial/developmental composition, 7.7; foreign languages and literatures, 4.4; English and American literature, 3.6; philosophy, 2.6; and religion, 1.8.

Copies of the survey report, Undergraduate Course Offerings and Enrollments in Humanities, are available from the Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Avenue N.W., Washington, D.C. 20506.

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

# # #

# MEDIA ADVISORY

National Endowment  
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NEH-90-030-A

ROUTE TO: TV WRITERS AND EDITORS  
FEATURE WRITERS AND EDITORS

## NEH-SUPPORTED CIVIL WAR DOCUMENTARY TO LAUNCH NEW PBS PRIME-TIME SEASON

"The Civil War," an 11-hour documentary miniseries produced by award-winning filmmaker Ken Burns with support from the National Endowment for the Humanities (NEH), will kick off the Public Broadcasting System's 1990-1991 season when it airs for an unprecedented five consecutive nights this September.

Scheduled to begin broadcast on Sunday, September 23, the multi-part documentary is the first full-scale film history of the Civil War. Created with the help of more than \$1.3 million in grants from NEH, "The Civil War" incorporates thousands of photographs, newsreel footage of Civil War veterans, period music, contemporary footage of battle sites, and over 900 first-person quotations from diaries, letters, speeches and newspapers.

The film's nine parts move chronologically through the political, military and human events of the years of 1861-65, telling the stories of the war's famous figures as well as ordinary citizens. Among the actors and others who provide voice-over narration are Sam Waterson as Abraham Lincoln, Jason Robards as Ulysses S. Grant, Morgan Freeman as Frederick Douglass, and Jody Powell as Stonewall Jackson. Also heard are Colleen Dewhurst, Kurt Vonnegut, Arthur Miller, Studs Terkel, Garrison Keillor, Julie Harris, Jeremy Irons, Derek Jacobi, George Black, and Charley McDowell. Prominent Civil War scholars and writers who served as advisors for the film include Shelby Foote, C. Vann Woodward and James M. McPherson.

"The Civil War" was produced by Ken Burns in conjunction with WETA-TV, Washington D.C. NEH and General Motors are the principal underwriters of the film. Additional funding was provided by The Corporation for Public Broadcasting, The Arthur Vining Davis Foundations, and The John D. and Catherine T. MacArthur Foundation.

The scheduled dates and times for the broadcast of the nine segments of The Civil War are as follows (all times EDT):

|                              |                              |
|------------------------------|------------------------------|
| "The Cause: 1861"            | Sunday, Sept. 23, 8-10 pm    |
| "A Very Bloody Affair: 1862" | Monday, Sept. 24, 8-9 pm     |
| "Forever Free: 1862"         | Monday, Sept. 24, 9-10:30 pm |

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|  |                                 |
|--|---------------------------------|
| "Simply Murder: 1863"                      | Tuesday, Sept. 25, 8-9 pm       |
| "The Universe of Battle: 1863"             | Tuesday, Sept. 25, 9-10:30 pm   |
| "Valley of the Shadow of Death: 1864"      | Wednesday, Sept. 26, 8-9 pm     |
| "Most Hallowed Ground: 1864"               | Wednesday, Sept. 26, 9-10:30 pm |
| "War Is All Hell: 1865"                    | Thursday, Sept. 27, 8-9 pm      |
| "The Better Angels of Our<br>Nature: 1865" | Thursday, Sept. 27, 9-10:30 pm  |

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

# # #

# NEWS

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NEH-90-031-N

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FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT ANNOUNCES WINNERS OF CHARLES FRANKEL PRIZE**

Award Recognizes Outstanding Contributions to Public  
Understanding of Literature, Philosophy, History

WASHINGTON, Aug. 10 -- The National Endowment for the Humanities (NEH) today announced the recipients of the annual Charles Frankel Prize, honoring five Americans for their work in bringing history, literature, philosophy and other humanities topics to the general public.

This year's recipients are **Mortimer J. Adler**, director of Chicago's Institute for Philosophical Research and author of many widely read works in education, philosophy and the history of ideas; **Henry Hampton**, founder and president of the media production company Blackside, Inc., and executive producer of the documentary film series "Eyes on the Prize"; **Bernard M.W. Knox**, director emeritus of Harvard University's Center for Hellenic Studies and author of several books that make classical civilization and drama accessible to the general reader; **David Van Tassel**, Benton Professor of History at Cleveland's Case Western Reserve University and founder of National History Day; and **Ethyle R. Wolfe**, provost emerita at Brooklyn College, architect of the college's core curriculum and a well-known speaker on the importance of liberal arts education.

"We at the Endowment are delighted to recognize the achievements of these five distinguished citizens who have fostered understanding and appreciation of the humanities among a wide cross-section of the American public," said NEH Chairman Lynne V. Cheney. "Each of them exemplifies the

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commitment to scholarship and public affairs that characterized the life and work of Charles Frankel."

The awards, each of which carries a stipend of \$5,000, commemorate the late Charles Frankel (1917-79), professor of philosophy at Columbia University, assistant secretary of state for educational and cultural affairs and first president and director of the National Humanities Center. This is the second year that the Frankel Prize has been awarded.

In a 1978 speech to a symposium on government and the humanities, Frankel spoke on the need for humanities scholars to involve themselves in life outside the university. "Humanistic scholarship grows -- in the end, it develops confidence, freshness, original ideas -- when it is fed not by its own professional concerns alone but by the doings of human beings outside the study.... And when humanistic scholars have been persuaded that they are really part of the larger community, they have also made the largest contributions to their own disciplines."

Each of this year's Frankel Prize recipients has combined a life of scholarship with a commitment to making the fruits of humanities scholarship available to citizens outside the academic world.

Mortimer J. Adler has helped thousands of Americans understand the ideas of Plato, Aristotle, Aquinas and other great thinkers through a number of books and programs for the general public. An advocate of education based on close reading of the significant texts of Western civilization, Adler has devoted much of his life to making the ideas of great philosophers accessible to the person in the street. To this end,

he was one of the founders of the Great Books Foundation, a nonprofit organization established to encourage reading and discussion of the classics by adults. In 1980, under the auspices of the Institute for Philosophical Research, he and a group of 22 educators developed Paideia, a program aimed at introducing Socratic discussion of primary texts to public elementary and secondary schools nationwide. Author of more than 46 books and, since 1974, chairman of the board of editors of the Encyclopedia Britannica, Adler describes himself as a "philosopher at large." He serves as director of the Institute for Philosophical Research and was also one of the founders of the Aspen Institute, where he regularly conducts seminars for business executives. He is also University Professor at the University of North Carolina at Chapel Hill.

Filmmaker **Henry Hampton** has combined his interests in mass communications, religion and African-American culture to reach national audiences with films that examine significant aspects of history and the African-American experience. As founder and president of Blackside, Inc., Hampton produced the 14-part PBS series "Eyes on the Prize: America's Civil Rights Years." The series, which covered the years 1954-65, won a Peabody Award, a Dupont-Columbia Gold Baton as best program of the year and some 40 other prizes after its broadcast in 1987; the sequel series, "Eyes on the Prize II," was broadcast early in 1990 to similar critical acclaim. Since its founding in 1968, Hampton's company has produced more than 50 films and media projects, including "Kinfolks," a film that was selected for a CEBA Award as best long-form documentary on minority Americans in 1979, and "Voices of a Divided City," which aired nationally on PBS in 1982. Hampton is coauthor with Steve Fayer of Voices of Freedom,

an oral history of the civil rights movement. He has been a visiting professor at Tufts University and has served as board chairman of Boston's Museum of Afro American History. He is currently at work on two documentary films, a nine-hour series, "Panic and Promise: America and the Great Depression," and a six-hour series on "America's War on Poverty."

Throughout a career spanning five decades, **Bernard M.W. Knox** has written and lectured on the world of classical Greece. As professor of classics at Yale University and director of Harvard University's Center for Hellenic Studies, he introduced a generation of students and scholars to Greek tragedies and historical texts. He has devoted an equal amount of energy to making classical texts more accessible to the general public through his books, beginning with Oedipus at Thebes (1957); through writing and acting in a television film on Sophocles' Oedipus the King; through articles and dramatic criticism written for mass-circulation publications; and through lectures dealing with Greek plays as living, dramatic texts.

**David Van Tassel**, Benton Professor of History at Cleveland's Case Western Reserve University, is founder and president of National History Day, the only nationwide competition that recognizes secondary school students for excellence in historical research and analysis. Van Tassel started the competition in order to give secondary school teachers a tool to stimulate interest and enthusiasm among their students for the study of history. Established in 1974 as a local program with 125 participants, National History Day now involves more than 300,000 secondary school students and 50,000 teachers in 47 states and the District of Columbia. Local and state competitions culminate in national finals each June, at

which more than 1,800 students present historical papers, media presentations, performances and exhibitions on historical topics. A specialist in U.S. social history and gerontology, Van Tassel has also written and edited several works on local and national history, including the Encyclopedia of Cleveland History, the first encyclopedia of an urban area in the United States.

**Ethyle R. Wolfe** has been a prime mover in the creation and development of Brooklyn College's core curriculum, which has served as a model for other institutions nationwide. Thanks to Wolfe's efforts in developing the 10 courses that make up Brooklyn College's core curriculum, graduates of the college and other institutions across the country have been challenged by a solid liberal arts education consisting of courses in literature, history, science, art and philosophy. Moreover, as a widely sought speaker, Wolfe has raised the awareness of the general public to liberal arts education as the best preparation for professional life and for life-long learning. Trained as a classicist, Wolfe has served Brooklyn College both as a faculty member and administrator. She established the college's Latin/Greek Institute and the humanities institute -- now the Ethyle R. Wolfe Institute for the Humanities. In addition, she has been an effective catalyst for curriculum reform at hundreds of colleges nationwide, having organized a visitor's program which brought educators from 120 colleges to the Brooklyn College campus to learn about the core curriculum.

The five recipients of this year's Frankel prize were chosen from nominations received by the Endowment from state humanities councils, museums, libraries, historical societies, public television and radio

stations, colleges and universities, 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. 14, 1990. Nominations will be accepted from any individual or organization. Nominators, who are asked to submit only one name for consideration, should send a biographical summary of the candidate and a letter of no more than two pages describing the candidate's qualifications. Correspondence should be sent to:

Nomination: Charles Frankel Prize  
National Endowment for the Humanities  
Room 403  
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 1990 Charles Frankel Prize recipients and a fact sheet on the competition accompany this release.

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# FACTS

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NEH-90-031-F1

## MORTIMER J. ADLER

Philosopher, educator and author of widely read works in philosophy and the history of ideas, Mortimer J. Adler calls himself a "philosopher at large." During a career spanning six decades, he has helped thousands of Americans understand the ideas of Plato, Aristotle, Aquinas and other outstanding thinkers. An advocate of education based on close reading of the great texts of Western civilization, Adler has devoted much of his life to "restoring philosophy to its proper place in our culture and making it accessible again to the person in the street," as he told a New York Times reporter in 1981.

Born in New York City in 1902, Adler attended Columbia University, where he completed the four-year program in three years, was elected to Phi Beta Kappa, but failed to receive a B.A. degree because he did not attend the required physical education classes. Despite this, he was appointed instructor in psychology in 1923, wrote his doctoral dissertation on the measurement of musical appreciation and received a Ph.D. in 1928. Adler received his B.A. degree from Columbia in 1983.

At the invitation of President Robert Maynard Hutchins, Adler moved to the University of Chicago in 1930, where he and Hutchins changed the school's academic requirements to emphasize the classics of Western civilization. In 1946, he and Hutchins established the Great Books Foundation, a nonprofit organization which brings together adults from all walks of life to discuss the classics. Hutchins and Adler also edited the 54-volume set of the Great Books of the Western World, published by Encyclopedia Britannica, Inc. In connection with this project, Adler edited the two-volume Syntopicon ("synthesis of topics"), which is an index to the ideas contained in the great books. Since 1974 he has been chairman of the board of editors of the Encyclopedia Britannica.

Since 1952, Adler has been president and director of the Institute for Philosophical Research, where he has continued to promote public understanding of the great ideas of Western civilization. In 1980 he convened a group of 22 educators to develop Paideia--from the Greek word meaning "bringing up a child"--a program aimed at introducing Socratic discussion of primary texts to public elementary and secondary schools nationwide. Adler continues to address many groups across the country and currently serves as honorary trustee of the Aspen Institute. He is also University Professor at the University of North Carolina at Chapel Hill.

Adler's many books include Art and Prudence (1937, reprinted 1978); What Man Has Made of Man (1937, reprinted 1957); How to Read a Book (1940, revised edition 1972); How to Think About War and Peace (1944); The Time of Our Lives (1970); Philosopher at Large (1977); Aristotle for Everybody (1978); How to Think About God (1980); Six Great Ideas (1981); The Angels and Us (1982); The Paideia Proposal (1982); How to Speak/How to Listen (1983); Ten Philosophical Mistakes (1985); A Guidebook to Learning (1986); We Hold These Truths (1987); Reforming Education (1989); Intellect (1990); and Truth in Religion (1990).

Married to the former Caroline Sage Pring, Adler lives in Chicago and is the father of four children.

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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

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NEH-90-031-F2

## HENRY E. HAMPTON

Filmmaker Henry E. Hampton has combined his interests in mass communications, religion and African-American culture to reach national audiences with films that examine significant aspects of history and the African-American experience.

A native of St. Louis, Mo., Hampton was born in 1940, attended Washington University and graduated with a degree in pre-med and English literature in 1961. From 1963 to 1968, he was director of broadcasting and information for the Unitarian Universalist Association, a national religious organization based in Boston. In 1968 he served as press officer for an interfaith group of U.S. religious leaders who met with world leaders to promote peace and cross-cultural understanding. In 1977 he was awarded a Loeb Fellowship at the Harvard University School of Design to pursue research on the relationship between the media and government information programs.

In 1968 Hampton founded Blackside, Inc., a film and television production company. As president of Blackside, Hampton has been responsible for more than 50 films and media projects, including "Nightrain" (1968), a series that aired over five Boston-area commercial television stations; "Voices of a Divided City" (1982), which aired nationally on public television; "Kinfolks" (1979), an award-winning documentary that examines the state of the African-American family in America; and "Eyes on the Prize: America's Civil Rights Years (1954-1965)," a six-part documentary series that aired on public television in 1987. This series garnered more than 19 television and film awards, including a Peabody Award and a DuPont-Columbia Gold Baton for excellence in broadcast journalism. Hampton's "Eyes on the Prize II: America at the Racial Crossroads" was broadcast to critical acclaim earlier this year. He is the coauthor with Steve Fayer of Voices of Freedom, a 700-page oral history of the civil rights movement. He is currently at work on two documentary projects, a nine-hour series on America and the Great Depression and a six-hour series on America's war on poverty.

Hampton has been a visiting professor at Tufts University and board chairman of Boston's Museum of Afro American History, where he led the campaign to restore the African Meeting House, the oldest standing African-American church in the country. He has been a political and cultural commentator for WGBH-TV in Boston and has published several articles on religious issues and urban affairs. Hampton has received 10 honorary degrees, including one from his alma mater, Washington University.

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NEH-90-031-F3

## BERNARD M.W. KNOX

During a career spanning five decades, professor Bernard M.W. Knox has eloquently evoked the world of ancient Greece in books, on television and in public lectures. As professor of classics at Yale University and director of the Center for Hellenic Studies, he introduced a generation of students and young scholars to Greek tragedies and historical texts. By discussing ancient Greek works as living, dramatic texts in lectures, books, films and dramatic criticism, he has made these works accessible to a broad public. He told a Washington Post reporter in 1983, "To be a professor of ancient Greek is to be a professor of modernity."

Born in Bradford, England, in 1914, Knox was educated at St. John's College, Cambridge University, where he graduated with a B.A. in 1936. Knox, who is a naturalized American citizen, volunteered to serve in the U.S. Army during World War II and received the Bronze Star, as well as the Croix de Guerre from France. After the war, he earned a Ph.D. in classical studies at Yale University in 1948 and joined the faculty as professor of classics.

In 1961 Knox became the first director of Harvard University's Center for Hellenic Studies in Washington, D.C. Established with a grant from the Old Dominion Foundation, the center each year hosts eight "junior scholars" from around the world who live there with their families. Knox retired as director of the center in 1985.

Throughout his career, Knox has been much sought-after as a speaker and has lectured at numerous colleges and universities, including Oberlin College, Stanford University, Oxford University and the University of California, Berkeley. For many years he spoke at the Naval War College on the relationship between contemporary American foreign policy and the situation of Athens during the classical period. He has also written and acted in a television film on Sophocles' Oedipus the King, and in 1978 he received the George Jean Nathan Award for his dramatic criticism. He has received honorary degrees from Yale, Princeton and George Washington universities. Knox's other honors include a Guggenheim fellowship and membership in the American Academy of Arts and Sciences.

Knox has published widely in scholarly, as well as popular, publications. Among his books are Oedipus at Thebes (1957), Oedipus the King (1959), The Heroic Temper (1964), and Word and Action (1979). He served as contributing editor of the 1985 edition of The Cambridge History of Classical Literature (Volume 1). His most recent work is Essays Ancient and Modern, which won the 1990 PEN/Spielvogel-Diamonstein Award honoring the art of the literary essay.

Knox, who is married to the novelist Bianca VanOrden, lives in Darnestown, Md., and is the father of one son.

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# FACTS

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NEH-90-031-F4

## DAVID D. VAN TASSEL

Historian David D. Van Tassel has spent much of his career encouraging public interest in the study of the past. As founder of National History Day, the only national competition that recognizes secondary school students for excellence in historical research and analysis, he has fostered a better understanding and appreciation of history and the work of historians among students, as well as on the part of the general public.

Born in Binghamton, N.Y., in 1928, Van Tassel grew up in Darien, Conn. He graduated from Dartmouth College in 1950 and earned a Ph.D. in history from the University of Wisconsin, Madison, in 1955. From 1957 to 1969, he taught history and philosophy of education at the University of Texas. Since 1969, he has taught history at Cleveland's Case Western Reserve University, where he has served as chairman of the department since 1987. In 1980, he was named Elbert Jay Benton Professor of History.

In 1974, Van Tassel established a history competition on the campus of Case Western Reserve. He started the competition in order to give secondary school teachers a tool to stimulate interest and excitement in their students for the learning of history. From a local event involving 125 participants the first year, the competition spread throughout the state of Ohio. In 1980, the first national competition was held. Today the competition involves more than 300,000 secondary school participants in 47 states and the District of Columbia. Local and state competitions culminate in national finals each June, at which more than 1,800 students present historical papers, media presentations, performances and exhibitions on historical topics.

A specialist in U.S. social history and gerontology, Van Tassel has written and edited several works on local and national history, including the Encyclopedia of Cleveland History (1987), the first encyclopedia for an urban area in the United States. Among Van Tassel's other books are Recording America's Past: An Interpretation of the Development of Historical Studies in America, 1607-1884 (1960); Science and Society in the United States (1966); American Thought in the Twentieth Century (1967); European Origins of American Thought (1969); The Rand McNally Series on the History of American Thought and Culture (1967-1976); Aging, Death and the Completion of Being (1978); The Elderly in a Bureaucratic Society: The Elderly, the Experts, and the State in American History (published with Peter Stearns, 1986); and Cleveland: A Tradition of Reform (published with John Grabowski, 1986).

Van Tassel is the founding editor of Human Values and Aging Newsletter and served on the editorial board of The Gerontologist. He has also served as a consultant to filmmakers. He assisted producer Robert Ornstein on a 1976 film about Robert Frost and served as a consultant to producer Naomi Feil on two films, "Looking for Yesterday" (1978) and "One Hundred Years to Live!" (1980).

Married to the former Helen Hamilton Liddell, Van Tassel is the father of five children.

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# FACTS

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NEH-90-032-F

## 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 in history, literature, philosophy and other humanities disciplines.

**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:** Nominations will be accepted from any individual or organization. Once nominated, an individual remains eligible for consideration for three years. Nominators should submit a biographical summary of no more than two pages, together with a letter describing the candidate's qualifications. The letter should indicate how the nominee has fostered a greater understanding of the humanities among general audiences. What was the nature of the candidate's contribution, and who was the audience? What impact was made, and what legacy remains?

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

**PREVIOUS FRANKEL PRIZE RECIPIENTS:** Recipients of the 1989 Prize were Patricia L. Bates of the Howard County Library in Maryland; Daniel J. Boorstin, the Librarian of Congress Emeritus; Willard L. Boyd, the President of the Field Museum in Chicago; Clay S. Jenkinson, the Director of the Great Plains Chautauqua; and Americo Paredes, a Professor Emeritus at the University of Texas.

**SELECTION PROCESS:** Nominations are 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 1991 Charles Frankel Prize competition is Dec. 14, 1990. Winners will be announced publicly in the summer of 1991, with a ceremony planned for November 1991.

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

**NOMINATION:** Charles Frankel Prize  
Room 403  
National Endowment for the Humanities  
Washington, D.C. 20506

**FURTHER DETAILS:** Contact the Endowment's Office of Planning and Budget at 202/786-0428.

# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

NEH-90-032-N

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**FOR IMMEDIATE RELEASE**

**HUMANITIES ENDOWMENT ANNOUNCES \$8.5 MILLION FOR EDUCATION PROJECTS**  
New Grants Will Assist Education at All Grade Levels

WASHINGTON, Aug. 15 -- Teachers and students from schools and colleges across the country have new opportunities to explore important aspects of thought and culture, thanks to 52 grants announced today by the National Endowment for the Humanities (NEH).

The grants, totaling nearly \$8.5 million, support projects that will improve the teaching of history, literature, philosophy, foreign languages and other humanities disciplines.

[NEH has announced one or more grants for education projects in your area. Please see the attached list.]

Institutions in 25 states and the District of Columbia will work to enhance humanities education with a variety of projects including teacher institutes, faculty development programs, collaborative projects and curricular improvement efforts.

"These grants will help America's teachers bring greater depth and rigor to the study of the humanities," said NEH Chairman Lynne V. Cheney in announcing the awards. "And as the teachers gain knowledge and enthusiasm, their students will also benefit."

Projects in higher education will assist college and university faculty in their efforts to improve the teaching of a wide range of humanities subjects.

- OVER -

Among the grants for higher education being announced today are:

The University of North Carolina, Chapel Hill, will sponsor a five-week institute on aspects of the Roman Empire during the first two centuries A.D.

The Association of American Colleges, Washington, D.C., will coordinate a two-year project emphasizing the importance of core curricula through a national conference, follow-up mentoring service and two publications.

Seventeen faculty members at Clark Atlanta University, Atlanta, Ga., will attend a workshop which will assist them in adding African-American, Caribbean and African components to world literature courses.

Elementary and secondary school teachers will gain new opportunities to further their understanding of the subjects they teach in NEH-funded institutes, conferences, collaborative projects and "Masterwork" projects.

"Masterwork" grants allow teachers within a school or group of schools in the same region to initiate their own study programs led by local scholars. The study plans focus on significant texts and ideas in the humanities and often include regular workshops and informal discussions.

The following projects in elementary and secondary education are among those announced today:

The University of Arizona, Tucson, will conduct a five-week, national institute for 40 secondary school English teachers on Shakespeare and Milton.

California State University, Long Beach, will support a Masterwork study project on Italian literature and culture for 15 elementary and secondary school teachers of French and Spanish.

The Academic and Cultural Collaborative of Maine in Portland will undertake a two-year collaborative project on the modernist vision in American art, literature and music. The project consists of an institute for 35 Maine humanities teachers, regional seminars and follow-up activities.

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

# # #



NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

CALIFORNIA (continued)

**Stanford:**

Stanford University  
Stanford, CA 94305  
PROJECT DIRECTOR: Brigitte Cazelles  
PROJECT TITLE: Writing as Quest: The Grail and the Rose  
PROJECT DESCRIPTION:  
To support a six-week institute for 25 faculty members on the quest motif from medieval romance writers Chretien de Troyes to Jean de Meun.

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CONNECTICUT

**Middletown:**

Wesleyan University  
Middletown, CT 06457  
PROJECT DIRECTOR: Joseph T. Rouse  
PROJECT TITLE: Science as Cultural Practice  
PROJECT DESCRIPTION:  
To support a six-week institute for 24 humanities faculty members who want to understand and incorporate the sciences into their teaching.

---

DISTRICT OF COLUMBIA

**Washington:**

Association of American Colleges  
Washington, DC 20009  
PROJECT DIRECTOR: Carol Schneider  
PROJECT TITLE: Engaging Cultural Legacies: Shaping Core Curricula in the Humanities  
PROJECT DESCRIPTION:  
To support a two-year project on core curricula featuring a national conference focusing on model core programs, a follow-up mentoring service and two publications on the project's issues and models.

---

Council for Basic Education  
Washington, DC 20003  
PROJECT DIRECTOR: Ruth Mitchell  
PROJECT TITLE: Summer Fellowships for Humanities Teachers of Grades K-12  
PROJECT DESCRIPTION:  
To support a three-year project that will fund fellowships for six weeks of independent summer study each year for elementary and secondary school teachers, librarians and principals.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

DISTRICT OF COLUMBIA (continued)

Folger Shakespeare Library  
Washington, DC 20003

APPROVED OUTRIGHT \$209,294.00

PROJECT DIRECTOR: Lena Cowen Orlin

PROJECT TITLE: Activities at the Folger Institute Center for Shakespeare  
Studies, 1991-92

PROJECT DESCRIPTION:

To support a one-year program of activities including a weekend workshop, a semester-length seminar and a series of lectures on Shakespearean studies. The project also includes a six-week institute on Renaissance dramatic genres for 15 college and university faculty members.

---

GEORGIA

Atlanta:

Clark Atlanta University  
Atlanta, GA 30314

APPROVED OUTRIGHT \$85,000.00

PROJECT DIRECTOR: K.C. Eapen

PROJECT TITLE: Implementation of Expanded English Courses

PROJECT DESCRIPTION:

To support a six-week summer workshop for 17 faculty members who will add African-American, Caribbean and African components to world literature courses.

---

National Faculty  
Atlanta, GA 30322

APPROVED OUTRIGHT \$201,000.00

PROJECT DIRECTOR: Robert J. Baird

PROJECT TITLE: Tradition and Modernity: A World History Project

PROJECT DESCRIPTION:

To support a two-year collaborative project for 40 Michigan middle school and high school teachers of history and social studies that includes a two-week summer institute on world-history instruction.

---

ILLINOIS

Chicago:

Chicago State University  
Chicago, IL 60628

APPROVED OUTRIGHT \$211,345.00

PROJECT DIRECTOR: William J. Lowe

PROJECT TITLE: Extending the Great Conversation: Mesopotamia, Egypt,  
Ancient Greece and the Origins of the Western Tradition

PROJECT DESCRIPTION:

To support a two-year collaborative project on the origins of Western civilization for 100 Chicago elementary and secondary school teachers of literature and social studies.

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- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

ILLINOIS (continued)

Newberry Library  
Chicago, IL 60610  
PROJECT DIRECTOR: Mary Beth Rose  
PROJECT TITLE: A Three-year Core Program for the Newberry Library Center  
for Renaissance Studies  
PROJECT DESCRIPTION:  
To support a three-year series of institutes, seminars, workshops and symposia  
in various areas of Renaissance studies.

---

Peoria:  
Bradley University  
Peoria, IL 61625  
PROJECT DIRECTOR: Max H. Kele  
PROJECT TITLE: Integration of Freshman Composition and Western Civilization  
PROJECT DESCRIPTION:  
To support a faculty development project that will prepare 16 faculty  
members to teach a two-semester course in Western civilization that integrates  
the study of humanities texts with a freshman composition course.

---

INDIANA

West Lafayette:  
Purdue University  
West Lafayette, IN 47907  
PROJECT DIRECTOR: Thomas P. Adler  
PROJECT TITLE: Curriculum "2000": A Planning Grant for Core Reform  
PROJECT DESCRIPTION:  
To support a planning grant to reform the general education curriculum of the  
university's School of Liberal Arts.

---

KENTUCKY

Covington:  
Notre Dame Academy  
Covington, KY 41011  
PROJECT DIRECTOR: Sister Mary Josette, S.N.D.  
PROJECT TITLE: Integrating Scholarship and Classroom Practice Through  
the Study of Edgar Allan Poe  
PROJECT DESCRIPTION:  
To support a year-long Masterwork study project for 17 middle and high school  
teachers from northern Kentucky on the life and works of Edgar Allan Poe.

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- MORE -



NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

MARYLAND

**Baltimore:**

Essex Community College APPROVED OUTRIGHT \$120,215.00  
Baltimore, MD 21237

PROJECT DIRECTORS: Florence S. Hesler and George Schepper

PROJECT TITLE: Encountering the Other: Reading the Encounters of Two  
Cultures, Pre-Columbian and Spanish Civilizations

PROJECT DESCRIPTION:

To support a five-week summer study project for 25 humanities faculty members from three community colleges to study and discuss the encounters between the pre-Columbian and Spanish civilizations.

---

**Stevenson:**

Villa Julie College APPROVED OUTRIGHT \$50,300.00  
Stevenson, MD 21153

PROJECT DIRECTOR: Alexander E. Hooke

PROJECT TITLE: Humanities and Technology: Comprehensive Education for  
the 1990s and Beyond

PROJECT DESCRIPTION:

To support a project to design and implement courses for a new major in humanities and technology.

---

MASSACHUSETTS

**Boston:**

New England Conservatory of Music APPROVED OUTRIGHT \$23,315.00  
Boston, MA 02115

PROJECT DIRECTOR: Bruce I. McPherson

PROJECT TITLE: Integrating Science into the Humanities Curriculum

PROJECT DESCRIPTION:

To support a planning grant that will determine how best to integrate the teaching of significant texts on the history of science into the program of a school of music.

---

**Dorchester:**

University of Massachusetts, Boston APPROVED OUTRIGHT \$88,074.00  
Dorchester, MA 02125

PROJECT DIRECTOR: Joseph W. Check

PROJECT TITLE: Teaching Hemingway for Our Times: Texts, Manuscripts, Classrooms

PROJECT DESCRIPTION:

To support a three-week summer institute for 25 Boston-area high school English and social studies teachers on the works and manuscript sources of Ernest Hemingway. The institute will also focus on methods of presenting Hemingway's work in the classroom.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

MASSACHUSETTS (continued)

**Great Barrington:**

Aston Magna Foundation APPROVED OUTRIGHT \$194,641.00  
Great Barrington, MA 06813  
PROJECT DIRECTOR: Raymond Erickson  
PROJECT TITLE: Foundations of the Italian Baroque  
PROJECT DESCRIPTION:  
To support a three-week project on Florentine and Roman culture in the 16th and 17th centuries for 22 college and university faculty.

---

MICHIGAN

**Grand Rapids:**

Aquinas College APPROVED OUTRIGHT \$30,608.00  
Grand Rapids, MI 49506  
PROJECT DIRECTOR: Sr. Marie Celeste Miller  
PROJECT TITLE: Freshman Humanities Program  
PROJECT DESCRIPTION:  
To support a three-week workshop for 12 faculty members to improve their knowledge of texts and topics that form part of a new humanities core sequence.

---

MINNESOTA

**Collegeville:**

Saint John's University, Collegeville APPROVED OUTRIGHT \$127,592.00  
Collegeville, MN 56321 APPROVED MATCH \$10,000.00  
PROJECT DIRECTOR: Mark Thamert  
PROJECT TITLE: Making Critical Connections: Excellence and Coherence in  
the Honors Curriculum  
PROJECT DESCRIPTION:  
To support a two-year series of four seminars for 40 faculty members who will develop honors courses for Saint John's University and the College of St. Benedict.

---

**Minneapolis:**

University of Minnesota APPROVED OUTRIGHT \$175,750.00  
Minneapolis, MN 55455 APPROVED MATCH \$40,000.00  
PROJECT DIRECTOR: Michael Metcalf  
PROJECT TITLE: Foreign Language Study Across the Curriculum  
PROJECT DESCRIPTION:  
To support a three-year project to develop the use of languages other than English in fields outside language and literature and to develop the second-language expertise of faculty.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

MISSOURI

**Creve Coeur:**

Parkway School District  
Creve Coeur, MO 63146  
PROJECT DIRECTOR: Mary K. Mills  
PROJECT TITLE: Arthur: History and Literature for the Elementary School  
PROJECT DESCRIPTION:  
To support a year-long Masterwork study project for 10 elementary school teachers on the Arthurian legend.

---

NEVADA

**Reno:**

University of Nevada, Reno  
Reno, NV 89557  
PROJECT DIRECTOR: Ann Ronald  
PROJECT TITLE: Implementation of Curricular Innovation in the Western Tradition  
PROJECT DESCRIPTION:  
To support a two-year project to prepare a three-course Western civilization sequence.

---

NEW JERSEY

**Mahwah:**

Ramapo College of New Jersey  
Mahwah, NJ 07430  
PROJECT DIRECTOR: Sydney S. Weinberg  
PROJECT TITLE: Faculty Seminars in Graduate Liberal Studies  
PROJECT DESCRIPTION:  
To support a two-year project of faculty development that will enable staff members to prepare a four-course core curriculum for a new Master of Liberal Studies program.

---

NEW YORK

**Garden City:**

Adelphi University  
Garden City, NY 11530  
PROJECT DIRECTOR: Yvonne Korshak  
PROJECT TITLE: The Modern Condition: Revolutions in Knowledge, Values and Culture.  
PROJECT DESCRIPTION:  
To support a faculty development project for 30 faculty members who will prepare a new core curriculum.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
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NEW YORK (continued)

**Purchase:**

State University of New York  
College at Purchase

APPROVED OUTRIGHT \$265,402.00

Purchase, NY 10577

PROJECT DIRECTOR: Maria Gagliardo

PROJECT TITLE: The Writer as Witness of His Time

PROJECT DESCRIPTION:

To support a three-year regional collaborative project on French and Spanish masterpieces for 60 French and Spanish teachers from New York, New Jersey and Connecticut.

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NORTH CAROLINA

**Chapel Hill:**

University of North Carolina, Chapel Hill

APPROVED OUTRIGHT \$148,315.00

Chapel Hill, NC 27599

PROJECT DIRECTOR: Richard J.A. Talbert

PROJECT TITLE: Changing Perspectives on the Early Roman Empire

PROJECT DESCRIPTION:

To support a five-week institute for 25 college and university faculty members on aspects of the Roman Empire during the first two centuries A.D.

---

**Charlotte:**

Queens College

APPROVED OUTRIGHT \$105,500.00

Charlotte, NC 28274

APPROVED MATCH \$10,000.00

PROJECT DIRECTOR: Robert W. Whalen

PROJECT TITLE: Summer Seminars to Support Foundations of Liberal Learning Program

PROJECT DESCRIPTION:

To support preparation of faculty members to teach three required humanities core courses: "Western Culture from the Enlightenment to the Present," "The World Beyond the West" and "Ethics and Critical Thinking."

---

OHIO

**Cleveland:**

National History Day

APPROVED OUTRIGHT \$256,061.00

Cleveland, OH 44106

PROJECT DIRECTOR: Lois Scharf

PROJECT TITLE: Summer Educators Institute on the Columbus Quincentenary

PROJECT DESCRIPTION:

To support a national institute for 50 secondary school teachers and librarians on the encounter between the Old and New Worlds.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

PENNSYLVANIA (continued)

Philadelphia:

|                        |                   |              |
|------------------------|-------------------|--------------|
| La Salle University    | APPROVED OUTRIGHT | \$30,176.00  |
| Philadelphia, PA 19141 | APPROVED MATCH    | \$134,000.00 |

PROJECT DIRECTOR: Margot Soven

PROJECT TITLE: Finding a Common Language: Integrating the Curriculum  
Through the Humanities

PROJECT DESCRIPTION:

To support a two-year series of seminars for 40 faculty members on humanities texts likely to help integrate core courses and offerings in major fields.

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RHODE ISLAND

Providence:

|                      |                   |             |
|----------------------|-------------------|-------------|
| Providence College   | APPROVED OUTRIGHT | \$47,650.00 |
| Providence, RI 02918 |                   |             |

PROJECT DIRECTOR: Paul J. Dalpe

PROJECT TITLE: A Paideia Approach to Western Civilization: The Re-education  
of the Secondary School Teacher

PROJECT DESCRIPTION:

To support a two-year Masterwork study project for 16 English and history teachers from five Rhode Island and southern Massachusetts high schools on the Western classical tradition and the use of the Socratic method of teaching.

---

TEXAS

Amarillo:

|                    |                   |             |
|--------------------|-------------------|-------------|
| Amarillo College   | APPROVED OUTRIGHT | \$95,000.00 |
| Amarillo, TX 79178 |                   |             |

PROJECT DIRECTOR: Helen Carol Nicklaus

PROJECT TITLE: Humanities Enrichment at Amarillo College

PROJECT DESCRIPTION:

To support a two-year project that will prepare faculty members to develop and teach a rigorous Western civilization course that will focus on major works in the humanities.

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- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

TEXAS (continued)

**Austin:**

Texas Higher Education Coordinating Board      APPROVED OUTRIGHT      \$29,600.00  
Austin, TX 78711  
PROJECT DIRECTOR: Frances K. Sage  
PROJECT TITLE: Texas Core Curricula Development Conference  
PROJECT DESCRIPTION:  
To support a conference for Texas public and independent universities and  
community colleges addressing the development of liberal arts and humanities  
oriented core curricula.

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**Fort Worth:**

Tarrant County Junior College District      APPROVED OUTRIGHT      \$92,000.00  
Fort Worth, TX 76179  
PROJECT DIRECTOR: L. Sue Milner  
PROJECT TITLE: Cornerstone: A Humanities Curriculum for the Two-Year College  
PROJECT DESCRIPTION:  
To support a two-year faculty development project in support of four new  
interdisciplinary, team-taught courses designed to serve high-ability students  
on all three campuses.

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**Galveston:**

Galveston College      APPROVED OUTRIGHT      \$25,967.00  
Galveston, TX 77550  
PROJECT DIRECTOR: Sandra W. Tomlinson  
PROJECT TITLE: "The Individual and the Community": Planning for a Core  
Course in Humanities  
PROJECT DESCRIPTION:  
To support planning for a core humanities course on the theme of the individual  
and society.

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**San Antonio:**

University of Texas, San Antonio      APPROVED OUTRIGHT      \$100,000.00  
San Antonio, TX 78285  
PROJECT DIRECTOR: Tony W. Johnson  
PROJECT TITLE: The Interdisciplinary Studies Degree: A Humanities-Based  
Teacher Education Program  
PROJECT DESCRIPTION:  
To support a two-year project to develop the core courses for a humanities-  
based teacher education program that will culminate in an interdisciplinary  
studies degree for future teachers.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants Awarded in Education  
August 1990

TEXAS (continued)

**San Marcos:**

Southwest Texas State University APPROVED OUTRIGHT \$46,200.00

San Marcos, TX 78666

PROJECT DIRECTOR: Lydia A. Blanchard

PROJECT TITLE: Faculty and Curriculum Development in Southwestern Studies

PROJECT DESCRIPTION:

To support a three-week seminar and follow-up activities for 14 faculty members who will design two multidisciplinary courses on southwestern studies.

---

Southwest Texas State University APPROVED OUTRIGHT \$185,349.00

San Marcos, TX 78666

PROJECT DIRECTOR: James E. Sherow

PROJECT TITLE: A Continuum of Change: The Historical Interrelationship of  
People and Nature

PROJECT DESCRIPTION:

To support a four-week summer institute with a two-day, follow-up seminar for 30 Texas social studies teachers on American environmental history.

---

UTAH

**Orem:**

Utah Valley Community College APPROVED OUTRIGHT \$123,456.00

Orem, UT 84058

PROJECT DIRECTOR: Elaine E. Englehardt

PROJECT TITLE: Fostering Coherence in the Humanities Through the Study of  
the History of Civilization

PROJECT DESCRIPTION:

To support a three-year project of study for 17 faculty members who will prepare to teach a two-course interdisciplinary world civilization sequence.

---

VIRGINIA

**Alexandria:**

Thomas Jefferson High School for APPROVED OUTRIGHT \$120,936.00  
Science and Technology

Alexandria, VA 22312

PROJECT DIRECTOR: Carolyn Gecan

PROJECT TITLE: The Jefferson Institute on the Foundations of Western Ethics

PROJECT DESCRIPTION:

To support a summer institute for 35 high school social studies and literature teachers on ethics in Western society.

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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

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NEH-90-032-F

## 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 in history, literature, philosophy and other humanities disciplines.

**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:** Nominations will be accepted from any individual or organization. Once nominated, an individual remains eligible for consideration for three years. Nominators should submit a biographical summary of no more than two pages, together with a letter describing the candidate's qualifications. The letter should indicate how the nominee has fostered a greater understanding of the humanities among general audiences. What was the nature of the candidate's contribution, and who was the audience? What impact was made, and what legacy remains?

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

**PREVIOUS FRANKEL PRIZE RECIPIENTS:** Recipients of the 1989 Prize were Patricia L. Bates of the Howard County Library in Maryland; Daniel J. Boorstin, the Librarian of Congress Emeritus; Willard L. Boyd, the President of the Field Museum in Chicago; Clay S. Jenkinson, the Director of the Great Plains Chautauqua; and Americo Paredes, a Professor Emeritus at the University of Texas.

**SELECTION PROCESS:** Nominations are 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 1991 Charles Frankel Prize competition is Dec. 14, 1990. Winners will be announced publicly in the summer of 1991, with a ceremony planned for November 1991.

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

**NOMINATION:** Charles Frankel Prize  
Room 403  
National Endowment for the Humanities  
Washington, D.C. 20506

**FURTHER DETAILS:** Contact the Endowment's Office of Planning and Budget at 202/786-0428.

# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

NEH-90-033-N

Contact:

Mary Chunko  
Karen Myers

Office

202/786-0449  
202/786-0449

Home

202/362-0236  
301/595-9783

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS \$7.2 MILLION FOR PRESERVATION PROJECTS  
Awards Will Help Preserve Brittle Books, Newspapers and Other Materials

WASHINGTON, Aug. 30 -- The National Endowment for the Humanities (NEH) today announced more than \$7.2 million in new grants to preserve the knowledge in deteriorating library and archival materials and to help institutions care for fragile materials important to the study of history, literature, philosophy and other humanities subjects.

The 24 new grants will support projects at 23 institutions located in 15 states, as well as the District of Columbia and the U.S. Virgin Islands. The outright and matching grants range in size from \$1,398,039 awarded to the University of Chicago to microfilm 10,150 volumes on the history of technology to \$44,250 awarded to Georgia College to preserve the manuscripts of writer Flannery O'Connor.

[NEH has awarded one or more grants in your area. Please see the enclosed list.]

"The grants announced today will help libraries and archives in their efforts to preserve significant parts of our cultural legacy," said NEH Chairman Lynne V. Cheney. "These projects will ensure that the knowledge contained in disintegrating materials will not be lost to future generations of scholars."

The first grants awarded through a new category of the NEH Preservation program are being announced today. The Endowment now

-OVER-

provides support for the development of statewide preservation plans. Grants awarded to the Massachusetts Board of Library Commissioners, the Nebraska Library Commission and the North Carolina Preservation Consortium will enable them to develop comprehensive preservation plans for their respective states.

At the request of Congress, NEH recently launched an accelerated, multi-year effort to preserve the knowledge contained in brittle books and other materials held in the nation's research libraries, archives, museums and other repositories. Recent estimates suggest that 20 to 30 percent of the holdings in U.S. research libraries are disintegrating because of the high acid content of their paper. Over the next five years, the Endowment plans to support projects that will raise the rate of microfilming to a level that will preserve the intellectual contents of approximately 3 million volumes by the year 2009.

Thirteen of the grants announced today will support preservation microfilming of books, periodicals, manuscripts and newspapers. A grant of \$212,209 to the Research Libraries Group, Inc., in Mountain View, Calif., will support the microfilming of 2,000 volumes of late 19th-century and early 20th-century art periodicals held by 13 museums and libraries nationwide. These materials are important to research in the history of art and architecture. A grant in the amount of \$1,265,349 to the Southeastern Library Network, Inc., which is headquartered in Atlanta, will support the microfilming of 18,000 brittle books and serials held by 12 institutions in six southeastern states.

Goshen College in Indiana will use an NEH grant of \$57,505 to microfilm the contents of 52 periodicals that began publication before

1920 and relate to the immigration and history of the Mennonites in the United States, while the University of New Orleans will receive \$156,740 to microfilm the case files of the Supreme Court of Louisiana dating from 1846 to 1861.

In addition to supporting microfilming projects to preserve the knowledge contained in deteriorating volumes, the Endowment supports projects to conserve materials such as maps, blueprints, photographs and other objects important to humanities research. For example, an NEH grant in the amount of \$96,520 will help the New Orleans Notarial Archives to clean, mend and rehouse 4,978 over-sized, water-color architectural drawings and plot plans. This collection provides scholars with a unique, detailed record of an American city and its common dwellings and other ordinary buildings constructed during the 19th and early 20th centuries.

The training of library and archive staff in appropriate procedures for the care of their collections is an essential component in the race to save endangered materials. Several of the grants announced today will support efforts to train preservation professionals, develop regional preservation services and conduct research in preservation techniques. The American Institute for Conservation of Historic and Artistic Works in Washington, D.C., will receive \$72,559 to produce a guidebook on preserving archival and artistic materials, while a two-year grant of \$549,140 to the School of Library Service at New York's Columbia University will support the training of conservators and preservation administrators from across the country. The Main Library at the University of California, Berkeley, will receive \$105,085 to establish a training program for library technicians and to prepare an instructional

manual that will be distributed nationwide. In a project that will raise preservation awareness and activity throughout the Southwest, the AMIGOS Bibliographic Council, Inc., in Dallas will receive \$160,000 to develop a regional service that will provide information, training and consultation to libraries and archives in Arizona, Arkansas, New Mexico, Oklahoma and Texas.

Five of the projects announced today are part of the Endowment's United States Newspaper Program (USNP), a long-range, coordinated effort to locate, preserve on microfilm and catalog in a national data base the 250,000 newspapers published in this country since 1690. Organized on a state-by-state basis, the program provides support for both planning and implementation and enjoys the cooperation of the Library of Congress and the Online Computer Library Center.

New grants will allow the State Historical Society of Iowa, the University of Maryland, College Park, the University of Missouri, Kansas City, and the New York Public Library to continue their participation in the U.S. Newspaper Program. A grant to the Oklahoma Historical Society will support planning for Oklahoma's participation in the program.

All of the grants announced today are administered by the NEH's Office of Preservation, whose programs help to preserve deteriorating research materials and to improve the capacity of institutions nationwide to care for their collections.

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

# # #

NOTE TO EDITORS: Enclosed is a state-by-state list describing the new NEH grants for preservation projects and a fact sheet with information about the Endowment's preservation programs.

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# FACTS

National Endowment  
for the Humanities

A Federal Agency

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

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NEH-90-033-F

## OFFICE OF PRESERVATION

The Office of Preservation of the National Endowment for the Humanities offers support for projects designed to preserve the intellectual content of the many resources important to the study of our cultural heritage. These include books, journals, manuscript and archival collections, newspapers, documents, maps, drawings, photographs, film, sound recordings, tapes and objects of material culture that may be found in libraries, archives, museums, historical organizations and other repositories.

Since 1986 the Office of Preservation has awarded grants totaling \$41.8 million in outright and matching funds for preservation activities. The budget for the Office of Preservation in FY 1990 is \$17.4 million. The office provides support for a variety of projects, including:

- \* microfilming projects at individual libraries and archives;
- \* cooperative preservation efforts conducted by consortia of several institutions;
- \* the conservation of original materials;
- \* projects to stabilize material culture collections;
- \* preservation education and training projects;
- \* the work of regional preservation services;
- \* the preparation of statewide preservation plans;
- \* research to improve preservation technology and procedures; and
- \* projects designed to increase public understanding of preservation issues.

The National Preservation Effort: It has been estimated that more than 80 million volumes in the nation's research libraries and more than 2.5 billion pages in the nation's archives are now in danger of being lost, due to the high acid content of their paper. The preferred medium on which to preserve the knowledge contained in disintegrating research resources on paper is microfilm produced and stored in accordance with the guidelines of the American National Standards Institute, Inc.

At the request of Congress, NEH has recently embarked on an accelerated effort to preserve the knowledge found in brittle books and other deteriorating materials in the country's research libraries, archives and other repositories. Over the next five years, the Endowment hopes to support projects that will cumulatively raise the annual rate of preservation microfilming across the country to a level that will permit the preservation of the intellectual content of approximately 3 million volumes in 20 years. Bibliographic procedures are now in place to ensure that scholars will have access to these resources and to guard against costly, duplicative preservation efforts.

The U.S. Newspaper Program: The Office of Preservation administers the U.S. Newspaper Program, a national effort to locate, catalog and preserve on microfilm the newspapers published in this country since 1690. Projects are organized on a state-by-state basis, and awards are made for both planning and implementation. To date, grants have been awarded to 39 states and two U.S. territories. In addition, awards have been made to eight national newspaper repositories. The program enjoys the cooperation of the Library of Congress and the Online Computer Library Center.

National Heritage Preservation Program: The Endowment established this new category of grants in 1990 to support efforts to stabilize material culture collections important to the humanities through the housing and storage of objects, improved climate control and the installation of security, lighting and fire-prevention systems. Grants will also be available to establish national training programs for conservators of material culture collections.

Public Awareness: NEH was a major funder of a documentary film on preservation entitled "Slow Fires: On the Preservation of the Human Record," which was featured on public television stations around the country. Copies of a 30- or 60-minute version of the film on video cassette are now available for purchase or rental.

Deadlines: The Office of Preservation maintains two deadlines a year for applications: June 1 (for projects beginning the following January) and December 1 (for projects beginning July 1). Proposals are evaluated by scholars in the humanities, preservation experts and administrators of libraries, archives and museums. Further information as well as copies of application guidelines and instructions may be obtained by writing to the NEH Office of Preservation, Room 802, 1100 Pennsylvania Avenue N.W., Washington, D.C. 20506 or by calling 202/786-0570.



NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Preservation Projects  
August 1990

GEORGIA (continued)

Atlanta (continued):

Southeastern Library Network, Inc. APPROVED OUTRIGHT \$1,265,349.00  
Atlanta, GA 30361

MEDIA CONTACT: Jane M. Pairo, 404/892-0943

PROJECT TITLE: The SOLINET/ASERL Cooperative Preservation Microfilming Project

PROJECT DESCRIPTION:

To support the preservation microfilming of 18,000 brittle books and serials held by 12 members of the Association of Southeastern Research Libraries. The participating institutions are Georgia State University Library, the State Library of Florida, University of Alabama Libraries, University of Georgia Libraries, as well as libraries at the College of William and Mary, Duke, Emory and Tulane universities, the University of Florida, the University of Miami, the University of North Carolina and the University of Virginia.

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Milledgeville:

Georgia College APPROVED OUTRIGHT \$29,250.00  
Milledgeville, GA 31061 APPROVED MATCH \$15,000.00

MEDIA CONTACT: Amy Morris, 912/453-4477

PROJECT TITLE: The Preservation and Conservation of the Flannery O'Connor Manuscripts

PROJECT DESCRIPTION:

To support the preservation of American author Flannery O'Connor's manuscripts through photocopying and microfilming the collection and individually treating and encapsulating the manuscript drafts of her writings.

---

ILLINOIS

Chicago:

University of Chicago APPROVED OUTRIGHT \$1,398,039.00  
Chicago, IL 60637

MEDIA CONTACT: Sherry Byrne, 312/702-9313

PROJECT TITLE: Preservation of the Crerar History of Technology Collection

PROJECT DESCRIPTION:

To support the preservation on microfilm of 10,150 brittle volumes from the Crerar History of Technology Collection at the University of Chicago library.

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Urbana:

University of Illinois, Urbana APPROVED OUTRIGHT \$487,717.00  
Urbana, IL 61801

MEDIA CONTACT: Joan M. Hood, 217/333-5682

PROJECT TITLE: Humanities Preservation Microfilming Project

PROJECT DESCRIPTION:

To support the microfilming of 4,500 deteriorating volumes in German, Brazilian and Argentine literature.

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- MORE -



NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Preservation Projects  
August 1990

MARYLAND

**College Park:**

University of Maryland, College Park                      APPROVED OUTRIGHT                      \$144,915.00  
College Park, MD 20742

MEDIA CONTACT: Peter H. Curtis, 301/454-3035

PROJECT TITLE: Maryland Newspaper Project: Cataloging

PROJECT DESCRIPTION:

To support the Maryland Newspaper Project that will locate and catalog newspapers throughout the state and microfilm 200,000 pages. Records for 1,500 titles will be added to a national bibliographic data base.

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MASSACHUSETTS

**Andover:**

Northeast Document Conservation Center                      APPROVED OUTRIGHT                      \$135,925.00  
Andover, MA 01810

MEDIA CONTACT: Gay Tracy, 508/470-1010

PROJECT TITLE: Expansion of Photographic Preservation Services

PROJECT DESCRIPTION:

To support the expansion of photographic preservation services at the center through the purchase of laboratory equipment and the training of two photographic technicians in copying techniques.

---

**Boston:**

Massachusetts Board of Library                                      APPROVED OUTRIGHT                                      \$35,580.00  
Commissioners  
Boston, MA 02215

MEDIA CONTACT: Gregor Trinkaus-Randall, 617/267-9400

PROJECT TITLE: The Development of a Statewide Preservation Plan for  
Massachusetts

PROJECT DESCRIPTION:

To support the development of a coordinated, statewide preservation plan for Massachusetts.

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MICHIGAN

**Ann Arbor:**

University of Michigan    APPROVED OUTRIGHT    \$977,358.00  
Ann Arbor, MI 48109

MEDIA CONTACT: Janice Apted, 313/936-3814

PROJECT TITLE: Preservation Microfilming Project: History of the Social  
Sciences and Slavic and Eastern European History

PROJECT DESCRIPTION:

To support the preservation microfilming of approximately 15,050 volumes in Michigan's collections that document the history of the social sciences and the history of Slavic and Eastern European countries.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Preservation Projects  
August 1990

MISSOURI

**Kansas City:**

University of Missouri, Kansas City                      APPROVED OUTRIGHT              \$507,667.00  
Kansas City, MO 64110

MEDIA CONTACT: John P. Popko, 816/235-1529

PROJECT TITLE: Missouri Newspaper Project: Cataloging and Microfilming

PROJECT DESCRIPTION:

To support the Missouri Newspaper Project that will catalog and preserve newspapers from state repositories, add 1,000 titles to a national bibliographic data base and microfilm 236,000 newspaper pages.

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NEBRASKA

**Lincoln:**

Nebraska Library Commission                              APPROVED OUTRIGHT              \$33,350.00  
Lincoln, NE 68505

MEDIA CONTACT: Katherine L. Walter, 402/472-3939

PROJECT TITLE: The Development of a Statewide Preservation Plan for Nebraska

PROJECT DESCRIPTION:

To support the preparation of a coordinated, statewide preservation plan for Nebraska.

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NEW YORK

**New York:**

Columbia University    APPROVED OUTRIGHT              \$349,140.00  
New York, NY 10027    APPROVED MATCH                      \$200,000.00

MEDIA CONTACT: Allert Brown-Gort, 212/854-4745

PROJECT TITLE: Preservation and Conservation Education Programs

PROJECT DESCRIPTION:

To support the training of preservation administrators and collections conservators at the Conservation Education Program of Columbia University's School of Library Service.

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New York Public Library    APPROVED OUTRIGHT              \$62,068.00  
New York, NY 10018    APPROVED MATCH                      \$52,413.00

MEDIA CONTACT: Irene M. Percelli, 212/930-0639

PROJECT TITLE: The New York Public Library United States Newspaper Project

PROJECT DESCRIPTION:

To support, as part of the U.S. Newspaper Program, the library's completion of a project to enter 7,000 titles into a bibliographic data base and the microfilming of 2 million newspaper pages.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Grants for Preservation Projects  
August 1990

NORTH CAROLINA

**Raleigh:**

|  |                   |             |
|--|-------------------|-------------|
| North Carolina Preservation Consortium | APPROVED OUTRIGHT | \$41,000.00 |
| Raleigh, NC 27611                      | APPROVED MATCH    | \$9,000.00  |

MEDIA CONTACT: Harlan Green, 919/733-7305, ext. 26

PROJECT TITLE: The Development of a Statewide Preservation Plan

PROJECT DESCRIPTION:

To support the preparation of a coordinated, statewide preservation plan for North Carolina.

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OKLAHOMA

**Oklahoma City:**

|                             |                   |             |
|-----------------------------|-------------------|-------------|
| Oklahoma Historical Society | APPROVED OUTRIGHT | \$17,996.00 |
| Oklahoma City, OK 73105     |                   |             |

MEDIA CONTACT: Bob L. Blackburn, 405/521-2491, ext. 35

PROJECT TITLE: Oklahoma Newspaper Planning Project

PROJECT DESCRIPTION:

To support planning for Oklahoma's participation in the U.S. Newspaper Program.

---

TEXAS

**Dallas:**

|                                    |                   |              |
|------------------------------------|-------------------|--------------|
| AMIGOS Bibliographic Council, Inc. | APPROVED OUTRIGHT | \$160,000.00 |
| Dallas, TX 75243                   |                   |              |

MEDIA CONTACT: Bonnie Juergens or Tricia Mooney, 214/750-6130

PROJECT TITLE: AMIGOS Preservation Service

PROJECT DESCRIPTION:

To support the development of a regional preservation service in the Southwest that will provide information, training and consultations to libraries and archives.

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VIRGIN ISLANDS

**St. Thomas:**

|   |                   |             |
|---|-------------------|-------------|
| Virgin Islands Division of Libraries,<br>Archives and Museums | APPROVED OUTRIGHT | \$30,324.00 |
|---|-------------------|-------------|

St. Thomas, VI 00802

MEDIA CONTACT: Jeannette A. Bastian

PROJECT TITLE: Microfilming St. Croix Recorder of Deeds' "Historic Bound Volumes"

PROJECT DESCRIPTION:

To support the preservation microfilming of the contents of 205 land transaction, probate and court record books from St. Croix, Virgin Islands, that date from 1778 to 1958.

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# # #

# MEDIA ADVISORY

National Endowment  
for the Humanities

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

202/786-0449

NEH-90-034-A

ATTENTION: Feature Writers and Editors  
Television Writers and Editors  
Columnists

## IDEAS AND CONTACTS FOR CIVIL WAR FEATURES

This month "The Civil War," an 11-hour documentary miniseries produced by award-winning filmmaker Ken Burns with over \$1.3 million in support from the National Endowment for the Humanities (NEH), will air on Public Broadcasting Service stations nationwide. This broadcast will launch the PBS 1990-1991 season when it airs for an unprecedented five consecutive nights beginning Sept. 23.

This nine-part documentary incorporates thousands of photographs, contemporary footage of battle sites, period music and over 900 first-person quotations from diaries, letters, speeches and newspapers. Among the well-known actors and others who provide voice-over narration are Jason Robards, Morgan Freeman, Julie Harris, Garrison Keillor and Colleen Dewhurst. NEH and the General Motors Corporation are the principal underwriters of the film. Additional funding was provided by The Corporation for Public Broadcasting, The Arthur Vining Davis Foundations and the John D. and Catherine T. MacArthur Foundation.

The following list offers a sample of other NEH-supported projects on Civil War themes. As you consider companion pieces to your coverage of the PBS series, we invite you to consider these projects as story ideas or as possible resources. If you need more information, call NEH Media Relations at 202/786-0449.

### Civil War Leaders

"The Papers of Jefferson Davis" -- Rice University, Houston, Texas. This project supports the preparation of five volumes on Davis's presidency of the Confederacy, including virtually all documents written or signed by Davis. Contact Lynda Crist or Mary Bix at 713/527-4990.

"The Papers of Ulysses S. Grant" -- The Ulysses S. Grant Association, Southern Illinois University, Carbondale.

The association has published 16 volumes of Grant's papers and will prepare additional volumes covering Grant's military role during Reconstruction, his presidency (1869-77), and his last years (1877-85) and will eventually prepare a new edition of his Memoirs. Contact John Simon at 618/453-2773.

Civil War Leaders (continued)

"The Diary of Captain James Wren: An Odyssey in Oral History" -- South Hagerstown High School, Hagerstown, Md.

In this project, 15 students from the high school studied the diary written by Civil War Captain Wren and found at Antietam Battlefield. They did additional research at the library and archives at the U.S. War College in Pennsylvania and produced a version of the diary more accessible to the general public which has been published and will be distributed nationwide. Contact John Priest at 301/791-4336.

African-Americans and the Civil War

"Underground Railroad" -- WGBH-TV, Boston, Mass.

This film documents the Underground Railroad and events leading to the Civil War. It aired nationally on PBS in January 1990 and will be distributed to educational institutions throughout the country. Contact Kathy Gerhardt of Michael Shaply Public Relations, New York City, at 212/582-5521.

"The Diary of Edmund Ruffin, Volume 3" -- Louisiana State University Press, Baton Rouge.

This project produced the final volume of the diary of Edmund Ruffin, a radical Southern secessionist. The diary provides a vivid record of his outspoken views on slavery, race, class, politics and thereby provides an invaluable record of the radical opposition to freedom for the slaves. Contact William Scarborough, University of Southern Mississippi, Hattiesburg, at 601/266-4333.

"The Slave Narrative Tradition in African-American Literature" -- University of Kansas, Lawrence.

This seminar for college teachers will be offered in the summer of 1991 and will explore the development and significance of the African-American slave narrative from its 19th-century origins to its present manifestations in fiction. Authors to be studied include Frederick Douglass, Harriet Jacobs, Ernest J. Gaines and Toni Morrison. Contact William Andrews at 913/864-3424 or 913/841-2720, or Andrew Debicki at 913/864-4798.

The Role of Women in the Civil War

"Scarlett Sans Romance: Women of the Civil War" -- State Museum of History, Lincoln, Neb.

This lecture series examining the role of American women during the Civil War contrasted the fictional character Scarlett O'Hara with the wartime experiences of real women, focusing on cultural and historical contexts. Contact Richard Kimbrough at 402/826-4428.

The Role of Women in the Civil War (continued)

"Wartime Washington: The Civil War Letters of Elizabeth Blair Lee" --  
Univeristy of Illinois Press, Champaign.

This grant supports an annotated collection of the wartime letters written by Elizabeth Blair Lee, daughter of President Lincoln's close adviser Francis Preston Blair, to her husband, Admiral Samuel Phillips Lee. Her long familiarity with Washington politics and society equipped her to serve as an acute observer and reporter, recreating the tumultuous events and tensions of life in wartime Washington. Contact Virginia Laas, Missouri Southern State College, Joplin, at 417/625-9653.

"Divided Loyalties: Nelly Kinzie Gordon's Civil War" -- Carolyn  
Stefanco, Wheaton College, Norton, Mass.

This research fellowship, which will result in a published book, examines the life of a Northern woman who married a slave-owning Southerner in the 1850s, and provides an opportunity to study the impact of the Civil War era on American women. The research will focus on Nelly Kinzie Gordon's struggles to reconcile personal beliefs, familial responsibility and political loyalty. Contact Carolyn Stefanco in California at 805/756-2845 or 805/756-2453 (work), or 805/543-0250 (home).

Civil War Battles

"Civil War Battlefield Guide" -- The Conservation Fund, Arlington, Va.  
This recently published book includes narrative essays written by leading scholars on 59 battles and seven campaigns of the Civil War, as well as color photographs and historic maps showing military action and present terrain. Contact Frances Kennedy at 703/525-6300.

"The Civil War in the West: The Confederate Campaign in New Mexico,  
1862" -- Laboratory of Anthropology, Santa Fe, N.M.

This interpretative exhibit, which will open in March 1991, is based in part on the recently unearthed remains of Confederate troops found at the Glorieta Battlefield, the first major finding of Civil War material in half a century. The discovery sheds new light both on the battle which ended Confederate attempts to capture the Western gold fields and on the general conditions of life for Civil War soldiers. Contact Charles Bennett at 505/827-8953.

Life in America During the Civil War

"Rebirth of a Nation: Nationalism and the Civil War" -- American Library  
Association, Chicago, Ill.

These programs for the general public are taking place at libraries across the country and include reading and discussions of such works as Uncle Tom's Cabin, Two Roads to Sumter and The Private Mary Chestnut.  
Contact Deb Robertson at 312/280-5057.

Life in America During the Civil War (continued)

**"Traitor in My House" -- Educational Film Center, Annandale, Va.**  
Based on 19th-century diaries, this one-hour drama for young people, which first aired on PBS in February 1990, focuses on a clash of loyalties in Richmond during the final years of the Civil War. Contact Ruth Pollak or Steve Rabin at 703/750-0560.

**"A House Divided: America in the Age of Lincoln" -- Chicago Historical Society.**  
This interpretive museum exhibit explores the anguish, heroism, tragedy and struggle for human dignity that were part of the Civil War experience. A public lecture series, films, musical performances, storytelling and classroom materials examine the lasting implications and legacy of the Civil War. Contact Olivia Mahoney at 312/642-4600, ext. 331.

Regional Topics

**"Moments of Decision: 1892 in the Colorado-New Mexico Territories" -- Adams State College, Alamosa, Colo.**  
This research project explored the military strategic importance of the Colorado-New Mexico region during the Civil War. Contact Robert Buchanan at 719/589-7201 or 719/589-5936.

**"The War Within a War: East Tennessee's Civil War Experience" -- East Tennessee Historical Society, Knoxville.**  
This symposium, held in July 1990, involved scholars and the general public in a discussion of the unique nature of the Civil War conflict in East Tennessee. A bastion of Unionist sentiment, East Tennessee also contained a sizable pro-Confederate minority whose presence created a vicious internal struggle for domination and had a long-term impact on society and the economy. Contact Todd Groce at 615/544-5732.

**"Kentucky History Play Project" -- Horse Cave Theatre, Horse Cave, Ky.**  
History scholars and playwrights are working together on a script of an original play focusing on the role of Kentucky in the Civil War. The play will specifically examine the relationship between two Kentucky natives, U.S. Senator John J. Crittenden and U.S. Vice President John C. Breckinridge and the struggle for armed neutrality. Contact Joseph Gray at 502/786-1200.

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

# # #

# MEDIA ADVISORY

National Endowment  
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.  
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NEH-90-035-A

## NATIONAL ENDOWMENT FOR THE HUMANITIES CELEBRATES 25TH ANNIVERSARY

### Celebration Will Preview Segments from "The Civil War" Miniseries

The National Endowment for the Humanities (NEH) will highlight its 25th anniversary with a special preview of the new documentary film "The Civil War" at The Willard Hotel Ballroom on Tuesday, Sept. 18, at 7:00 p.m.

Guests will view selected clips from the 11-hour miniseries, which will launch the Public Broadcasting Service's fall season when it airs for five consecutive nights beginning Sept. 23. NEH and the General Motors Corporation provided the major financial support for the film. General Motors is underwriting the dinner for 220 invited guests.

Among the guests will be Administration officials, members of Congress, filmmaker Ken Burns and a number of the actors and actresses who help to provide dramatic narration for the film, including Jason Robards, Julie Harris and Sam Waterston.

Introducing individual film segments will be Lynne V. Cheney, NEH Chairman; Robert C. Stempel, chief executive officer of General Motors; Ken Burns; and stars Jason Robards and Julie Harris.

The Willard Hotel, the site for the anniversary event, has a special role in Civil War history. During the conflict, the Willard catered to both Union and Confederate officers and war correspondents and played host to many leaders, including Abraham Lincoln and Ulysses S. Grant.

Created as an independent federal agency by an act of Congress in 1965, NEH this year celebrates a quarter-century of support for education, research, preservation and public programs in the humanities.

The event is OPEN TO THE MEDIA. For more information, contact Carol McCain of Washington Inc. (828-7000) or Marguerite Sullivan or John McGrath at the National Endowment for the Humanities (786-0446 or 786-0449).

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# NEWS

National Endowment  
for the Humanities

A Federal Agency

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FOR IMMEDIATE RELEASE

NEH NAMES GERTRUDE HIMMELFARB TO BE 1991 JEFFERSON LECTURER  
Historian Receives the Government's Highest Honor in the Humanities

WASHINGTON, Sept. 21 -- The National Endowment for the Humanities (NEH) today announced that Gertrude Himmelfarb, a renowned historian of Victorian England, will deliver the 1991 Jefferson Lecture in the Humanities.

Himmelfarb, professor emerita of history at the Graduate School of the City University of New York, was chosen as the Jefferson Lecturer by the National Council on the Humanities, the presidentially appointed advisory body of NEH. She will be the 20th recipient of the annual award.

The Jefferson Lecture, established in 1972, is the highest official award that the federal government bestows for distinguished achievement in the humanities. The award, which carries a \$10,000 stipend, honors intellectual and civic accomplishments as exemplified by Thomas Jefferson and provides an opportunity for a distinguished writer or scholar to deliver a public lecture on issues of broad concern.

Himmelfarb will deliver the lecture on May 1, 1991, in Washington, D.C.

"Throughout a distinguished career combining scholarly research and teaching, Professor Himmelfarb has made enduring contributions to our understanding of the past," said NEH Chairman Lynne V. Cheney in announcing Himmelfarb's selection.

"Her writings and lectures affirm the value of studying the great historical ideas and institutions that have influenced modern democratic

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societies," Cheney continued. "The Endowment is proud to honor Gertrude Himmelfarb with the Jefferson Lectureship."

Born in New York City in 1922, Himmelfarb attended the Jewish Theological Seminary and Brooklyn College, where she earned a bachelor of arts degree in history in 1942. She pursued graduate study at Cambridge University and earned a doctorate in history at the University of Chicago in 1950. During her 23-year tenure at Brooklyn College and the Graduate School of the City University of New York, Himmelfarb served as chairman of the doctoral program in history and as Distinguished Professor of History. Today she is professor emerita.

Himmelfarb's books include Lord Acton: A Study in Conscience and Politics (1952), Darwin and the Darwinian Revolution (1959), Victorian Minds (1968), On Liberty and Liberalism (1974), The Idea of Poverty (1984), Marriage and Morals among the Victorians (1986), The New History and the Old (1987) and the forthcoming An Age of Compassion. She has edited collections of the works of Lord Acton, Thomas Malthus and John Stuart Mill and has contributed essays and articles to numerous volumes and journals. She has served on the editorial boards of American Historical Review, American Scholar and Journal of British Studies.

Himmelfarb is a member of the the British Academy, the Royal Historical Society, the American Philosophical Society and the American Academy of Arts and Sciences. She also serves on the board of the Woodrow Wilson International Center and the advisory councils of the Library of Congress and the American Enterprise Institute.

Previous Jefferson Lecturers have been Bernard Lewis (1990), Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily T. Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Van Woodward (1978), Saul Bellow (1977), Robert Penn Warren (1976), John Hope Franklin (1975), Paul A. Freund (1974), Erik H. Erikson (1973) and Lionel Trilling (1972).

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

# NEWS

National Endowment  
for the Humanities

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NEH-90-038-N

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NEH REPORT RECOMMENDS ALTERNATIVES TO FAILED EDUCATIONAL PRACTICES  
Endowment Releases "Tyrannical Machines," A Reform Strategy for the 1990s

WASHINGTON, Nov. 11 -- Deeply flawed practices at the heart of the U.S. educational system have become so entrenched that they persist despite widespread criticism, says Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), in a new report released today.

Cheney says a number of practices -- including the way we train teachers, select textbooks and reward college and university faculty -- have become institutionalized and endure in spite of the reform efforts of the past decade. She calls the practices "tyrannical machines," using a phrase coined by philosopher William James to describe ways of doing things that, once established on a large scale, become both counterproductive and resistant to change.

In Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right, Cheney recommends a reform agenda for the 1990s: establishing and encouraging alternatives. "The most effective course for dealing with tyrannical machines is to provide alternative systems and to ensure that people can choose -- and choose wisely -- among them," she says. "Healthy competition is anathema to tyrannical machines."

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Preparing Future Teachers

Cheney describes how the practices by which we prepare future teachers -- chiefly by requiring them to take abstract courses in pedagogy -- have long been recognized as "arbitrary and unjustified" by people inside and outside the teaching profession. And yet, she says, the deeply flawed teacher-education system endures.

The NEH chairman argues that much of the time devoted to education courses would be better spent studying the subjects that teachers will eventually teach. She describes a survey showing that prospective teachers -- even those who majored in a content area (as opposed to education) -- earned fewer credits in their majors than did other arts and sciences graduates. In other words, Cheney writes, "those who planned to teach a subject ... studied it less than those who did not."

Cheney cites recent studies that show a shortage of high-achieving students choosing to enter teaching and suggests that traditional teacher-preparation programs are at least partly to blame. "Having to take [education] courses that are intellectually demeaning no doubt helps discourage academically talented students from wanting to become teachers," Cheney writes.

She points to a number of states and educational organizations that have developed promising alternatives. The best of these programs, she says, emphasize classroom experience and place increased emphasis on course work in the liberal arts "so that prospective teachers spend their undergraduate years becoming both broadly educated and thoroughly knowledgeable about the subjects they teach."

Cheney points to the success of New Jersey's alternative teacher-certification program through which more than 1,500 teachers have been hired. This program, which emphasizes classroom experience and compresses study of pedagogy for people who have already earned college degrees, has led to greater diversity and increased quality in the teacher corps, Cheney notes. Because programs such as the one in New Jersey are effective, Cheney observes, they encourage colleges of education to improve their programs in order to compete.

#### Improving School Textbooks

School textbooks comprise another area where experts agree that improvements are badly needed. "Many of the textbooks used in American schools are so dull that no one would read them voluntarily," Cheney says. The blame lies with another tyrannical machine: the cumbersome and ineffective way that textbook selection committees across the country choose texts for our school systems.

The NEH Chairman says committees frequently choose textbooks without reading them. Instead, the books are compared against long checklists of questions, such as "Does the book have a recent copyright date?" or "To what extent are graph and chart skills stressed?" These criteria have little to do with whether a book presents material in an accurate, coherent and compelling way, Cheney notes.

One solution is to devise better criteria, Cheney says, "ones that actually require reviewers to read the books." She points to promising efforts to improve guidelines for textbook selection in the state of

California. Cheney also notes the need for alternatives to textbooks -- collections of source materials, including biographies and speeches and documents, that provide opportunities for firsthand exploration of history.

#### Better Ways to Test Students

Tests also become "tyrannical machines," and Cheney cites the Scholastic Aptitude Test (SAT) as "an almost classic example." In the past 10 years, she notes, the test has been attacked repeatedly yet it continues to thrive and to exercise considerable power: "Millions of dollars are spent preparing for the SAT; scholarship money is awarded according to the results; students across the nation are admitted or denied entrance to the college or university of their choice depending on how they do. Not only do institutions of higher education rank students by their SATs, they in turn are ranked by them, their status going up or down depending on the average scores of the incoming class. Secondary schools are judged by the SATs: Local housing prices rise and fall; principals and superintendents are hired and fired; and the entire nation reaches conclusions about the state of American education."

The main problem with the SAT, Cheney explains, is that it tries to avoid testing what students have learned about subjects such as history and literature. "The United States alone among industrialized nations has at the center of its educational system a test that tries assiduously to be curriculum free."

Cheney continues, "The idea that the specifics of what [students] have learned do not matter becomes a perverse message when it reverberates

loudly throughout the system." In high-school English classes across the country, for example, students spend time manipulating analogies and identifying antonyms -- skills tested by the SAT -- rather than reading poetry and novels.

As an alternative, particularly for judging secondary schools, Cheney recommends expanding the use of the National Assessment of Educational Progress (NAEP). NAEP's regular examinations show what a representative sample of nine-, thirteen- and seventeen-year-olds have learned about subjects ranging from mathematics to history. Expanding the assessment, as a blue-ribbon panel recommended in 1987, so that it provides not only nationwide scores but state-by-state figures that could be further broken down, is "the best possibility for giving parents and policymakers a meaningful measure of educational progress."

#### Giving Parents a Choice

The NEH Chairman sees "choice" -- where students and parents have the power to choose schools instead of being assigned to them -- as one of the most promising ways of dismantling tyrannical machines and revitalizing the schools. When parents are given the power to choose the best education for their children, she says, the best schools thrive and poor schools have an incentive to improve. She says that choice is so powerful that it can, by itself, dramatically transform schools. "By bringing the dynamic of competition into education," she writes, "choice encourages schools to make needed improvements in all areas -- from teachers and textbooks to standards and expectations."

Giving parents a choice about which schools their children attend encourages parental involvement in the schools. Cheney cites findings

produced by John Chubb and Terry Moe showing that this involvement encourages school autonomy, which, in turn, fosters school effectiveness: "Typically, control of the schools comes from the top down: from school boards, superintendents, and district and state bureaucracies," Cheney says. "Well-intended though it may be, such top-down control becomes the tyrannical machine that keeps schools from becoming effective. It is bottom-up control of the kind that parents exercise when they make choices that allows schools to perform well."

#### Rewarding Good Teaching at Colleges and Universities

The "tyrannical machine" that dominates American colleges and universities, says Cheney, is a system of reward that values research much more than teaching. The effects of this system, she says, can be felt everywhere from tuition costs -- colleges must hire more teachers when they reduce faculty teaching loads -- to the curriculum -- the highly specialized research interests of the faculty result in narrowly focused courses rather than "broad-based courses in which undergraduates study significant events and books."

A reduced teaching load is one of the most attractive rewards that a college can offer to present or prospective faculty members, Cheney says. As full-time faculty members spend more and more time on research, the responsibility for teaching undergraduates increasingly falls on part-time faculty and graduate students.

As academic research grows more specialized, so do the course offerings for undergraduates. For example, Cheney observes that students can fulfill requirements at one elite American college by studying tuberculosis from 1842 to 1952. What faculty members want to teach,

Cheney observes, "is not necessarily what undergraduates need to learn." Too many college seniors, she notes, "approach ... graduation with alarming gaps in knowledge."

Cheney cites several examples of colleges and universities that are attempting to provide an alternative career path for faculty, one in which teaching is highly valued. A question commonly raised by such efforts is how to document good teaching. One promising idea is the "teaching portfolio," which might include syllabi, examinations, graded papers and statements from colleagues and students, as well as videotapes from the classroom.

Good teaching, Cheney notes, "would be strongly encouraged if parents and students chose colleges and universities on the basis of instructional quality." To help them do so, Cheney offers questions that one should put to institutions. Among them: "Are there requirements [that] reflect the institution's having grappled with the question of what its graduates should know?" "What is the ratio of part-time to full-time faculty?" and "Who teaches introductory courses?"

#### The "Parallel School" Flourishes

Cheney notes one area of education that has remained relatively free of counterproductive practices: the "parallel school" of museum exhibitions, public-television films and other programs aimed at informing the general public. These programs, Cheney observes, are attracting larger and larger audiences. As an example, she points to the millions of viewers who watched the recent broadcast of "The Civil War," the highly acclaimed public-television series produced with major support from the National Endowment for the Humanities. "The 'parallel school,'"

Cheney writes, "... provides an example of how education can flourish when alternatives are abundant and people can choose freely among them."

Cheney concludes her report by recommending specific alternatives to the failed practices that dominate American education from kindergarten through graduate school. Creating alternatives to "tyrannical machines" is not easy, Cheney notes, but the effort is well worth making.

"Ultimately, education aims at cultivating the wisdom that democracy requires: wisdom to make sound political judgments about who shall lead and make laws, and wisdom to make sound personal judgments about how to live a life and know the purpose of one's days," Cheney writes.

"If education fails in a democracy, hope for the future fades. If education succeeds, a democratic society can hold a positive vision, can imagine itself progressing until, in William James's words, 'its institutions glow with justice and its customs shine with beauty.'"

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

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NOTE: Single copies of Tyrannical Machines are available from the Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

NEH-90-038-F

Tyrannical Machines:  
A Report on Educational Practices Gone Wrong and  
Our Best Hopes for Setting Them Right  
by Lynne V. Cheney  
Selected Quotes

On the need to find alternatives to "Tyrannical Machines":

"When there are alternative ways to become a teacher or to choose textbooks or to assess students -- and when people know about them -- it is more difficult for outmoded and unsatisfactory methods to dominate. Healthy competition is anathema to tyrannical machines." [p. 21]

On teacher-education programs:

"...(T)he way we prepare teachers may well keep many bright people from entering the profession. Other factors are also important, but having to take courses that are intellectually demeaning no doubt helps discourage academically talented students from wanting to become teachers." [p. 7]

"When prospective teachers are able to earn their bachelor's degrees without studying history or science or mathematics -- as they, like other undergraduates, all too commonly can -- they may well enter the classroom with gaps in general knowledge that will make them less effective teachers." [p. 8]

On school textbooks:

"Many of the textbooks used in American schools are so dull that no one would read them voluntarily....We continue to teach reading with basal readers that make the very idea of books seem boring. We continue to teach history with textbooks that drain all drama out of the past." [p.11]

"There are good textbooks, but all too often those that are written with insight and skill are not the ones used in the classroom. The reason is relatively simple: Textbooks are frequently chosen without being read." [p. 13]

On the SAT:

"The very nature of the SAT is a weakness when so much depends on it. The idea that the specifics of what you have learned do not matter becomes a perverse message when it reverberates loudly throughout the system. Schools teach to the test -- as they would to any examination so important. But what teaching to the verbal component of the SAT means is that instead of discussing Langston Hughes's poetry or F. Scott Fitzgerald's novels, students are practicing the skills that the SAT tests for." [p. 17]

"...(W)e measure our students and our schools with an examination that tries to avoid what students have learned about history, literature, and other subjects. The United States alone among industrialized nations has at the center of its educational system a test that tries assiduously to be curriculum free." [p. 18]

On allowing parents to choose the schools their children attend:

"Critics of choice are fond of saying that it is not a panacea, and they have a point; nevertheless, simply because of the forces it sets in motion, choice does have primacy among reforms." [p. 24]

On the importance of considering teaching when selecting a college:

"Good teaching would be strongly encouraged if parents and students chose colleges on the basis of instructional quality. As it is, people consider such factors as 'reputation' and 'environment' more often than they do good teaching." [p. 38]

"A college education is an enormous investment. At an elite private school, it can cost almost as much as a median-priced house; and surely that is cause to choose carefully. But even more important is the intellectual experience one stands to gain by a well-considered choice: the opportunity to be in the company of outstanding teachers and to explore with them the great deeds and ideas that have shaped the world." [p. 41]

On the vitality of "the parallel school":

"In no country in the world do cultural institutions feel quite the degree of obligation to educate that museums, libraries, and other cultural organizations in the United States do." [p. 44]

"Unencumbered by tyrannical machines, the parallel school serves as a model for how education can thrive when it is characterized by a diversity of opportunities and by audiences who can choose freely among them." [p. 47]

# NEH Chief Assails Education Practices

## *Report Criticizes Screening Test, Textbook Selection, Tenure Process*

By Kenneth J. Cooper  
Washington Post Staff Writer

The chairman of the National Endowment for the Humanities yesterday leveled a broadside at a range of educational practices which she compared to "tyrannical machines" that have spun out of control and operated against student learning.

In a 52-page report, Lynne V. Cheney faults the Scholastic Aptitude Test for not measuring knowledge of history and literature, textbooks for "being so dull that no one would read them voluntarily" and colleges for valuing faculty research more than instruction.

Some of Cheney's earlier criticisms of education were contained in reports required by Congress. But the timing of this critique was occasioned only by National Education Week, which began yesterday, the NEH said.

Cheney's role as a promoter of the nation's intellectual life has resulted in her previous reports on education receiving much attention. Her latest one already has: Unsolicited reactions from educators came by fax and phone even before the report's official release yesterday.

"I am delighted that my colleague has so clearly restated the education reform agenda. It cannot be repeated too often," said Ted Sanders, undersecretary of education.

Cheney criticized the Scholastic Aptitude Test used by many colleges and universities as part of their admissions screening. She said the test of verbal and mathematics skills excludes items on knowledge of history and literature.

"The idea that the specifics of what you have learned do not matter becomes a perverse message when it reverberates throughout

the system," she said. "Schools teach to the test. . . . But what teaching the verbal component of the SAT means is that instead of discussing Langston Hughes's poetry or F. Scott Fitzgerald's novels, students are practicing the skills the SAT tests for."

Cheney called the United States the only industrialized nation that puts such emphasis on a test "that tries assiduously to be curriculum free." She recommended that Congress expand the National Assessment of Educational Progress so that scores could be computed for state and local areas. The federally



LYNNE V. CHENEY

... "schools teach to the [SAT] test"

funded assessment will produce its first state data next year.

Donald M. Stewart, president of The College Board, which prepares the SAT, said that the admissions test was not designed to measure student knowledge and that Cheney "ignores the availability of the companion College Board achievement

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*"The idea that the specifics of what you have learned do not matter becomes a perverse message when it reverberates throughout the system."*

—NEH Chairman Lynne V. Cheney

tests, which do assess a student's mastery of subject matter in 15 different academic disciplines."

Recently announced changes in the SAT, Stewart said, were "designed to encourage more emphasis on reading, writing, critical thinking and subject matter mastery." A Cheney spokesman said the changes had not satisfied her concerns.

As for textbooks, Cheney complained that educators "continue to teach reading with basal readers that make the very idea of books

seem boring" and "continue to teach history with textbooks that drain all drama out of the past." She charged that "textbooks are frequently chosen without being read" because textbook selection committees rely on checklists that concern such features as indexes, charts and copyright dates.

Cheney recommended that teachers supplement texts with other materials, that reviewers actually read textbooks and that selection criteria be revised to be more like those recently adopted in California. The state's new guidelines for history texts, for instance, value

those that "students will read . . . with interest, enthusiasm and pleasure" and have "writing [that] is vivid and dramatic without sacrificing accuracy."

Universities' emphasis on research in deciding which professors will receive tenure (in essence, a lifetime teaching position), Cheney said, has harmed instruction by reducing teaching loads of star professors and creating "an academic underclass" of part-time instructors. She identifies a trend among liberal arts colleges, long known for their focus on teaching, to emphasize research: Fifty liberal arts schools, led by Oberlin College in Ohio, have formed a group and now call themselves "research colleges."

Cheney said the fact that professors teach less in order to pursue research, leading colleges to hire more instructors, has contributed to tuition increases. Instruction usually consumes 40 percent of a college's educational and general expenditures, she said.

Colleges' priorities would shift, Cheney said, were more parents and students to select schools on the basis of instructional quality. She recommends that parents ask questions about the proportion of part-time faculty (37 percent nationwide in 1988), which professors teach introductory courses and what the class size is in introductory courses.

Cheney borrowed the phrase "tyrannical machines" from philosopher William James, who coined the term in a 1903 essay on the doctoral degree. He wrote: "The institutionalizing on a large scale of any natural combination of need and motive always tends to run into technicality and to develop a tyrannical machine with unforeseen powers of exclusion and corruption."

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# Report: School reform stalled by bureaucracy

By Karen M. Thomas

While the nation's decadelong school reform movement has raised public consciousness about education, it has done little to change deeply embedded bureaucratic practices that continue to undermine the educational system, according to a report to be issued Monday by the National Endowment for the Humanities.

Those practices, which include inadequate teacher education, the overuse of standardized testing, flawed methods of textbook selection and a higher-education system that rewards research over teaching, must be challenged by alternatives that stimulate competition and offer the public a wider variety of choices, said Lynne Cheney, chairwoman of the endowment.

Although the school reform movement, which began in the early 1980s, has identified unsuccessful or harmful practices in American education, little has been done to change those practices, the report concluded.

Education experts agreed.

"There's a need for students to be active in their own learning," said William Ayers, a professor of education at the University of Illinois at Chicago. "There's this idea that stuff needs to be poured into children.

"I just think nobody wants to look deeply at themselves. Everybody contributed to this mess, and it is an easy thing to say, 'Here's the silver bullet.'"

The report, titled "Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right," concentrates on several educational practices. They include:

- Standardized tests, such as the Scholastic Achievement Test (SAT) and the American College Test (ACT), which often determine entrance to college and eligibility for scholarships. The report said the content of the tests is too far removed from what high school students should be learning in class, and preparation for them uses valuable class time that should be devoted to more important material.

- Textbook selection by committees that often use checklists and rarely read the books themselves. Cheney recommends that selection committees be given more precise guidelines and spend much more time examining potential textbooks, checking for accuracy, readability and sophistication.

- Teacher education. The report urges that abstract courses stressing educational principles and methodology be downplayed. Teachers need broader liberal-arts educations and more depth in their areas of specialty.

- A reward system that values research more than teaching at the higher education level. The system has resulted in a heavy reliance on part-time faculty and graduate students as teachers for undergraduates. Cheney recommends that colleges develop an alternative career path for good teachers, and that parents choose schools for their children based on their instructional quality.

Arthur Kroll, vice president of the College Board programs division of the Educational Testing Services, said the report on standardized testing "rehashed criticisms generated by other folks. There was little new or dramatic."

Kroll said a revised SAT exam, revealed earlier this month, addressed several concerns raised by Cheney. It will include an optional written essay and math problems for which students will have to show how they calculated the solutions, rather than simply selecting answers from multiple-choice lists.

But Cheney said that, despite the revisions, the test will still fall short of assessing student learning based on classroom lessons.

# Humanities Chief Says Schools In U.S. Need Big Overhaul

'Demeaning' teacher training, 'dull' textbooks, faulty tests blamed

By Diane Curtis  
Chronicle Staff Writer

U.S. educators are guilty of perpetuating failed methods of teacher training, textbook selection, college admissions testing and faculty rewards, the head of the National Endowment for the Humanities charged in a report released yesterday.

The report, titled "Tyrannical Machines," attempts to offer alternatives to what Lynne Cheney described as "flawed practices" that have survived from the elementary grades to college even though they have outlived their usefulness.

"I and other people will keep issuing these critiques and raising consciousness, but if you want change, you can't keep yelling at people. You have to offer them alternatives," she said in a phone interview from Washington, D.C.

Among the practices she attacked were the methods used to train teachers at education schools across the country. "We force prospective school teachers to take education courses that waste their time," Cheney said.

Rather than spend time mastering the subjects that they will teach or being given clear tips on the way children learn, would-be teachers are required to take "intellectually demeaning" courses that confuse more than enlighten.

For example, the report said, one textbook takes the reader through 12 convoluted steps on teaching children how to use the index on the front page of a newspaper.

"The way we prepare teachers may well keep many bright people from entering the profession," Cheney wrote.

## Exception in California

She also blasted the quality of textbooks and the textbook selection process, although California was singled out as being an exception in a nation that has allowed American textbooks to become "so

dull that no one would read them voluntarily."

California has discouraged textbook writers from using a "readability formula" that determines difficulty based on numbers of syllables in a word and number of words in a sentence. Such a formula deadens what should be lively prose, Cheney said.

California is also ahead of other states in demanding good writing and discussion of controversial subjects.

"The new (California) guidelines hold the promise . . . of providing a way for adoption committees to select books that are honest and accurate — and that the students might actually want to read," the report said.

The report also took aim at the Scholastic Aptitude Test, the exam most widely used throughout the country for college admissions. Cheney criticized the exam for attempting to predict how students will perform in college instead of measuring what they learned in 12 years of schooling.

"We measure our students and our schools with an examination that tries to avoid assessing what students have learned about history and literature and other subjects," Cheney said. "The idea that the specifics of what you have learned do not matter becomes a perverse message when it reverberates loudly throughout the system."

In the interview, she said SAT revisions released November 1 are "differences that don't make a difference." She said that although other countries, including Japan, Germany and France, require essays on sophisticated subjects such as foreign policy, the SAT made the essay optional and also did not require any deep knowledge of the subject.

In the report, Cheney condemned the continued lack of rewards for professors who excel at teaching rather than research. Although some college leaders have said they will give more weight to

teaching in promotions and tenure, Cheney said research still appears to be valued more than instruction in rewarding professors.

She also said emphasizing research, with corresponding promises to reduce teaching loads, adds to the cost of a college education because more instructors are required as fewer professors teach.

## Alternatives Available

Cheney said alternatives to the failed programs have been demonstrated. New Jersey has a successful program of certifying professionals who want to become teachers in midcareer. California has shown that textbooks can be improved if educators are demanding. The National Assessment of Educational Progress has developed a test that assesses what students have learned in subjects ranging from mathematics to history. And some colleges are making sure that teaching plays a major role in promotion evaluations.

Cheney also said she believes that parents and students should have the power to choose schools they want to attend rather than students being assigned to schools without consultation.

NOV 12 1990

BURRELLE'S

# Agency issues scathing attack on SAT, education practices

FRONT PAGE

By TAMARA HENRY  
The Associated Press

WASHINGTON — Traditional methods of training teachers, testing students and selecting textbooks are so flawed they may derail creative efforts to improve learning, a report said Sunday.

Lynne V. Cheney, chairman of the National Endowment for the Humanities, used a mandated congressional report to harshly criticize basic U.S. educational practices.



Mrs. Cheney called the practices "tyrannical machines," a phrase coined by philosopher William James to describe methods that become both counterproductive and resistant to change once established on a large scale.

The report cited the Scholastic Aptitude Test as "an almost classic example" of a "tyrannical machine."

Mrs. Cheney also attacked school textbook-selection committees that choose material without reading them, college education programs in which teachers spend little time studying what they eventually will teach, and university systems that value research more than teaching.

"Tyrannical machines dominate American education and have contributed to its failures,"

Mrs. Cheney said in the report. "The most effective course for dealing with tyrannical machines is to provide alternative systems and to ensure that people can choose — and choose wisely — among them."

For this reason, Mrs. Cheney said "choice" — allowing students and parents to decide where to attend school — is "one of the most promising ways of dismantling tyrannical machines and revitalizing the schools."

"When there are alternative ways to become a teacher or to choose textbooks or to assess students — and when people know about them — it is more difficult for outmoded and unsatisfactory methods to dominate," she said.

"Healthy competition is anathema to tyrannical machines."

Deputy Education Secretary Ted Sanders applauded the report, saying, "We need a revolution in teaching and learning."

Mansfield University President Rod Kelchner said that "while Cheney makes some valid points, they are overridden by generalizing and bashing to the point of absurdity."

The SAT, described by the report as the centerpiece of the U.S. educational system, filled an important need when first devised in the 1920s when officials wanted to detach college-entrance examinations from the high-school curriculum. Now, Mrs. Cheney said the SAT tries to avoid testing what students have learned about subjects such as history and literature. Instead, Mrs. Cheney said, the exam tries to predict how students will perform in college.

"The idea that the specifics of what you have learned do not matter becomes a perverse message when it reverberates loudly throughout the system," she said.

Continued

The report also said that preparation for the SAT used valuable class time that should be devoted to more important material.

In the past 10 years, the test has been attacked repeatedly, yet it continues to thrive and to exercise considerable power. She said, "not only do institutions of higher education rank students by their SATs, they in turn are ranked by them, their status going up or down depending on the average scores of the incoming class.

"Secondary schools are judged by SATs. Local housing prices rise and fall; principals and superintendents are hired and fired; and the entire nation reaches conclusions about the state of American education."

Mrs. Cheney said an alternative would be to expand the use of the National Assessment of Educational Progress, saying it was the sole assessment tool that is both nationally representative and comprehensive in calculating what students know and can do in various subject areas.

College Board President Donald Stewart took issue with Mrs. Cheney's assessment of the SAT, stressing she "makes some thought-provoking and some extremely questionable statements."

"In a nation with over 26,000 secondary schools — with varying curriculums and teaching and grading standards — the SAT provides an independent, objective verification of a student's mathematical and verbal reasoning abilities, skills that are important to academic success in college," he said.

Mr. Stewart also noted that the College Board recently agreed to revise the exam away from mainly multiple-choice questions in 1994.

Among the numerous recommendations, Mrs. Cheney said:

■ Prospective teachers should be able to choose paths to certification different from the traditional one. This will bring diversity to the teaching force, allow comparisons of teacher training techniques, and encourage schools of education to improve their programs in order to compete.

■ Teachers should have abundant opportunities to study the subjects they teach.

■ Those involved in textbook selection should make use of textbook reviews done by scholars and teachers in the field to make informed choices. Schools should be encouraged to use alternatives to textbooks: stories, speeches, documents, and other authentic materials.

■ Colleges and universities should develop alternative paths to recognition and reward, paths that emphasize teaching as well as research.

# SATs over-emphasized, report says

By **LOURDES FERNANDEZ**  
Herald Staff Writer

A federal report on the state of education accuses college and high school administrators of putting too much emphasis on Scholastic Aptitude Test results. The study, released Sunday, also faults the nation's universities for not adequately preparing future teachers.

The 64-page report also says university professors concentrate too much on research to the detriment of teaching.

The criticisms are not new. What's new are some of the solutions recommended by the National Endowment for the Humanities, which authored the report.

"These things won't go away by people just pointing at them. People have been doing that for a long time," said Lynne V. Cheney, chairman of the federal agency, which is mandated by Congress to issue a report every two years. "What you have to do is set alternatives in place."

The report takes to task the nation's most widely used college entrance exam. The SAT, the report said, is being used for purposes other than it was intended: for rating high schools, for awarding scholarships and for rewarding or punishing school administrators. Specific examples were not given,

however.

Not only do colleges and universities rank students by their SAT scores, but they in turn are ranked by them, with a school's status going up or down depending on the average scores of the incoming class.

"The entire nation reaches conclusions about the state of American education" based on SAT scores, the report states.

The College Board, which sponsors the tests, does not condone those uses and encourages colleges to look at other factors — such as grade-point average and outside activities — when recruiting students.

The report also found that students are being taught so they can score well on the test. For example, instead of discussing F. Scott Fitzgerald's novels, students are memorizing vocabulary lists and doing reading comprehension drills, the report said without naming a particular school.

"One of the things suggested is that the aptitude test have more content in it," Cheney said. "It's possible it might happen, but the most recently implemented changes will not accomplish that."

The College Board announced revisions two weeks ago, among them more comprehension questions, an essay section and a greater emphasis on problem-solving.

One alternative for measuring student progress might be for more states to use the National Assessment of Education Progress, a test given to fourth-, eighth- and 12th-graders, the report said.

One problem here is that exam results are only viewed on a state-by-state level. Breaking it down by districts and even schools "offers the best possibility for giving parents and policymakers a meaningful measure of education progress — and for discouraging use of the Scholastic Aptitude Test as a measure of our schools."

## Teaching the teachers

At some schools, teachers can earn a degree in education without ever studying history, science or mathematics, the report said.

Instead, they are bogged down with pedagogy. Teachers interviewed for the report say they can't recall most of what they learned in education classes and view the courses as wasteful. They also complained that they were taught by professors with no classroom experience.

Of all the links in the education system, teachers may be the most important, Cheney said.

"I think teachers are absolutely crucial," she said. "They are the linchpin of the whole enterprise. If the curriculum is terrible and text-

Continued

books are awful, but the teachers are good, you will have a good education."

The report recommends an Association of American Colleges proposal: Teacher education should be combined with a liberal arts education.

Deans at the University of Miami and Florida International University agree with the recommendation. They say their schools already do that.

UM requires students in education to earn a second major in arts and sciences. An elementary education major, for example, will typically have a second major in history, with a minor in English language and literature, said Robert Simpson, dean of the School of Education.

"They go out with a strong background," Simpson said. "We have no trouble placing our teachers in Dade schools because the products are very good."

Students at FIU don't even begin taking courses in education until their junior year, said Ira Goldenberg, dean of the College of Education.

"They have two years of liberal arts background, which is a good way of preparing people with a broad education," he said.

In addition, FIU recruits former school teachers as professors and prepares students by sending them to internships at public schools.

### Research vs. teaching

"People have known for decades that research has become too dominant," Cheney said. "Even knowing this, the thing continues."

Because the prestige of some colleges and universities depends on whether the faculty is known for publishing, these schools "frequently raid other institutions for their research stars," the report states.

Students end up paying — literally. Professors are spending less time in the classroom, so more people must be hired to teach — either part-time faculty or graduate assistants. When more people are hired, the costs of education go up — and so does tuition.

But some colleges and universities have come up with alternatives that emphasize teaching. Some bring faculty members together to talk about their courses. Yale University is decreasing the number of teaching assistants.

None of the reforms completely do away with research.

"The goal is not to displace research with teaching, but to create an environment in which both thrive," the report said.

## RECOMMENDED REFORMS

The National Endowment for the Humanities report found that schools are stuck in practices that "dominate American education and have contributed to its failures."

Among the reforms it recommends:

- Schools should reward professors for teaching, rather than for how much they have published.
- Future teachers should get a broad-based education in the liberal arts, along with education courses.
- An exam other than the Scholastic Aptitude Test should be used for comparing students in different schools and districts. There is too much of an emphasis on the SAT in this country.
- Schools need new criteria for selecting textbooks, making those who choose textbooks read them first. Most textbooks are now selected against

checklists with questions such as, "To what extent are graph and chart skills stressed?"

■ Parents and students should be able to pick their elementary, middle or high school. This way, the best schools will thrive and others will have an incentive to improve.

■ When selecting a college, students and their parents should look for visible signs that the school values teaching. They should check the number of full-time professors as opposed to part-time, the size of introductory courses and whether students are directed to broad-based courses.

Free copies of the report can be obtained by writing to the National Endowment for the Humanities, 1100 Pennsylvania Ave. NW, Room 402, Washington, D.C. 20506.

NOV 12 1990  
BURRELLE'S

# Report raps U.S. public school system

## Study cites poor progress in choosing texts, student testing and teacher training

By Diana Walsh  
OF THE EXAMINER STAFF

Despite widespread efforts to reform the nation's troubled educational system, public schools have made only marginal improvements in teacher training, textbook selection and student testing, according to a new report released by the National Endowment for the Humanities.

Although educators have seen deep flaws in these areas for more than a decade, the practices are often so entrenched in public schools that individual teachers and administrators are unable to overcome them, according to the report, which was released Sunday.

For example, critics in and outside the teaching profession have long argued that teacher-training courses in education are a waste of time. Instead, they say, colleges and universities should allow prospective teachers to concentrate on studying the subjects they plan to teach.

### Worthless courses

Nonetheless, according to the report, teachers are still required to take dozens of courses in pedagogy — which instruct teachers how to teach — that many described as worthless. In fact, a survey of 17 universities showed that prospective teachers who planned to teach individual subjects such as science or English studied those subjects less than other students.

The report also cited the country's inability to publish interesting and accurate textbooks.

"Observers have been commenting on the bland nature of American textbooks since at least the 1950s," the report said. "We continue to teach reading with basal readers that make the very idea of books seem boring."

The study blamed textbook selection committees for choosing books without reading them and stressing criteria about drawings, illustrations and graphs rather than subjects or stories that were compelling or coherent.

Moreover, textbook publishers often eliminate details and simplify vocabulary, editing out difficult words like "sapphire."

"Many of the textbooks are so dull that no one would read them voluntarily," said Lynne Cheney, chairwoman of the NEH.

And although educators have repeatedly asked publishers to include more women and minorities in books, they are barely mentioned in many school publications.

### SAT attacked

Even more criticized than the current crop of textbooks is the Scholastic Aptitude Test. Although repeatedly attacked over the last 10 years, use of the SAT continues to thrive, the study said.

While a few colleges have attempted to diminish the importance of the SAT, it exercises considerable clout even though "it tries to avoid testing what students have learned about subjects such as history and literature," the study said.

Cheney said school choice — which allows students and parents to choose schools instead of being assigned to them — is one of the most promising ways to bring about the long-requested reforms. Education experts argue that free-market competition would help good schools thrive and force unsuccessful schools to close or reform.

"By bringing the dynamic of competition into education, choice encourages schools to make needed improvements in all areas — from teachers and textbooks to standards and expectations," Cheney said.

# More 'Choice' Urged to Help US Schools

By Cameron Barr

Staff writer of The Christian Science Monitor

BOSTON

THE best answer to the institutional problems that afflict education in the United States, writes National Endowment for the Humanities chairwoman Lynne Cheney, is to create plenty of choices for parents, would-be teachers, and professors.

In a report released Sunday called "Tyrrannical Machines," borrowing a phrase from philosopher William James, Ms. Cheney reviews a host of problem areas in education: teacher training, textbook selection, standardized testing, and a university system that generally values research over teaching.

In one way or another she advocates choice as a way to solve some of these problems. Teachers should be able to choose alternative paths to certification, textbooks should be chosen more carefully, and professors who favor teaching over research should likewise be rewarded with tenure, she argues.

On top of it all, she urges that parents be able to choose their children's schools to promote competition among institutions. "Healthy competition," she writes, "is anathema to tyrannical machines."

Cheney illustrates her 50-page report with examples of programs that solve the problems, such as a California effort that judges textbooks on the liveliness of their writing and a "teaching portfolio" that would give universities a way to document and assess good teaching the way an academic's publications document his or her research.

She acknowledges that her advocacy of choice stops at the student. The report encourages the development of core curriculums that enforce a broad education for

college students, rather than giving students free reign over their education. There should be a "design for learning," Cheney said in a Monitor interview.

"There shouldn't just be chaos and anarchy," she says.

She also says the problems she targets, and even the solutions, aren't new. Instead, she says, the report is "bringing together ideas that are out there. What we need is a redirection of energy - decreasing the volume of criticism of these institutions and putting more energy into setting these solutions in place."

But the report is stirring criticism. National Education Association president Keith Geiger says that there is nothing new in the report, that "every solution [Cheney] talks about is being tried somewhere."

Mr. Geiger says he favors much of what Cheney advocates, but notes the absence of any financial discussion in the book. "How are we going to fund all of this when the federal government is renegeing each year on its funding?" he asks.

But Chester Finn Jr., professor of education and public policy at Vanderbilt University, says one shouldn't look for novelty. "There's a lot of truth in this book," he says. "That's why people are going to criticize it."

Dr. Finn says that Cheney is not recommending "an expensive menu of changes." And just because solutions are in effect *somewhere*, he says, doesn't make them the norm.

Although parental choice programs are under way in several states, Finn notes, "most of the educational profession is still adamantly opposed" to it.

The fact that this report, which attempts to set "an educational strategy for the 1990s," as Cheney puts it, did not come from the office of Secretary of Education Lauro Cavazos is also raising eyebrows. "I would like to see vision coming out of the Department of Education," Geiger says.

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BURRELLE'S

# Students must have skills plus learning

By WILLIAM F. BUCKLEY JR.

**T**HE answer to the question of what major changes did the College Board come up with in devising its new College Assessment Test, replacing the old Scholastic Aptitude Tests is: Not much. This answer disappoints lobbies that want to see a test devised that eliminates all differences in performance between whites and non-whites, lobbies that want to see women do better than men, lobbies that frown on any test that puts at a disadvantage a student whose native language is other than English, and lobbies that hoped the new test would give colleges (and school districts) a better idea of what to expect from the freshman class.

Criticisms unrelated to ethnic and sexual egalitarianism have been at two levels. The first complains that unless you ask a student to write an analytical essay, you are not going to have a very good idea of how well-trained his intellectual apparatus is. Such essays were standard a generation ago but were dropped. The reasons given were that multiple-choice questions are much easier to score, and that many high schools do not stress essay-writing, putting the graduates of such high schools at a disadvantage.

You can say that again! At Berkeley 20 years ago, 30 percent to 50 percent of the freshman class were required to take courses in remedial reading. That they were at Berkeley meant that they were bright people. That they had trouble with English meant that they were poorly trained. The College Board promises to have another look at essays a few years down the line, and now makes way for those students who elect to be given an essay to write. An estimated 100,000 students will exercise that option.

What is still missing from the College Board is: information. This is the complaint of Lynne Cheney, the bright and sprightly chairman of the National Endowment for the Humanities. Her point is that students can now take on a College Board exam by tutoring with someone who has a pretty good idea what will be the likeliest answer for "Mark down the word that most nearly defines DECEASE: A) blacken, B) brighten, C) adorn, D) decrease greatly in number, E) deceive."

It is possible to score well on verbal aptitude by studying a finite accumulation of words and knowing which of the multiple choices to select. In respect of math, genuine strides have been instituted beginning in 1994: Instead of completing, "Mark down the answer to the question, 120 percent of 50 equals: A) 45, B) 50, C) 55, D) 60, E) 65," the student will be asked: "What is 120 percent of 50?" He will be permitted to use a calculator, but he will be required to exercise his mind in order to know what the calculator needs to do.

Now Cheney says that this is all very well, but not enough. Where does the College Board find out if the student knows whether Gettysburg was a battle fought A) in the War of the Roses, B) in the Revolutionary War, C) in the Civil War, D) in World War II, E) in the French and Indian War of 1760? Her point is that though we honor the need to acquire the tools of learning, we need also to acquire learning.

It is nationally known that a heavy percentage of graduating high school seniors cannot place the Civil War within 50 years of when it happened, which means they aren't sure whether it was an 18th-, 19th-, or 20th-century event. And Sen. Bill Bradley's explorations reveal that a high percentage of students in Texas colleges do not know the name of the country south of the border.

Cheney's point is that schools have to begin to transmit barrels of knowledge. Mere verbal or mathematical or even analytical proficiency will not prepare an American for effective citizenship. A poll published a few years ago revealed that the majority of the American people were under the impression that the highest tax rate in the United States was 20 percent. This at a time when it was 70 percent. Those thus misinformed are not useful guides to congressional action, though manifestly they were critical during this past debate.

The College Boards are extremely important. And, of course, they are a running political target. Willie Brown, the despotic boss of the California Legislature, issued an ultimatum: If essay questions were required of foreign-born Californians, he would make the California university system drop the College Board tests. The pressure was clearly registered at Princeton, where the board operates.

But the best lobby should be the future education of the citizenry. Talk about deficient infrastructure should not be confined to talk about bridges and railroads.

## Soul of an Old 'Machine'

Education "reform" has been on the public agenda for a decade, but little has changed. One reason can be found in an illuminating new report by Lynne Cheney, chairman of the National Endowment for the Humanities. She blames "tyrannical machines," a phrase coined by philosopher William James to describe the paralyzing habits of institutions.

"Tyrannical machines dominate American education and have contributed to its failures," declares Ms. Cheney. By this she means "ways of doing things that are well justified in the beginning" but over time calcify into rigid rules. Genuine reform has foundered, she argues, on these institutionalized habits and interests.

Ms. Cheney certainly takes a sledgehammer to notions cherished by the U.S. education establishment. One target is the "education courses" required in most states to teach. These courses have become dull irrelevancies with names like "Interaction: Human Concerns in the Schools" (Baltimore). They employ a professional class, but they don't teach anything about the subjects teachers will actually teach.

The quality of teaching would improve, says Ms. Cheney, if teachers spent this valuable time studying math, science or French. And she makes a strong case for "alternative" certification rules so it's easier for talented people in other professions to become teachers. New Jersey has hired more than 1,500 teachers through its alternative program, with happy results. More than a fifth of these recruits have been minorities, double the share hired by the bureaucratic "machine."

Ms. Cheney takes aim at two unusual targets—textbooks and tests. The SAT test, the nightmare of every college-bound student, "seems an al-

most classic example of the syndrome William James described." Developed in the 1920s to compare students from different schools, the SAT has become a tyrant dominating high school instruction. "Schools teach to the test," she says. So instead of discussing the message of Martin Luther King Jr.'s "Letters From Birmingham Jail," she says, "American students are learning to manipulate analogies and identify antonyms."

It's also hard to disagree when Ms. Cheney says, "Most of the textbooks used in American schools are so dull that no one would read them voluntarily." The formulas and "value-free" ideology of the education bureaucracy have stripped texts of drama or controversy. Even People for the American Way, the liberal activist group, has wondered at the way religion has been purged from school texts.

Ms. Cheney is too politic to say so, but underlying all of her criticisms is an entrenched political interest—the teachers' unions (especially the National Education Association) and many school administrators. They have designed rules to maximize their control over school policies and budgets. They are the soul of the tyrannical machine. Ms. Cheney understands this, because she strongly endorses the notion of education "choice." "Healthy competition is anathema to tyrannical machines," she writes, and she endorses choice experiments in East Harlem, Milwaukee, Cambridge (Mass.) and Richmond (Calif.), among other places.

The Cheney report should be especially useful to the many business leaders who lobby for better schools but parrot the special interests in resisting radical change. Ms. Cheney is saying that the problem isn't a lack of fuel (money), but the very nature of the tyrannical education "machine."

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BURRELLE'S

# Education's 'Tyrannical Machines'

The National Endowment for the Humanities (NEH) recently released a perceptive report on education titled "Tyrannical Machines." NEH Chairwoman Lynne Cheney explains what ails public schools as well as higher education and how to correct it. Ms. Cheney's aggressive critique is a breath of fresh air compared with the timid efforts of Education Secretary Lauro Cavazos.

The report is based on philosopher William James' observation that well-intentioned practices — when adopted on a large scale — become counterproductive "tyrannical machines." A case in point in the report is teacher education.

Because universities separated teacher preparation from the rest of the curriculum, Ms. Cheney says, education faculties thought they had a "separate discipline with a distinct body of knowledge." That idea convinced most states to make college courses in education mandatory for teacher certification. The result: ill-prepared teachers who themselves consider teacher education worthless. The NEH report cites a survey of 17 Southern universities which showed that "those who planned to teach a subject ... studied it less than those who did not."

Promising antidotes abound. The Holmes Group of education deans, based at Michigan State University, advocates eliminating the undergraduate education degree so prospective teachers can concentrate more on subject matter. It recommends school internships that "intertwine the wisdom of theory and practice." And Ms. Cheney urges alternative certification, which allows professionals into the classroom. "The alternative-

ly certified teachers have consistently scored higher on the National Teacher Examination than teacher education graduates," she says, "and they have stayed in the profession longer."

The tyrannical machine also has dumbed down textbooks. "Readability formulas" arbitrarily limit vocabulary and sentence length, leaving "children wondering why they should bother to learn to read at all." In trying to mention more accomplishments of women and minorities, textbooks become glossaries of events and fail to give a full, compelling account of these individuals' contributions. For better books, Ms. Cheney recommends textbook reviewers take the time to actually read the books and hold the publishers accountable for a higher standard of product.

The Scholastic Aptitude Test has become an epitome of a tyrannical machine. Changes in the SAT are now underway precisely because enough people criticized it and enough universities started diminishing its importance.

Indeed, the report notes, "healthy competition is anathema to tyrannical machines." That's why Ms. Cheney considers allowing parents to select the public school their children attend the prime educational reform. Without some freedom of movement, children become hostages of the tyrannical machine we call public education.

Lynne Cheney has done a valuable public service by publicizing some of the more egregious, entrenched educational practices and recommending solutions. If they aren't changed, the tyrannical machines will continue to spit out a faulty product — our children.

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*BURRELLE'S*

## EDITORIALS

# A Tyrannical Machine

EDITORIAL

**F**AR TOO OFTEN, educational systems in the United States have hardened into what philosopher William James described as "a tyrannical machine with unforeseen powers of exclusion and corruption." Last week, the National Endowment for the Humanities issued a set of challenges to school officials to provide the nation's children with the improved education they will need in the competitive future.

"How is it," asked Lynne V. Cheney, chairman of the endowment and author of its report to Congress, "that we can so often see where we are going wrong and yet be unable to change direction?"

In general, there is agreement about three of the challenges in the endowment's report:

- The intellectual content of teacher-training programs needs to be strengthened.

Cheney was dismayed to learn that student teachers in 17 Southern universities — even those who majored in subjects like English or math — were required to take so many education courses that they earned fewer credits in their major subjects than other undergraduates.

"Those who planned to teach a subject, in other words, studied it less than those who did not," Cheney said.

California recognized the danger well before Cheney issued her report. To enter the teacher-training program in the California State University system, students must first earn a baccalaureate degree.

Still, this is only part of the answer to a

## San Francisco Chronicle

THE VOICE OF THE WEST

Richard T. Thieriot, Editor and Publisher

Charles de Young Thieriot, Publisher 1955-77

George T. Cameron, Publisher 1925-55

Founded 1865 by Charles and M.H. de Young

persistent problem. State Superintendent of Public Instruction Bill Honig agreed that Cheney "is correct in saying we have to revamp teacher training." When Henrietta Schwartz became dean of education at San Francisco State 10 years ago, she saw the need to eliminate courses like "Distribution Processes" and replace them with something more substantial.

More changes are needed. San Francisco State is one of seven campuses in the state system undertaking special programs to redesign the training curriculum for science and mathematics teachers — an area where deficiencies have been recognized for years.

- School texts so dull that "they make the very idea of books seem boring" must be replaced.

Because standard texts have deteriorated badly in response to pressures to "dumb down" the language, California has undertaken a commendable campaign to force publishers to do better. But it will be years before substitutes can be purchased for the present books.

continued

"Many of the textbooks used in American schools are so dull that no one would read them voluntarily," Cheney said.

• **Professors who now concentrate on research must spend more time in the classroom.**

President Donald Kennedy of Stanford is one of a handful of university executives in the United States calling for professors to give greater emphasis to their teaching duties.

"According to one estimate," Cheney reported, "teaching responsibilities at noted research universities have decreased in many instances by one-third since 1920 — and often by half to two-thirds."

★ ★ ★

**BUT WHILE THERE** is agreement in principle with the idea that professors should teach, faculty members are aware that decisions on whether to grant them a permanent place and high academic rank are based far more on their research accomplishments than on performance in the classroom.

Cheney quotes Thomas Sowell of the Hoover Institution at Stanford as saying, "I personally know three different professors at three different institutions who have gotten the Teacher of the Year Award and were then told their contracts would not be renewed."

As Cheney observed, changes are overdue.

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BURRELLE'S

# Give 'choice' a chance

EDITORIAL

**L**ynne Cheney, the chairman of the National Endowment for the Humanities, has added her own persuasive voice to the rising chorus of criticism aimed at the fundamental structure of the American educational system.

In a recent report to Congress, she singled out the Scholastic Aptitude Test as an example of an educational standard that has grown too big for its own good. But the SAT, she said, is only an example of the larger problem.

Using a phrase borrowed from philosopher William James, Chairman Cheney said education in America has been taken over and dominated by "tyrannical machines."

She was referring to once useful devices and ideas that simply have been replicated too many times, have fed on too many tax dollars and have grown beyond any single interest group's ability to resist them.

The end product, she said, is a system in which a tiny elite of textbook committee-members and professional educators attempt to dictate the intimate details of education for the entire society.

The point she and other serious think-

ers are making with increasing urgency is that no change or reform within the existing system may be big enough to fix what's wrong with the system itself.

If the huge machinery of education could be magically shrunk back down to a hundredth its size, it would probably be perfectly appropriate to some "Leave-It-to-Beaver" community out there, surviving in a lost valley of time.

The obvious fact is that American society at the end of the 20th century is much bigger and vastly more complex than what could be served by such a mechanism.

As Lynne Cheney suggested in her report, the only solution that can offer real hope of change probably is to break that huge system up into much smaller units.

And, she also said, the new "choice" systems being discussed around the country may well offer the best available hope of achieving that end.

We agree. "Choice," which would allow parents and children to determine the school the child would attend, could revitalize excellence in public education and spur scholastic competition. It clearly is an idea worth continued debate. It also is an idea worth a try.

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*'Choice' . . . could revitalize excellence in public education and spur scholastic competition.*

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NOV 13 1990

BURRELLE'S

EDITORIAL

## A Better Education

Tens of thousands of high school students in Paris have been marching daily for more than three weeks now, demanding that the government make their schools safer and better.

That's not likely to happen with the MTV generation enrolled in American high schools. Few here are ready to follow their Parisian counterparts and take to the streets demanding better schools.

Nor do we want them to have to do that to get a good, safe education. What

we want is the education establishment to take more than passing notice when its problems are accurately assessed and solutions offered.

What we want is the education establishment, from the education

president on down to the local school boards, to begin implementing more of the good suggestions being made to cure our schools of some of the problems they face.

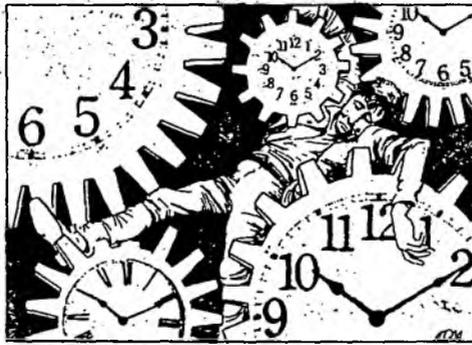
The National Endowment of the Humanities is the latest group to come up with reasonable suggestions that we hope won't be forgotten once the fanfare that came with their announcement this week has faded.

Not all of the NEH's ideas will work everywhere. Education has to be tailored to fit the needs and problems of specific communities. But there is enough in the NEH report to put school systems on the right track if they are not already there.

The NEH is trying to shake things up, much the same way those Parisian students are doing with their daily marches. They are both saying the sta-

tus quo won't do; that it's time for some changes now. The NEH report is titled "Tyrannical Machines," which is the name philosopher William James gave to the way people begin doing things a certain way for good reason and continue to go through those same motions out of force of habit, not because it's the best way to get things done.

The NEH says "tyrannical machines" dominate American education and have contributed its failures.



One of the worst cases of "tyrannical machines" at work is the way we train our teachers. The NEH points out education majors in college spend too much time studying abstract courses in pedagogy when they

should be learning more about the subject they want to teach.

Also criticized in the report are the way textbook selection committees across the country choose school books. Although we seem to do better here than other states, too many of these committees choose textbooks without really reading them to see whether they're too dull to draw a child's interest.

The NEH report could end up on the same dusty shelves where you may find similar reviews of the American education system that were lauded and then forgotten. Or it could be the impetus for change its authors envisioned.

One thing is for sure. If American education does not make changes, this nation will continue to see its children fare poorly when matched against foreign students. It's time to dismantle some of these "tyrannical machines."

NOV 19 1990  
BURRELLE'S

## Education query frequently asked

**L**ynne Cheney, chairman **EDITORIAL** of the National Endowment for the Humanities, advances a \$64,000 question in a recent 64-page report on the shortcomings of the American educational system.

"How is it," she asks, "that we can so often see where we are going wrong and yet be unable to change direction?" Her query is in response to criticism that poor instruction and other deficits have existed in the U.S. education system for decades and continue unchecked despite continuous reform efforts.

The Humanities chairman describes those incessant problems as "tyrannical machines," entrenched practices existing for their own sake, ignoring or even working against their original purposes.

Heading her list of examples are poorly trained teacher training graduates and college professors in all departments who are pressured more to publish than to teach with the end result that students get shortchanged. The answer, Cheney says, is for the public to become aware of outmoded educational practices and realize that there are alternatives available.

State education officials agree with Cheney's conclusions in part and maintain that programs are either under discussion or actually in effect to improve the quality of teaching in Louisiana at all levels.

Criticisms in Cheney's report included:

- Teacher training is long on teaching methods and short on subject matter to be taught. "Those who plan to teach a subject," she says, "study it less than those who do not."

- College professors are forced to worry about research far more than instructing students. One of the results is that graduate students are assigned to teach many important undergraduate courses.

- Parents of public school students are offered no choice of the schools their children attend.

- College guidebooks present tuition and other superficial factors about colleges throughout the nation but little guidance for selecting campuses offering the best instruction.

- Many textbooks are in need of updating to remove outmoded ideas that continue because, Cheney says, of a desire to avoid offending anyone rather than stimulating developing minds.

Kerry Davidson, Louisiana's deputy commissioner of higher education for academic programs, responds that our state is seeking federal funds to improve teacher training in the crucial areas of mathematics and science. The recurring problem of professors' dual roles as teachers and researchers is constantly discussed by university faculty members, says Karol Roider, chairman of LSU's history department. Young professors in his department are required to publish at least one book to earn tenure but teaching is certainly given weight in tenure evaluations.

Engineering professor Ralph Kinney, president of the LSU Faculty Senate, may have put his finger on the problem by observing that research is easier to judge than teaching ability, thus the greater emphasis in that area.

Offsetting Cheney's criticism in part is the recent emphasis at LSU on assigning career instructors rather than graduate students for lower-level courses. So is the Southern University program of having professors serve as mentors to students.

Already in progress in Louisiana is an evaluation system examining the classroom performance of public school teachers. Also, LSU operates a Center for Faculty Development to help professors become better teachers.

Perhaps Cheney's report paints a darker picture of education than it deserves. But until the system can honestly answer her criticism of knowing what's wrong and doing nothing about it, full heed should be paid to her suggestions.

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NOV 18 1990

BURRELLE'S

# Rational discussion out of the darkness

By ROBERT J. BRAUN  
Star-Ledger Education Editor

Just when it felt as if someone had closed all the windows and doors, just when it appeared all our alleged educational leaders had memorized even their casual conversations from some education textbook published in 1961, just when hope appeared to leave on a long-distance bus, Lynne Cheney showed up.

Cheney, of course, has been in public life for years, but most of the efforts of the National Endowment for the Humanities (NEH), the organization she leads, had been narrowly focused and little noticed.

Last week, however, Cheney published one of the most important little booklets to feel ink in years: "Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right."

The "tyrannical machines" of her title, a phrase borrowed from William James' comments on institutions, refers to those empires within education that have grown stagnant and insensitive to reform—teacher training, textbook

filling empty spaces in front of classrooms. Their curriculums are limited, their textbooks pseudo-intellectual and their approach almost denigrating.

"Having to take courses that are intellectually demeaning no doubt helps discourage academically talented students from wanting to become teachers," Cheney noted.

So-called "in-service" training is just as poor, and Cheney notes that teachers often speak of going through these usually boring sessions "as though something rude and unpleasant had been done to them."

Cheney does see hope for the future—because New Jersey led the way to the development of alternate licensing programs for teachers. The

result in this state, she writes, "has been greater diversity and increased quality."

The so-called alternate route, one of the few significant reforms (so far) left untouched by the current wave of counter-reform in the state, has proven to the country:

"Teaching... is not a subject one learns about in the abstract but an art that one learns from watching good teachers and from practicing with them."

What New Jersey has done "provides a different path from the one dictated by the tyrannical machine."

To make the job of teaching reading easier, the language in textbooks has been made simpler—and more boring. Cheney blames what others have called the "dumbing down" of books to the use of readability formulas.

"Arbitrarily limiting vocabulary and sentence length, as the formulas do, may leave children wondering why they should bother to learn to read at all."

Her examples of how classic literature has been rewritten to accommodate the readability formulas is enough to make one weep.

To ensure every textbook cites the contributions of every conceivable group to every event in history, publishers have resorted to the technique of "mentioning," simple, often mindless listings that, for lack of space, cannot

be developed into meaningful analysis.

Cheney takes on the Scholastic Aptitude Test (SAT), the most widely used college entrance exam. The barb must have stung because, shortly after the booklet's publication, Donald Stewart, president of the College Board, the SAT's sponsor, issued a statement reminding everyone of a pertinent fact—the abuses of the SAT are related to its use, not its value as a test.

The NEH founder concedes that, but only to an extent. The test itself is flawed, she contends, because it examines not what children are or should be taught, but a detached set of skills.

"The idea that the specifics of what you have learned do not matter becomes a perverse message when it reverberates loudly throughout the system. Schools teach to the test—as they would to any examination so important. But what teaching to the verbal component of the SAT means is that instead of discussing Langston Hughes's poetry or F. Scott Fitzgerald's novels, students are practicing the skills that the SAT tests for."

America, she writes, is the only developed country that "has at the center of its educational system a test that tries assiduously to be curriculum free."

Cheney is a strong advocate of choice, a reform begun but squelched in New Jersey when educational lobbying groups regained their political dom-

## AN ANALYSIS

publishing, testing, governance and university research and instruction. Cheney, the wife of U.S. Defense Secretary Dick Cheney, hit all the right targets.

Her premise is that, despite a decade of discourse on reform, nothing much has happened to improve schooling. The fault, she contends, lies with the institutionalized practices that have made schools and colleges "impervious" to the recognition that so much is wrong.

"Tyrannical machines dominate American education and have contributed to its failures," Cheney writes.

Teacher training is based on the normal schools of the last century, half-colleges, half-vocational schools that were less interested in producing educated professionals than they were in

Continued

inance in Trenton.

She points out the obvious—choice now exists for those wealthy enough to move into a good district or pay private school tuitions. She also cites a number of successful choice programs, including the initiative taken by Montclair under the leadership of Superintendent Mary Lee Fitzgerald.

"Choice offers incentive and equity, and those alone give it powerful appeal; but just as important, choice is effective."

Imagine—a school reform that enhances fairness, productivity and effectiveness. Little wonder it has been killed in New Jersey, where redistribution of public resources masquerades as educational reform.

Finally, Cheney takes on colleges and universities, primarily because they have sacrificed teaching to research. She points out that the obsession with research has contributed to the breathtaking escalation of higher education costs of the last 15 years.

The salaries of faculty members who don't teach (but do research) have to be paid, along with the salaries of teachers, too often graduate students,

who actually do see a classroom.

Research also contributes to the narrowing of the university curriculum, the elimination of general, introductory courses, and the awarding of college degrees to students who have never had the opportunity to study such staples as history, literature, art and math.

She ends her tract with a discussion of what she calls "the parallel school," the network of museums, libraries, art galleries and shows, and musical and dramatic productions.

"Unencumbered by tyrannical machines, the parallel school serves as a model for how education can thrive when it is characterized by a diversity of opportunities and by audiences who can choose freely among them."

Cheney's booklet is timely, concise and, most of all, courageous. In an age when good ideas have been forced into hiding, Cheney's words should be made part of any intellectual survival kit. When the night is dark, when success is measured by dollars spent, when public discourse on schooling is reduced to the meaningless abstractions of doctoral dissertations, her little red book can be taken out and read—and hope restored.

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## 'Tyrannical machine' runs school into wall

By JAMES J. KILPATRICK  
*Universal Press Syndicate*

WASHINGTON — Lynne Cheney said a mouthful last month. To be sure, it was a mouthful many others have voiced before, but as chairman of the National Endowment for the Humanities, she speaks from a prestigious rostrum. Listen in:

"Many of the textbooks used in American schools are so dull that no one would read them voluntarily. We continue to teach reading with basal readers that make the very idea of books seem boring. We continue to teach history with textbooks that drain all drama out of the past."

Listen to Mrs. Cheney on teacher preparation. She quotes a history teacher in Los Angeles: "My preparation was worthless, almost worthless." Across the country, countless teachers have been making similar complaints. They repeatedly speak of time wasted when they describe their professional preparation. Prospective teachers are compelled to take many courses "more likely to confuse and mislead than to enlighten."

Mrs. Cheney sounded off in a 52-page report to Congress on educational practices that have gone wrong. She uses as her text a quotation from philosopher William James. When need and motive are hugely combined, they tend to develop a "tyrannical machine," with unforeseen powers of exclusion and corruption. In Mrs. Cheney's view, this is exactly what has happened to public education in the United States.

As she acknowledges, she is saying nothing new. When he was secretary of education, Bill Bennett harped repeatedly on these themes. Over the past 40 years such critics as Mortimer Smith, Arthur Bestor, Rudolf Flesch, and Hyman Rickover said the same things.

Only a few months ago the Brookings Institution gave its auspices to a full-blown study that came to the same conclusion: The faults of our system of public education are rooted primarily in an entrenched educational bureaucracy. Without a revolution against the establishment, no reforms are likely to amount to a great deal.

Meanwhile, the news is mostly bad news. Pupils are stuck with baby-food textbooks because the "tyrannical machine" produces

them. To mollify provincial boards of education, an insignificant battle in the Civil War will be resurrected. To pacify militant feminists, obscure women will be elevated to undeserved recognition. To demonstrate sensitivity toward minorities, the authors of textbooks will dutifully meet a quota of references and inclusions.

Mrs. Cheney says: "The necessity to include so much means that little attention can be paid to context. Textbooks come to seem like glossaries of historical events. Military engagements and scientific discoveries and technological breakthroughs all float free, unmoored from what came before or after."

It is an "admirable goal," in her view, to give more attention to women and minorities in the humanities, but the goal is not well served by tokenism. She cites a textbook in American literature that carries a portrait of Phillis Wheatley. The caption identifies her as a poet who was once a slave. George Washington admired her work. That is all one learns about Phillis Wheatley.

In point of fact, Phillis Wheatley must have been a fascinating person. Born in Senegal about 1753, she was kidnapped and taken as a slave to Boston in 1761. She became a maidservant to the wife of John Wheatley and took the family name. She began writing poetry at 13, married a free Negro, went to England in 1773 and enjoyed great popularity there. She died in 1784.

None of this story is told in the textbook cited by Mrs. Cheney, but this is the kind of story that legitimately could be included in a textbook for students of American literature. The common practice, as she notes, is to surrender to the checklist provided by a tyrannical machine. Are minority poets mentioned? Yes. On to the next question.

The news is not altogether bad news. California is now demanding that textbooks must be so well written that "students will read them with interest, enthusiasm and pleasure." It seems little enough to ask, but the textbook machine is not geared for writing that is "vivid and dramatic without sacrificing accuracy."

Propelled by the hydraulic force of political pressure groups, the educational machine grinds along. Students, teachers, principals, school boards — they are all ground up together. This may be a fine way to make sausage. It is a terrible way to teach our children.

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BURRELLE'S

## Classroom cool

EDITORIAL

Who's at fault for the lackluster performance in America's elementary and secondary classrooms? A new report by the National Endowment for the Humanities places much of the blame on colleges that prepare teachers. Too often, the report says, the curriculum ignores the role of a teacher as classroom manager and motivator — two qualities vital to stimulating student interest and achievement.

Yet some fault also belongs in the classroom, where bright students are

Over-achievers are frequently portrayed as troubled youths or anti-social introverts. Hollywood often reinforces the stereotype in "coming of age" films that depict capable students as nerds and extremely bright ones as dangers to society.

This tradition isn't a small matter. Its roots lie in an immigrant culture that escaped elitist, oppressive regimes in Europe. Self-reliance, ingenuity, hard work and equal opportunity were prized values. Europe was seen as the land of the privileged few, with education the mark of privilege. America was viewed as the land of opportunity for the common man, whose lack of education was no barrier to success.

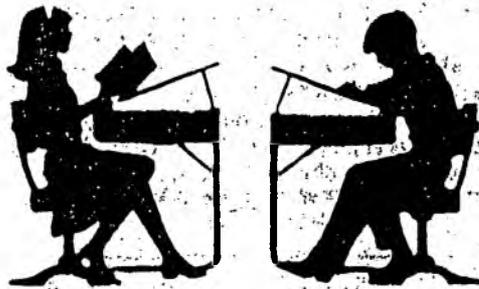
Those values were reaffirmed with this nation's remarkable progress up until the 1950s, when Sputnik forced a re-evaluation of America's educational system. Unfortunately, the reappraisal faded after America gained pre-eminence in space. Now a new challenge — competition from a global, technological marketplace — is again forcing a re-examination of priorities.

What can schools do to help the best students achieve their potential? As our story noted, they can take steps to combat negative peer pressure. Indeed, some local high schools have developed programs to recognize and encourage academic success.

As modest as that approach appears, it could, over time, alter student attitudes toward their preparatory years. Today's nerds are more likely than their detractors to succeed in tomorrow's marketplace precisely because they have the skills to compete in it. Schools that fail to drive that message across to students are failing them.

frequently denigrated by their peers for their achievements. A *Sunday Times Union* story by our education reporter, Tim Spofford, examined the consequences of academic scorn. More often than not, bright students felt pressured to join the crowd by hiding their abilities or coasting along with grades that belie their full potential. That compounds the already difficult task teachers face in trying to improve academic performance.

Why would otherwise bright students be so intimidated by their peers' taunts, which are often motivated by jealousy? Mainly because they are adolescents in search of approval. Yet another cause is America's anti-intellectual tradition.



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FOR IMMEDIATE RELEASE

### NEH ANNOUNCES NEW MEMBERS TO HUMANITIES COUNCIL Seven New Citizens Chosen to Serve on Advisory Panel

WASHINGTON, Oct. 16 -- The National Endowment for the Humanities today announced seven new members of its citizen advisory board.

The new members to the NEH's National Council on the Humanities were nominated by President Bush and confirmed by the U.S. Senate on Sept. 27. The National Council is comprised of 26 private citizens who make recommendations on policy and applications for funding to NEH Chairman Lynne V. Cheney.

Appointed were: Michael Bass, Pensacola, Fla.; Bruce Benson, Golden, Colo.; Helen Gray Crawford, New Orleans, La.; Margaret Pace Duckett, Philadelphia, Pa.; Billie Davis Gaines, Atlanta, Ga.; Henry Higuera, Annapolis, Md.; and Peter Shaw, New York City.

The members of the National Council on the Humanities serve a six-year term and meet quarterly. The next meeting will be held Nov. 8-9, in Washington, D.C. At that time, the Council will consider project proposals in history, literature, philosophy and other humanities disciplines and will make funding recommendations to NEH Chairman Lynne V. Cheney.

The following is additional information on the new members.

Michael Bass served on the board of directors of the Florida Endowment for the Humanities and as chairman from 1987 to 1989. He is also a past president of the Pensacola Museum of Art. The president of The Bass Group,

a consulting firm, Mr. Bass has been active in sports activities for youths and is a former member of the Pensacola City Council.

Bruce D. Benson is chairman of the Colorado Commission on Higher Education, president of the board of trustees of the Berkshire (Mass.) School and a member of the Parents Advisory Committee of Smith College. He is president of Benson Mineral Group in Golden.

Helen Gray Crawford is a longtime member of the Board of Louisiana State University on which she has served in various capacities, including chairman. Since 1989, she has been a member of the national advisory panel on teacher accreditation at the U.S. Department of Education. She is currently vice president of Crawford and Associates in New Orleans.

Margaret Pace Duckett was chairman of the 1989 U.S. Constitutional Convention Bicentennial Exhibition at Independence Park, Philadelphia. She wrote and produced a special packet of information for schoolchildren on the Constitution's 200th Birthday. She has been a member of the Philadelphia Museum of Art Board of Directors and has directed a forum series for the Pennsylvania Council for the Humanities.

Dr. Billie Davis Gaines, the director of the Mayor's Office of Education in Atlanta, has won awards for her teaching and has advised colleges and universities on the development and evaluation of undergraduate curricula. She is a trustee of Berea (Ky.) College and a former trustee at Vassar College. Dr. Gaines established and taught the first four-year, high-school Russian language program in Georgia public

schools and she was featured on the CBS television program "60 Minutes" for her innovative approach to language studies.

Dr. Henry Higuera, a professor on the faculty at St. John's College in Annapolis, has been recognized for his published work on Cervantes and is currently working on a book about Don Quixote. He has presented papers at the Southern Political Science Association and the American Political Science Association and has had grants for research from the Earhart Foundation.

Dr. Peter Shaw, professor emeritus of English at the State University of New York, Stony Brook, has published several books on the American Revolution. Shaw has written widely for such publications as American Scholar, Commentary, Harper's, and The Wall Street Journal. He has taught at Fairleigh Dickinson University and Columbia College and has lectured at the University of Virginia and Barnard College.

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

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# MEDIA ADVISORY

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## VICE PRESIDENT QUAYLE TO HONOR FIVE WINNERS OF CHARLES FRANKEL PRIZE

Vice President Dan Quayle will present the Charles Frankel Prize to five Americans for their outstanding contributions to the general public's understanding of history, literature, philosophy and other humanities subjects.

The ceremony will take place in the Indian Treaty Room (Room 474) of the Old Executive Office Building on Thursday, Nov. 8, at 4:00 p.m.

The Frankel Prize recipients, who were selected by the National Endowment for the Humanities (NEH) in August, are Mortimer Adler of Chicago, a philosopher who has written more than 40 books aimed at the general reader; Henry Hampton of Boston, a film producer who has examined history and the African-American experience in more than 50 films, including the prize-winning series "Eyes on the Prize"; Bernard M.W. Knox of Darnestown, Md., a classicist who has written and spoken widely about ancient Greece and Rome; David Van Tassel of Cleveland, Ohio, Benton Professor of History at Case Western Reserve University, who established the National History Day competition for secondary school students; and Ethyle R. Wolfe of New York City, a classicist and university administrator who has spoken widely on the importance of liberal arts education and was instrumental in designing Brooklyn College's acclaimed core curriculum.

Brief biographies of the Frankel Prize winners accompany this advisory.

Contact NEH's Marguerite Sullivan (202/786-0446) or John McGrath (202/786-0449) for more details.

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FOR IMMEDIATE RELEASE

## READER'S DIGEST MATCHES FEDERAL GRANTS FOR "BUFFALO SOLDIERS" MONUMENT HONORING HISTORIC AFRICAN-AMERICAN CAVALRY UNITS

WASHINGTON, Nov. 23 -- The Reader's Digest Association, Inc., today joined with the National Endowment for the Humanities (NEH) and the National Endowment for the Arts (NEA) in a private-public partnership to support the creation of a monument to two African-American U.S. Cavalry regiments. Known as the Buffalo Soldiers, the regiments helped in settling the West and Southwest during the late 1800s.

The two federal agencies and the private corporation are contributing a total of \$150,000 in new funds to the Buffalo Soldier Monument Committee. NEH and NEA grants of \$30,000 and \$20,000, respectively, are being matched two-to-one with \$100,000 from Reader's Digest.

The monument will feature a 16-foot bronze statue of a soldier on his mount, with rifle in hand. The statue will be surrounded by historical markers commemorating the regiments' achievements as well as those of individual unit members. The monument will be located near Smith Lake at Fort Leavenworth, Kan., where the regiments lived during their stay at the fort.

The Buffalo Soldier Monument Committee plans to raise a total of \$775,000 from a combination of federal and private sources and from public

- OVER -

fund-raising activities conducted by the committee, which operates under the auspices of the Fort Leavenworth Historical Society.

Commander Carlton Philpot, who is directing the project as a volunteer, said the two federal grants and the Reader's Digest contributions are "a big boost" to the effort, which is not sponsored by the military. He said he expects to dedicate the monument on July 28, 1992, the anniversary of the date in 1866 when Congress first authorized the formation of black regiments. The 9th and 10th African-American regiments of the cavalry were created in that year, with the 9th based near Greenville, La., and the 10th at Fort Leavenworth.

Although African-Americans served in state militias dating back to colonial times, they were not authorized to serve in the peacetime military until Congress reorganized the army in 1866. After that, they were encouraged to enlist and were mainly detailed to help settlers opening up the American West and Southwest.

After one year of training, the soldiers were immediately given the most dangerous, high-risk duties of escorting and guarding wagon trains, surveying roads, building forts and protecting settlers.

Native American tribes that the regiments encountered were so impressed by their bravery in battle that they named them "Buffalo Soldiers," after the animal they revered for its strength and courage. The two cavalry units adopted the title with pride, and the 10th later included the buffalo on its regimental crest.

The soldiers rode with Teddy Roosevelt and his Rough Riders and fought in the Spanish-American War in 1898. Records show that several

distinguished officers, including General John Pershing, served with the regiments at various times. Both regiments saw service during the Second World War, and elements of the 9th fought in Korea.

The units were racially integrated in 1952, and today the regimental descendants of the 9th and 10th cavalry serve in aeroscout and armor units headquartered at Fort Lewis, Wash., and Fort Knox, Ky., respectively.

Commander Philpot said that efforts are under way to locate the oldest living Buffalo Soldier. Thus far they have identified 1st Sgt. Elisha Kearse, 95, of Kansas City, Kan., and Sgt. Maj. Walter Harrington, 96, of Salina, Kan., both of whom served as Buffalo Soldiers in the early 1900s.

Reader's Digest is a global publisher and one of the world's largest direct mail marketers. The National Endowment for the Humanities is an independent federal agency that supports education, research, preservation and public programs in the humanities. The National Endowment for the Arts is an independent federal agency that encourages and supports American art and artists.

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EMBARGOED: Hold for release until 6:00 p.m. EST  
Thursday, Dec. 13, 1990

## HUMANITIES CHAIRMAN ANNOUNCES "CHALLENGE" GRANT AWARDS FOR 1990 Grants Totaling \$13.8 Million Support the Humanities at 36 Institutions

WASHINGTON, Dec. 13 -- The National Endowment for the Humanities (NEH) today announced awards of more than \$13.8 million to 36 educational and cultural institutions in a unique grant program that challenges the recipients to raise three or four dollars in matching funds for every federal dollar offered.

This year's grantees, located in 15 states and the District of Columbia, will match their NEH Challenge Grants with a total of more than \$49.9 million from non-federal sources. The funds will allow a variety of American colleges, universities, museums and other institutions to make long-term improvements in their programs in the humanities.

(NEH has awarded one or more Challenge Grants in your area. Please see the accompanying list.)

In announcing the 1990 NEH Challenge Grants, NEH Chairman Lynne V. Cheney noted that the number of institutions applying for these awards has increased by 30 percent in the past three years.

"NEH Challenge Grants have become widely sought after and the program is extremely competitive," Cheney said. "Not only do Challenge Grants encourage new funding sources, they dramatically increase public participation in the study and appreciation of the humanities."

"We applaud these fine institutions today for their efforts to broaden their sources of support," Cheney added.

She said that the funds will help the institutions expand or improve their programs to help scholars, students and the general public learn more about history, literature, philosophy and other humanities disciplines. For example, the awards announced today will allow institutions to create 23 full-time humanities staff positions, to construct or renovate 20 buildings, to improve humanities instruction at four state universities and five private colleges and to expand resources at 12 libraries.

Other projects supported by the 1990 NEH Challenge Grants will help renovate President Andrew Jackson's Hermitage home and endow programs enabling hands-on archaeological experiences for schoolchildren in the Southwest.

Institutions receiving their first NEH Challenge Grant are required to match each dollar provided by the federal government with three dollars in new or increased contributions. Recipients of second Challenge Grants must match the NEH contribution four dollars to one. Fund-raising campaigns typically extend over five years.

Since the Challenge Grants program began in 1977, the NEH has awarded over \$285 million in federal funds to institutions located in all 50 states, the District of Columbia and Puerto Rico. These funds in turn have generated in excess of \$854 million in private donations to help

support scholarship, education, preservation and public programs in the humanities.

Among the Challenge Grants announced by Cheney were awards to the American Council of Learned Societies, New York City; Center for Conservation and Technical Studies, Cambridge, Mass.; Crow Canyon Archaeological Center, Cortez, Colo.; New England Foundation for the Humanities, Boston; African Studies Association, Atlanta; and the Library Company of Philadelphia.

Museums receiving awards include the Abigail Adams Smith Museum, New York City; Fairbanks Museum and Planetarium, St. Johnsbury, Vt.; Judah L. Magnes Memorial Museum, Berkeley, Calif.; Morris Arboretum of the University of Pennsylvania, Philadelphia; Museum of Modern Art, New York City; Octagon Museum, Washington, D.C.; Public Museum of Grand Rapids, Mich.; Reynolda House, Winston-Salem, N.C.; Rochester Museum and Science Center, Rochester, N.Y.; South Street Seaport Museum, New York City; and Valentine Museum, Richmond, Va.

NEH Challenge Grants were awarded to the following four-year colleges: Austin College, Sherman, Texas; Dana College, Blair, Neb.; Hampshire College, Amherst, Mass.; Hope College, Holland, Mich.; Sweet Briar College, Sweet Briar, Va.; Shimer College, Waukegan, Ill.; and Wheaton College, Norton, Mass.

Universities receiving awards are Cornell University, Ithaca, N.Y.; Johnson C. Smith University, Charlotte, N.C.; Memphis State University, Memphis; North Carolina State University, Raleigh; and the University of North Carolina, Chapel Hill.

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Historical institutions receiving NEH Challenge Grants are the Amana Heritage Society, Amana, Iowa; Atlanta Historical Society, Atlanta; Bostonian Society, Boston; Dubuque County Historical Society, Dubuque, Iowa; The Hermitage, Hermitage, Tenn.; Old Salem, Inc., Winston-Salem, N.C.; and Virginia Historical Society, Richmond.

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

# # #

NOTE TO EDITORS AND WRITERS: This release is accompanied by a fact sheet on the NEH Challenge Grants program and a detailed list, state by state, of the 36 institutions receiving awards, with project descriptions, grant amounts and media contacts with telephone numbers.

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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

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NEH-90-044-F

EMBARGOED: Use of this material is embargoed until  
6:00 p.m. EST, Thursday, Dec. 13, 1990

## NEH CHALLENGE GRANTS December 1990

### The Purpose

The Challenge Grants program helps institutions and organizations working in the humanities to raise additional support from private and non-federal public sources to make long-term improvements in the programmatic quality, administrative effectiveness and financial stability of their humanities activities. The accompanying descriptions of this year's awards show how Challenge Grant funds may be used for a variety of purposes that contribute to an institution's long-term plan for strengthening its programs in the humanities.

### The Challenge

Each dollar the Endowment offers to an institution receiving a Challenge Grant for the first time must, in turn, generate at least three non-federal dollars. Second-time grantees must raise four non-federal dollars for every dollar of NEH funds. Matching money must come from new sources or represent increased contributions by existing donors, usually over a five-year fund-raising campaign. The NEH grant is both a challenge and an honor: It challenges the recipient institution to make a strong case to its donors and, at the same time, helps in the fund-raising effort by recognizing the institution in the nationwide competition for these awards.

### Humanities Institutions

Recipients of Challenge Grants are museums, historical societies, colleges and universities, libraries and the great variety of non-profit institutions and organizations whose humanities activities play a vital role in American cultural life. The Endowment received 184 applications for the most recent Challenge Grants review. This year's recipients include 17 museums and historical societies, 12 universities and four-year colleges, six cultural organizations and one research library.

### Some Statistics

The Endowment has awarded 1,015 Challenge Grants since the program began in 1977. Total federal money offered in Challenge Grants to date is more than \$285 million. In 1989, combined federal and non-federal funding made available to humanities institutions through this program surpassed \$1 billion.

Grants for Distinguished Teaching Professorships

Earlier this year the program held a special competition to help colleges and universities endow faculty chairs for distinguished teachers in the humanities. The focus of the competition was on rewarding and supporting faculty members who are outstanding teachers of introductory and survey courses in the humanities. Fourteen awards for a total of over \$3 million in federal funds were made to such institutions as St. Joseph's College in Indiana, Southwest Texas State University in San Marcos, and Luther College in Iowa. A second round in this special competition is currently underway, and more awards will be made in June of 1991.

# # #

National Endowment for the Humanities  
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| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION  | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL TO<br>INSTITUTION |
|---|--------------|----------------------------|-------------------------|
| <b>CALIFORNIA</b>   |              |                            |                         |
| Judah L. Magnes Memorial Museum<br>Berkeley, CA 94705<br>Media Contact: Paula Friedman (415) 849-2710<br>DESCRIPTION: To support endowment of a full-time position for a curator of<br>Judaica.   | \$150,000    | \$600,000                  | \$750,000               |
| <b>COLORADO</b>   |              |                            |                         |
| Crow Canyon Archaeological Center<br>Cortez, CO 81321<br>Media Contact: Ian M. Thompson (303) 565-8975<br>DESCRIPTION: To support endowment of new staff positions to expand the<br>Center's educational activities.  | \$285,000    | \$855,000                  | \$1,140,000             |
| <b>DISTRICT OF COLUMBIA</b>   |              |                            |                         |
| Octagon Museum<br>Washington, DC 20006<br>Media Contact: Nancy E. Davis (202) 638-3221<br>DESCRIPTION: To support renovation of classroom space and provide materials<br>for humanities programs.   | \$230,000    | \$690,000                  | \$920,000               |
| <b>GEORGIA</b>  |              |                            |                         |
| African Studies Association<br>Atlanta, GA 30322<br>Media Contact: Edna G. Bay (404) 329-6410<br>DESCRIPTION: To support the creation of an endowment fund to allow for<br>expansion in outreach programs, international contacts among Africanists, and<br>publications. | \$125,000    | \$375,000                  | \$500,000               |
| Atlanta Historical Society<br>Atlanta, GA 30305<br>Media Contact: Kim Resnik (404) 261-1837<br>DESCRIPTION: To support the construction of a new museum, furnishings for<br>the new facility and endowment of a curatorial position.                                      | \$467,850    | \$1,871,400                | \$2,339,250             |
| <b>ILLINOIS</b>   |              |                            |                         |
| Shimer College<br>Waukegan, IL 60079<br>Media Contact: Don Moon or Eileen Buchanan (708) 623-8400<br>DESCRIPTION: To support retirement of debt, faculty development, the<br>purchase of buildings and some fund-raising costs.   | \$246,000    | \$738,000                  | \$984,000               |

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| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION   | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL TO<br>INSTITUTION |
|--|--------------|----------------------------|-------------------------|
| <b>IOWA</b>  |              |                            |                         |
| Amana Heritage Society<br>Amana, IA 52203<br>Media Contact: Lanny R. Haldy (319) 622-3567<br>DESCRIPTION: To support endowment for acquisitions, supplies and part-time staff for enhanced humanities programming.   | \$37,500     | \$112,500                  | \$150,000               |
| Dubuque County Historical Society<br>Dubuque, IA 52001<br>Media Contact: Jerome A. Enzler (319) 557-9545<br>DESCRIPTION: To support doubling the space at the Woodward River Museum, making capital improvements at the Mathias Ham House Historic Site and increasing endowment to support education and exhibition programs. | \$525,000    | \$2,100,000                | \$2,625,000             |
| <b>MASSACHUSETTS</b>   |              |                            |                         |
| Bostonian Society<br>Boston, MA 02109<br>Media Contact: Joan C. Hull (617) 720-1713<br>DESCRIPTION: To support endowment of the position of director of public programs, endowment to begin and maintain public programs, the computerization of the collections and improvement of storage conditions.                        | \$285,000    | \$855,000                  | \$1,140,000             |
| Center for Conservation and Technical Studies<br>Cambridge, MA 02138<br>Media Contact: Cherrie A. Corey (617) 495-2392<br>DESCRIPTION: To support the renovation of the facilities and the purchase of up-to-date equipment.   | \$300,000    | \$900,000                  | \$1,200,000             |
| Hampshire College<br>Amherst, MA 01002<br>Media Contact: Lee Wicks (413) 549-4600, Ext. 482<br>DESCRIPTION: To support endowment of faculty development and library acquisitions in the humanities.  | \$285,000    | \$1,140,000                | \$1,425,000             |
| New England Foundation for the Humanities<br>Boston, MA 02111<br>Media Contact: Nan Y. Stalnaker (617) 482-8030<br>DESCRIPTION: To support endowment of a coordinator's position and the costs of revising the catalog of program resources and the newsletter.  | \$50,000     | \$150,000                  | \$200,000               |

-MORE-

National Endowment for the Humanities  
Challenge Grants  
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| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL TO<br>INSTITUTION |
|--|--------------|----------------------------|-------------------------|
|--|--------------|----------------------------|-------------------------|

MASSACHUSETTS (continued)

|                                     |           |             |             |
|-------------------------------------|-----------|-------------|-------------|
| Wheaton College<br>Norton, MA 02766 | \$450,000 | \$1,800,000 | \$2,250,000 |
|-------------------------------------|-----------|-------------|-------------|

Media Contact: Megan Secatore (508) 285-7722, Ext. 261  
DESCRIPTION: To support the strengthening of the library's humanities collections through immediate acquisitions and endowment of further acquisitions and of a half-time staff position.

MICHIGAN

|                                   |           |             |             |
|-----------------------------------|-----------|-------------|-------------|
| Hope College<br>Holland, MI 49423 | \$600,000 | \$2,400,000 | \$3,000,000 |
|-----------------------------------|-----------|-------------|-------------|

Media Contact: Tom Renner (616) 394-7860  
DESCRIPTION: To support endowment of a position for a humanities librarian and of increased acquisitions in the humanities.

|   |           |             |             |
|---|-----------|-------------|-------------|
| Public Museum of Grand Rapids<br>Grand Rapids, MI 49503 | \$750,000 | \$2,250,000 | \$3,000,000 |
|---|-----------|-------------|-------------|

Media Contact: Deidra Edmond (616) 456-3977  
DESCRIPTION: To support the construction of a new museum building.

NEBRASKA

|                                 |           |           |           |
|---------------------------------|-----------|-----------|-----------|
| Dana College<br>Blair, NE 68008 | \$150,000 | \$450,000 | \$600,000 |
|---------------------------------|-----------|-----------|-----------|

Media Contact: James T. Olsen (402) 426-7206  
DESCRIPTION: To support the construction of a new classroom building and endowment of faculty and curricular development in relation to the new general education requirements.

NEW YORK

|   |           |             |             |
|---|-----------|-------------|-------------|
| American Council of Learned Societies<br>New York, NY 10017 | \$250,000 | \$1,000,000 | \$1,250,000 |
|---|-----------|-------------|-------------|

Media Contact: Douglas Greenberg (212) 697-1505  
DESCRIPTION: To support further endowment of the three core programs in humanities scholarship: fellowships, grants for recent recipients of the Ph.D. degree and grants-in-aid.

|  |           |           |             |
|--|-----------|-----------|-------------|
| Abigail Adams Smith Museum<br>New York, NY 10021 | \$250,000 | \$750,000 | \$1,000,000 |
|--|-----------|-----------|-------------|

Media Contact: Ralph D. Sessions (212) 838-7044  
DESCRIPTION: To support restoration of the building and creation of three endowed positions for a curator of education, a curator of research and a development director.

National Endowment for the Humanities  
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| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL TO<br>INSTITUTION |
|--|--------------|----------------------------|-------------------------|
|--|--------------|----------------------------|-------------------------|

NEW YORK (continued)

|   |           |             |             |
|---|-----------|-------------|-------------|
| <p>Cornell University<br/>Ithaca, NY 14853<br/>Media Contact: Sam Segal (607) 255-3613<br/>DESCRIPTION: To support endowment of new faculty positions in pre-modern Chinese and Japanese literature, the construction and equipment of the Asian Periodical Room and Media Center, the integration of Asian collections and conversion of records to machine-readable format.</p> | \$750,000 | \$3,000,000 | \$3,750,000 |
| <p>The Museum of Modern Art<br/>New York, NY 10019<br/>Media Contact: Jeanne Collins (212) 708-9750<br/>DESCRIPTION: To support endowment of publication subsidies for works prepared in the Museum's research program and of visits by outside humanities scholars.</p>  | \$285,000 | \$1,140,000 | \$1,425,000 |
| <p>Rochester Museum and Science Center<br/>Rochester, NY 14603<br/>Media Contact: Bonnie Hughes (716) 271-4320, Ext. 234<br/>DESCRIPTION: To support endowment of operating costs for the newly expanded museum, renovation, installation of climate-control systems and improvement of collections storage and access.</p>   | \$675,000 | \$2,700,000 | \$3,375,000 |
| <p>South Street Seaport Museum<br/>New York, NY 10038<br/>Media Contact: Kathy Madden (212) 669-9400<br/>DESCRIPTION: To support the restoration of Schermerhorn Row to house an exhibition on the history of New York.</p>   | \$750,000 | \$3,000,000 | \$3,750,000 |

NORTH CAROLINA

|   |           |           |             |
|---|-----------|-----------|-------------|
| <p>Johnson C. Smith University<br/>Charlotte, NC 28216<br/>Media Contact: Anthony M. Camele (704) 378-1198<br/>DESCRIPTION: To support the construction of a Center for Integrated Humanities Studies and endowment of the new Center's programs.</p>   | \$285,000 | \$855,000 | \$1,140,000 |
| <p>North Carolina State University<br/>Raleigh, NC 27695<br/>Media Contact: Lucy Coulborn (919) 737-3470<br/>DESCRIPTION: To support endowment of undergraduate teaching, faculty research, and outreach activities in the humanities to general audiences and public-school students and teachers.</p> | \$301,625 | \$904,875 | \$1,206,500 |

-MORE-

National Endowment for the Humanities  
Challenge Grants  
December 1990

| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL TO<br>INSTITUTION |
|--|--------------|----------------------------|-------------------------|
|--|--------------|----------------------------|-------------------------|

NORTH CAROLINA (continued)

|   |           |             |             |
|---|-----------|-------------|-------------|
| Old Salem, Inc.<br>Winston-Salem, NC 27108<br>Media Contact: Linda Therrell (919) 721-7331<br>DESCRIPTION: To support construction of a visitors' center, renovation of other buildings, and endowment of research, exhibitions and publications. | \$675,000 | \$2,700,000 | \$3,375,000 |
|---|-----------|-------------|-------------|

|  |           |           |             |
|--|-----------|-----------|-------------|
| Reynolda House<br>Winston-Salem, NC 27106<br>Media Contact: Nicholas B. Bragg (919) 725-5325<br>DESCRIPTION: To support the installation of an environmental control system and endowment of maintenance costs and of continuation of the American Foundation courses. | \$250,000 | \$750,000 | \$1,000,000 |
|--|-----------|-----------|-------------|

|   |           |             |             |
|---|-----------|-------------|-------------|
| University of North Carolina, Chapel Hill<br>Chapel Hill, NC 27599<br>Media Contact: Nancy Davis (919) 962-2011<br>DESCRIPTION: To support endowment of library acquisitions in Latin-American, Soviet, Eastern European and African studies, African-American and Women's studies, and Southern literature and history, and of needs in special collections and preservation programs. | \$750,000 | \$3,000,000 | \$3,750,000 |
|---|-----------|-------------|-------------|

PENNSYLVANIA

|   |           |             |             |
|---|-----------|-------------|-------------|
| Library Company of Philadelphia<br>Philadelphia, PA 19107<br>Media Contact: John C. Van Horne (215) 546-3181<br>DESCRIPTION: To support expansion and modification of the building and endowment of two curatorial positions. | \$375,000 | \$1,500,000 | \$1,875,000 |
|---|-----------|-------------|-------------|

|   |           |             |             |
|---|-----------|-------------|-------------|
| Morris Arboretum of the Univ. of Pennsylvania<br>Philadelphia, PA 19118<br>Media Contact: Agatha Hughes (215) 247-5777<br>DESCRIPTION: To support the restoration of the fernery and endowment of educational programs, positions for humanities consultants and research assistants, and an expanded lecture series. | \$412,500 | \$1,650,000 | \$2,062,500 |
|---|-----------|-------------|-------------|

TENNESSEE

|   |           |             |             |
|---|-----------|-------------|-------------|
| The Hermitage<br>Hermitage, TN 37076<br>Media Contact: Joann Gilbride (615) 889-2941, Ext. 224<br>DESCRIPTION: To support the interior restoration of the Hermitage, home of Andrew Jackson, and facilitate a new interpretation of the life and character of this early president. | \$375,000 | \$1,125,000 | \$1,500,000 |
|---|-----------|-------------|-------------|

National Endowment for the Humanities  
Challenge Grants  
December 1990

| INSTITUTION, ADDRESS, MEDIA CONTACT<br>AND GRANT DESCRIPTION | NEH<br>GRANT | PRIVATE<br>SECTOR<br>MATCH | TOTAL TO<br>INSTITUTION |
|--|--------------|----------------------------|-------------------------|
|--|--------------|----------------------------|-------------------------|

TENNESSEE (continued)

|   |           |           |           |
|---|-----------|-----------|-----------|
| Memphis State University<br>Memphis, TN 38152 | \$150,000 | \$450,000 | \$600,000 |
|---|-----------|-----------|-----------|

Media Contact: Charles Holmes (901) 678-2606

DESCRIPTION: To support endowment of the programs of the Center for the Humanities: faculty fellowships, visiting scholars, collaboration with local schools, and public programs.

TEXAS

|                                     |           |           |             |
|-------------------------------------|-----------|-----------|-------------|
| Austin College<br>Sherman, TX 75091 | \$285,000 | \$855,000 | \$1,140,000 |
|-------------------------------------|-----------|-----------|-------------|

Media Contact: J.D. Fuller (903) 813-2386

DESCRIPTION: To support the establishment of an endowed professorship in art history.

VERMONT

|   |           |           |             |
|---|-----------|-----------|-------------|
| Fairbanks Museum and Planetarium<br>St. Johnsbury, VT 05819 | \$250,000 | \$750,000 | \$1,000,000 |
|---|-----------|-----------|-------------|

Media Contact: Stephen H. Amos (802) 748-2372

DESCRIPTION: To support endowment of educational programs in the humanities and some renovation costs.

VIRGINIA

|  |           |             |             |
|--|-----------|-------------|-------------|
| Sweet Briar College<br>Sweet Briar, VA 24595 | \$300,000 | \$1,200,000 | \$1,500,000 |
|--|-----------|-------------|-------------|

Media Contact: Alix Z. Ingber (804) 381-6219

DESCRIPTION: To support endowment of the humanities-based honors program and to cover the costs of library materials and renovation of the Honors Center.

|  |           |             |             |
|--|-----------|-------------|-------------|
| Valentine Museum<br>Richmond, VA 23219 | \$750,000 | \$3,000,000 | \$3,750,000 |
|--|-----------|-------------|-------------|

Media Contact: B. Frank Jewell (804) 649-0711

DESCRIPTION: To support the construction of a new facility at the historic Tredegar Iron Works.

|   |           |             |             |
|---|-----------|-------------|-------------|
| Virginia Historical Society<br>Richmond, VA 23221 | \$750,000 | \$2,250,000 | \$3,000,000 |
|---|-----------|-------------|-------------|

Media Contact: Pam Seay (804) 342-9676

DESCRIPTION: To support the creation of endowment to sustain humanities programs and exhibitions and two positions.

# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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

202/786-0449

NEH-90-045-N

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Karen Myers

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Home

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301/595-9783

FOR IMMEDIATE RELEASE

**NEH AWARDS FIRST GRANTS TO PRESERVE MATERIAL CULTURE COLLECTIONS**  
New Grants Will Preserve Objects Important to Humanities Scholarship

WASHINGTON, Dec. 18 -- Thousands of fragile artifacts that provide links to the past will be preserved for future generations, thanks to grants announced today by the National Endowment for the Humanities (NEH). Today's awards from NEH's new National Heritage Preservation Program will provide a total of \$4.1 million to 14 museums and other cultural institutions, supporting projects to safeguard objects ranging from 18th-century furniture to Eskimo tools.

[NEH has awarded one or more grants in your area. Please see the enclosed list.]

The more than 100 million objects housed in America's museums, universities and historical societies constitute a record from which scholars and ordinary citizens can gain an understanding of the world's past and present cultures. Many of these objects are extremely perishable and require special storage conditions and care. Acquired at a time when knowledge of how to maintain and preserve objects was limited, many of these collections have not been stored under optimum conditions.

"The grants announced today will help institutions across the country to safeguard our nation's cultural heritage," said NEH Chairman Lynne V. Cheney in announcing the awards. "The NEH National Heritage Preservation

-OVER-

Program will ensure that rare historical and archaeological artifacts will be available for future generations to study and appreciate."

All of the grants announced today support projects that will ensure safer conditions for the storage and display of objects important to the study of history, anthropology, archaeology and other humanities disciplines. Several institutions will use the new grants specifically to improve control of temperature and humidity levels in their storage areas and exhibition rooms.

For example, the **Winterthur Museum in Delaware** will use a grant of \$595,500 to install a new climate-control system to preserve its unparalleled collection of decorative art made and used in America from the 17th through the mid-19th centuries. **Pittsburgh's Carnegie Museum of Natural History**, which is among the largest natural history museums in the United States, will receive \$548,225 toward the installation of a new museum-wide climate-control system.

A grant of \$478,625 will help the **Newark Museum in New Jersey** to provide climate control for a collection of decorative arts that includes examples of furniture not known to exist in any other museum, while the **McKissick Museum at the University of South Carolina, Columbia**, will use \$199,578 to renovate air-conditioning and humidity systems in its storage areas.

Several other institutions will use National Heritage Preservation grants to renovate facilities and improve climate-control systems. The **Isabella Stewart Gardner Museum in Boston** will receive \$411,226 to insulate windows and install ultraviolet-light filters to protect its collections of rare textiles, decorative arts, paintings and sculpture.

The **Baltimore Museum of Industry** will use \$213,000 to improve climate control and to renovate its main building, which houses an historic industrial plant. The **University of Alaska, Fairbanks**, has been awarded \$59,516 to improve its climate-control system and to renovate facilities housing ivory carvings, baskets, toys, tools, household goods and other rare artifacts from Alaska's Eskimo, Russian-American, Aleut, Athabaskan and Canadian communities.

Michigan's **Public Museum of Grand Rapids** will use an NEH grant of \$162,000 for structural improvements to the Voigt House, a 19th-century adaptation of a French chateau that contains a collection of 15,000 objects, including period furnishings, musical instruments and clothing. The **Hanford Mills Museum of East Meredith, N.Y.**, will receive \$24,306 to install security and fire-alarm systems in the nine buildings that house its collections of 19th- and 20th-century domestic items, agricultural equipment and woodworking and gristmilling machinery.

Five institutions will use NEH funds to improve storage of archaeological and historical objects in their collections. The **Bishop Museum in Honolulu** will receive \$512,005 to rehouse its holdings of Hawaiian, Micronesian and Polynesian materials, the most extensive such collection in the world, in an improved storage system in a new museum building. California's **Santa Barbara Museum of Natural History** will use a grant of \$279,980 to purchase and install new storage cabinets for its anthropology collections, which consist of some 56,500 objects from sites in the western United States and include rare baskets and textiles produced by California's Chumash Indians.

-OVER-

The American Museum of Natural History in New York City has been awarded \$492,389 to create a new, compact storage system for its renowned collection of materials from North American Indian communities, while the Putnam Museum in Davenport, Iowa, will receive \$3,725 to purchase enameled steel shelving for its holdings of archaeological artifacts from the Middle Woodland and Hopewell Indian communities of the upper Mississippi Valley. Wisconsin's Outagamie County Historical Society in Appleton has a collection that focuses on the technological and industrial history of the Upper Midwest between 1840 and 1950. The society will receive a grant of \$137,925 to purchase equipment and to hire staff to rehouse its historic artifact, machinery and textile collections in proper storage cabinets.

All of the grants announced today are administered by the NEH's Office of Preservation, whose programs help to preserve deteriorating materials important to humanities scholarship and to improve the capacity of institutions to care for their collections.

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

# # #

**NOTE TO EDITORS:** Enclosed is a state-by-state list describing the new NEH National Heritage Preservation projects and a fact sheet with information about the Endowment's preservation programs.

NEH-90-045-F

## OFFICE OF PRESERVATION

The NEH's Office of Preservation offers support for projects designed to preserve the intellectual content of the many resources important to the study of our cultural heritage. These include books, journals, newspapers, manuscript and archival collections, maps, drawings, photographs, film, sound recordings, tapes and objects of material culture that may be found in libraries, archives, museums, historical organizations and other repositories.

Since 1986 the Office of Preservation has awarded grants totaling \$48 million in outright and matching funds for preservation activities. The congressionally appropriated budget for FY 1991 is approximately \$22.6 million. The office provides support for a variety of projects, including:

- \* microfilming projects at individual libraries and archives;
- \* cooperative preservation efforts conducted by consortia of several institutions;
- \* the conservation of original materials;
- \* projects to stabilize material culture collections;
- \* education and training projects in preservation on a regional or national level;
- \* the work of regional preservation services;
- \* the preparation of statewide preservation plans;
- \* research to improve preservation technology and procedures;
- \* projects designed to increase public understanding of the preservation problem.

The National Preservation Effort in Libraries and Archives: It has been estimated that more than 80 million volumes in the nation's research libraries and more than 2.5 billion pages in the nation's archives are now in danger of being lost, due to the high acid content of the paper. The currently preferred medium on which to preserve the knowledge contained in disintegrating research resources on paper is microfilm produced and stored in accordance with the guidelines of the American National Standards Institute, Inc.

At the request of Congress, NEH has recently embarked on an accelerated effort to preserve the knowledge found in brittle books and other deteriorating materials in the country's research libraries, archives and other repositories. Over the next five years, the Endowment hopes to support projects that will cumulatively raise the annual rate of preservation microfilming across the country to a level that will permit the preservation of the intellectual content of approximately three million volumes in 20 years. Bibliographic procedures are now in place to ensure that scholars will have access to these resources and to guard against costly, duplicative preservation efforts.

The U.S. Newspaper Program: The Office of Preservation administers the U.S. Newspaper Program, a national effort to locate, catalog and preserve on microfilm the newspapers published in this country since 1690. Projects are organized on a state-by-state basis, and awards are made for both planning and implementation. To date, grants have been awarded to 41 states and two U.S. territories. In addition, awards have been made to eight national newspaper repositories. The program enjoys the cooperation of the Library of Congress and the Online Computer Library Center.

National Heritage Preservation Program: The Endowment established this new category of grants in 1990 to support efforts to stabilize material culture collections important to the humanities through the housing and storage of objects, improved climate control and the installation of security, lighting and fire-prevention systems. Grants will also be available to establish national training programs for conservators of material culture collections.

Public Awareness: NEH was a major funder of a documentary film on preservation entitled "Slow Fires: On the Preservation of the Human Record," which was featured on public television stations around the country. Copies of a 30- or 60-minute version of the film on video cassette are now available for purchase or rental from the American Film Foundation, P.O. Box 2000, Santa Monica, CA 90406. Telephone: 213/459-2116.

Deadlines: The Office of Preservation maintains two deadlines a year for all applications (except those to the National Heritage Preservation Program): June 1 (for projects beginning the following January) and December 1 (for projects beginning July 1). The annual deadline for proposals to the National Heritage Preservation Program is November 1st. Applications are evaluated by scholars in the humanities, preservation experts and administrators of libraries, archives, and museums. Further information as well as copies of application guidelines and instructions may be obtained by writing the NEH Office of Preservation, Room 802, 1100 Pennsylvania Avenue N.W., Washington, D.C. 20506 or by telephoning 202/786-0570.

# # #



NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Office of Preservation  
December 1990

IOWA

**Davenport:**

Putnam Museum APPROVED OUTRIGHT \$3,725.00

Davenport, IA 52804

MEDIA CONTACT: Michael Smith, 319/324-1054

PROJECT TITLE: Improved Storage for the Anthropological Collections

PROJECT DESCRIPTION:

To support the purchase of enameled steel shelving for the museum's Middle Woodland/Hopewell collection of archaeological materials.

---

MARYLAND

**Baltimore:**

Baltimore Museum of Industry APPROVED OUTRIGHT \$213,000.00

Baltimore, MD 21230

MEDIA CONTACT: Jeanne Franklin, 301/727-4808

PROJECT TITLE: Installation of Environmental Control for the Material Culture Collections

PROJECT DESCRIPTION:

To support the installation of climate control-units and renovation of the museum's main building, a historic industrial plant that houses its collections of industrial machinery and tools.

---

MASSACHUSETTS

**Boston:**

Isabella Stewart Gardner Museum APPROVED OUTRIGHT \$411,226.00

Boston, MA 02115

MEDIA CONTACT: Joan Norris, 617/566-1401

PROJECT TITLE: Stabilization of the Environment for the Material Culture Collections

PROJECT DESCRIPTION:

To support the cost of double-glazing a skylight, insulating windows and installing ultraviolet-light filters and a climate-control system to protect the museum's collections of textiles, decorative arts, paintings and sculpture.

---

MICHIGAN

**Grand Rapids:**

Public Museum of Grand Rapids APPROVED OUTRIGHT \$162,000.00

Grand Rapids, MI 49503

MEDIA CONTACT: Deidra Edmond, 616/456-3978

PROJECT TITLE: Stabilization of the Environment for the Voigt House Collection

PROJECT DESCRIPTION:

To support structural improvements of the Voigt House (built in 1895) in order to stabilize a collection of 15,000 period furnishings and artifacts.

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- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Office of Preservation  
December 1990

NEW JERSEY

**Newark:**

Newark Museum APPROVED OUTRIGHT \$478,625.00  
Newark, NJ 07101

MEDIA CONTACTS: Ulysses G. Dietz, 201/596-6661; Nina Stack, 201/596-6638

PROJECT TITLE: Installation of Climate Control for the Decorative Arts  
Collections

PROJECT DESCRIPTION:

To support the installation of a climate-control system that will provide an appropriate environment for the museum's decorative arts collection.

---

NEW YORK

**East Meredith:**

Hanford Mills Museum APPROVED OUTRIGHT \$24,306.00  
East Meredith, NY 13757

MEDIA CONTACT: Keith E. Bott, 607/278-5744

PROJECT TITLE: Installation of Security and Fire Systems for the  
Material Culture Collections

PROJECT DESCRIPTION:

To support the installation of fire and security systems in the nine buildings that house the museum's collections of 19th- and 20th-century domestic items, agricultural equipment, and woodworking and gristmilling machinery.

---

**New York:**

American Museum of Natural History APPROVED OUTRIGHT \$492,389.00  
New York, NY 10024

MEDIA CONTACT: Herb Kurz, 212/769-5800

PROJECT TITLE: Improved Storage for the North American Ethnology Collection

PROJECT DESCRIPTION:

To support a new compact storage system for the museum's North American ethnology collection.

---

PENNSYLVANIA

**Pittsburgh:**

Carnegie Museum of Natural History APPROVED OUTRIGHT \$548,225.00  
Pittsburgh, PA 15213

MEDIA CONTACT: James E. King, 412/622-3241

PROJECT TITLE: Installation of Climate Control for the Anthropology Collections

PROJECT DESCRIPTION:

To support the installation of a climate-control system that will preserve the extensive anthropology collections held by the Carnegie Museum of Natural History.

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
NEH Office of Preservation  
December 1990

SOUTH CAROLINA

**Columbia:**

University of South Carolina                      APPROVED OUTRIGHT              \$199,578.00  
Columbia, SC 29208

MEDIA CONTACT: Catherine W. Horne, 803/777-7251

PROJECT TITLE: Installation of Climate Control and Rehousing of the  
Material Culture Collections

**PROJECT DESCRIPTION:**

To support the rehousing of material culture collections held by the McKissick  
Museum and the renovation of the museum's air-conditioning system to improve  
the control of humidity in the museum's storage areas.

---

WISCONSIN

**Appleton:**

Outagamie County Historical Society, Inc.              APPROVED OUTRIGHT              \$137,925.00  
Appleton, WI 54911

MEDIA CONTACT: Donald R. Hoke, 414/735-9370

PROJECT TITLE: Improved Storage for the Material Culture Collections

**PROJECT DESCRIPTION:**

To support the purchase of storage cabinets and materials and the hiring of staff  
to move the society's historic artifact, machinery and textile collections into  
proper storage.

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# # #

# NEWS

National Endowment  
for the Humanities

A Federal Agency

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Washington, D.C. 20506

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NEH-90-046-N

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FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT ANNOUNCES GRANTS FOR MEDIA PROJECTS**  
Success of "The Civil War" Attests to Power of TV to Depict History

WASHINGTON, Dec. 26 -- Public television enjoyed a banner year in 1990, thanks in part to broadcasts of historical documentaries and other programs supported by grants from the National Endowment for the Humanities (NEH).

"The Civil War," the critically acclaimed, 11-hour historical miniseries produced with Endowment grants totaling \$1.3 million, won higher ratings in its September broadcast than any Public Broadcasting Service limited series, attracting more than 38.9 million viewers. Several million Americans also watched NEH-supported documentaries about painter Thomas Hart Benton and New Deal administrator Harry Hopkins, as well as a 90-minute film on the life and work of composer Johann Sebastian Bach.

To meet the American public's growing interest in thoughtful programs on history, literature, languages and other humanities topics, NEH continues to provide support for film, television and radio projects. In 1990, the Endowment awarded more than \$10 million to 36 institutions in 14 states and the District of Columbia to produce programming on topics ranging from the life of American author Edgar Allan Poe to the Russian Revolution.

[NEH has awarded one or more grants in your area. Please see the enclosed list].

"What we've seen this year is how much public interest there is in television and radio programs that explore the events and ideas that have shaped our world," said NEH Chairman Lynne V. Cheney in announcing the awards. "These new grants will produce programming that will enlighten as well as entertain."

NEH-supported media projects bring together humanities scholars and experienced media professionals to produce documentaries, historical and literary dramatizations and interview programs. The Endowment provides three major types of funding for media projects: planning grants, which support the development of plans or program outlines defining concepts, themes and format; scripting grants, which support the writing of scripts or program treatments; and production grants, which support the costs of single programs, pilots or series.

Many of the NEH media awards made this year will examine history, such as the grant given to the Southern Regional Council, Inc., in Atlanta that will support radio programs on the civil rights movement in the South, as well as the award to WGBH Educational Foundation in Boston to produce a documentary on the life of Dwight D. Eisenhower. Other grants will focus on literary topics, such as the award to the James Agee Film Project for a film on Let Us Now Praise Famous Men, a classic work of American documentary literature. Contemporary authors will read their short stories and comment on their work in an NEH-sponsored radio series produced by the KCRW Foundation in Santa Monica, Calif.

Other organizations receiving NEH media grants include:

- \* **City Lore: New York Center for Urban Folk Culture, New York City,** to produce a one-hour documentary film on the history of Coney Island and its significance as a symbol of changing culture and social values;
- \* **Film Odyssey, Inc., Washington, D.C.,** to support a one-hour television documentary surveying the 300-year history of our Fourth Amendment rights;
- \* **Wolfe-Carter Productions, Inc., Birmingham, Ala.,** to plan a one-hour film on the life and work of French novelist and critic Marcel Proust;
- \* **Community Television of Southern California (KCET-TV), Los Angeles,** to support the scripting of a 90-minute television program tracing the literary legacy of African-American women writers; and
- \* **North Texas Public Broadcasting, Inc., Dallas,** to produce a one-hour television special featuring two stories by Eudora Welty, "Lily Daw and the Three Ladies" and "June Recital," with commentary by scholars and the author.

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

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

ALABAMA

**Birmingham:**

Wolfe-Carter Productions, Inc. APPROVED OUTRIGHT \$21,000.00

Birmingham, AL 35223

PROJECT DIRECTOR: William C. Carter

PROJECT TITLE: Marcel Proust: In Search of Lost Time

PROJECT DESCRIPTION:

To support planning for the completion of a one-hour film on the life and work of French novelist and critic Marcel Proust, 1871-1922.

---

CALIFORNIA

**Berkeley:**

Clarity Educational Productions, Inc. APPROVED OUTRIGHT \$60,000.00

Berkeley, CA 94710

PROJECT DIRECTOR: Connie E. Field

PROJECT TITLE: Voices from Freedom Summer

PROJECT DESCRIPTION:

To support scripting for a feature-length documentary about the 1964 Mississippi Freedom Summer Project.

---

**Los Angeles:**

Community Television of Southern California APPROVED OUTRIGHT \$29,000.00  
(KCET-TV) APPROVED MATCH \$50,000.00

Los Angeles, CA 90027

PROJECT DIRECTOR: Richard G. Heus

PROJECT TITLE: Darrow

PROJECT DESCRIPTION:

To support the production of a two-hour dramatic television portrait of American lawyer Clarence Darrow.

---

Community Television of Southern California APPROVED MATCH \$400,000.00  
(KCET-TV)

Los Angeles, CA 90027

PROJECT DIRECTOR: Ricki Franklin

PROJECT TITLE: A Hazard of New Fortunes

PROJECT DESCRIPTION:

To support production of a five-part dramatic adaptation of A Hazard of New Fortunes by William Dean Howells.

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

CALIFORNIA (continued)

**Los Angeles:** (continued)

Community Television of Southern California APPROVED OUTRIGHT \$50,000.00  
(KCET-TV)

Los Angeles, CA 90027

PROJECT DIRECTOR: Ricki Franklin

PROJECT TITLE: Returning Voices

PROJECT DESCRIPTION:

To support the scripting of a 90-minute television program tracing the literary legacy of African-American women writers.

---

**San Diego:**

San Diego State University Foundation APPROVED OUTRIGHT \$849,445.00  
San Diego, CA 92182

PROJECT DIRECTOR: Paul Espinosa

PROJECT TITLE: Tierra: A Dramatic Film of Tomas Rivera's Novel

PROJECT DESCRIPTION:

To support the production of a feature-length dramatic adaptation of the novel, ... Y No Se Lo Trago La Tierra (... And the Earth Did Not Swallow Him) written by Tomas Rivera in 1971.

---

**San Francisco:**

Film Arts Foundation APPROVED OUTRIGHT \$20,000.00  
San Francisco, CA 94103

PROJECT DIRECTOR: Gail K. Evenari

PROJECT TITLE: Polynesians: Explorers of Ocean Space

PROJECT DESCRIPTION:

To support planning for a one-hour television documentary about Polynesian exploration.

---

Rattlesnake Productions, Inc. APPROVED OUTRIGHT \$475,147.00  
San Francisco, CA 94123

PROJECT DIRECTOR: N. Jed Riffe

PROJECT TITLE: "Ishi, The Last Yahi:" A Biographical Documentary Film of the Man Known as "the Last Aboriginal Indian in North America"

PROJECT DESCRIPTION:

To support production of a one-hour television documentary about Ishi, the last surviving Yahi, his tribal culture, the development of American anthropology at that time and changing U.S. attitudes toward Native Americans.

---

**Santa Monica:**

KCRW Foundation APPROVED OUTRIGHT \$80,000.00  
Santa Monica, CA 90405

PROJECT DIRECTOR: Marjorie R. Leet

PROJECT TITLE: Tell Me a Story

PROJECT DESCRIPTION:

To support production, promotion and distribution of 13 half-hour radio programs in a continuing series in which contemporary authors read their short stories and comment on the creative process.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

DISTRICT OF COLUMBIA

Washington:

American Focus, Inc. APPROVED OUTRIGHT \$45,000.00  
Washington, DC 20008

PROJECT DIRECTOR: Paul R. Wagner

PROJECT TITLE: The History of Irish Emigration to America Film Project

PROJECT DESCRIPTION:

To support research and scripting of a one-hour documentary film about the history of Irish emigration to America.

---

Film Odyssey, Inc. APPROVED OUTRIGHT \$655,000.00  
Washington, DC 20037

APPROVED MATCH \$25,000.00

PROJECT DIRECTOR: Karen Thomas

PROJECT TITLE: The Mystery of Edgar Allan Poe

PROJECT DESCRIPTION:

To support production of a one-hour critical film biography of American author Edgar Allan Poe, 1809-49, with narrated dramatic excerpts from his stories.

---

Film Odyssey, Inc. APPROVED OUTRIGHT \$150,000.00  
Washington, DC 20037

PROJECT DIRECTOR: Robin Cutler Maw

PROJECT TITLE: Indian America: A History

PROJECT DESCRIPTION:

To support the writing of two scripts and research for the remaining programs in a 10-part documentary film series about native American history and culture from 1492 to the present.

---

Film Odyssey, Inc. APPROVED OUTRIGHT \$467,000.00  
Washington, DC 20037

PROJECT DIRECTOR: Karen Thomas

PROJECT TITLE: A Man's Home Is His Castle

PROJECT DESCRIPTION:

To support the production of a one-hour television documentary surveying the 300-year history of our Fourth Amendment rights. Roger Mudd will be the host.

---

GWETA, Inc. APPROVED OUTRIGHT \$29,913.00  
Washington, DC 20013

PROJECT DIRECTOR: Tamara E. Robinson

PROJECT TITLE: The Civil War

PROJECT DESCRIPTION:

To support filming of two interviews with producer Ken Burns to complement the PBS broadcast of "The Civil War."

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- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

GEORGIA

**Atlanta:**

IMAGE Film/Video Center APPROVED OUTRIGHT \$245,938.00  
Atlanta, GA 30309

PROJECT DIRECTOR: Tom Davenport

PROJECT TITLE: Mutzmag

PROJECT DESCRIPTION:

To support the production of a one-hour dramatic film for children, ages six to 18, based on the Appalachian folktale Mutzmag.

---

Southern Regional Council, Inc. APPROVED OUTRIGHT \$100,612.00  
Atlanta, GA 30303

PROJECT DIRECTOR: Stephen T. Suitts

PROJECT TITLE: History of the Civil Rights Movement in the Deep South  
Radio Series

PROJECT DESCRIPTION:

To support scripting for five local radio series and three regional series on the civil rights movement in the South, 1938-68. The documentaries are set in Alabama, Arkansas, Mississippi, Georgia and Missouri.

---

ILLINOIS

**Chicago:**

University of Chicago APPROVED OUTRIGHT \$25,000.00  
Chicago, IL 60637

PROJECT DIRECTOR: Lewis Freedman

PROJECT TITLE: Remaking the World: The Impact of Fundamentalism

PROJECT DESCRIPTION:

To support the development of scripts for seven radio documentary programs on the historical and philosophical foundations of global religious fundamentalism.

---

INDIANA

**Indianapolis:**

Metropolitan Indianapolis APPROVED OUTRIGHT \$19,845.00  
Public Broadcasting (WFYI-TV)

Indianapolis, IN 46201

PROJECT DIRECTOR: Juliana L. Parroni

PROJECT TITLE: Ernie Pyle's Last Dispatch: Documentary Tradition and the  
Language of War

PROJECT DESCRIPTION:

To support planning for a one-hour documentary film on the life and work of American journalist Ernie Pyle.

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

INDIANA (continued)

Indianapolis: (continued)

|  |                   |             |
|--|-------------------|-------------|
| Metropolitan Indianapolis<br>Public Broadcasting (WFYI-TV)<br>Indianapolis, IN 46202 | APPROVED OUTRIGHT | \$36,445.00 |
|--|-------------------|-------------|

PROJECT DIRECTOR: Gustavo Sagastume  
PROJECT TITLE: Return to Rainy Mountain  
PROJECT DESCRIPTION:  
To support scripting for a one-hour documentary film based on The Way to Rainy Mountain by N. Scott Momaday.

---

IOWA

Decorah:

|  |                   |              |
|--|-------------------|--------------|
| Vesterheim, Norwegian-American Museum<br>Decorah, IA 52101 | APPROVED OUTRIGHT | \$201,100.00 |
|  | APPROVED MATCH    | \$300,000.00 |

PROJECT DIRECTOR: Vivian L. Sorvall  
PROJECT TITLE: Giants in the Earth Film Project  
PROJECT DESCRIPTION:  
To support the production of a feature-length film adaptation of the novel Giants in the Earth written in 1927 by O.E. Rolvaag.

---

MASSACHUSETTS

Boston:

|   |                   |             |
|---|-------------------|-------------|
| WGBH Educational Foundation<br>Boston, MA 02134 | APPROVED OUTRIGHT | \$30,000.00 |
|---|-------------------|-------------|

PROJECT DIRECTOR: Peter S. McGhee  
PROJECT TITLE: Lindbergh  
PROJECT DESCRIPTION:  
To support additional production costs of a one-hour documentary film on American aviator Charles Lindbergh.

---

|   |                   |              |
|---|-------------------|--------------|
| WGBH Educational Foundation<br>Boston, MA 02134 | APPROVED OUTRIGHT | \$200,424.00 |
|   | APPROVED MATCH    | \$100,000.00 |

PROJECT DIRECTOR: Brigid Sullivan  
PROJECT TITLE: Adaptations of Landmark Children's Tales for "Long Ago and Far Away"  
PROJECT DESCRIPTION:  
To support the production and acquisition of films drawn from classic children's literature for a third season of the television series, "Long Ago and Far Away."

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

MASSACHUSETTS (continued)

**Boston:** (continued)

|                             |                   |              |
|-----------------------------|-------------------|--------------|
| WGBH Educational Foundation | APPROVED OUTRIGHT | \$300,424.00 |
| Boston, MA 02134            | APPROVED MATCH    | \$200,000.00 |

PROJECT DIRECTOR: Peter S. McGhee

PROJECT TITLE: Eisenhower

PROJECT DESCRIPTION:

To support production of a three-hour documentary film series on Dwight D. Eisenhower, focusing on his years as Supreme Allied Commander in Europe during World War II and his terms as president.

---

|                             |                   |             |
|-----------------------------|-------------------|-------------|
| WGBH Educational Foundation | APPROVED OUTRIGHT | \$20,000.00 |
| Boston, MA 02134            |                   |             |

PROJECT DIRECTOR: Brigid Sullivan

PROJECT TITLE: At the Heart of World Religions

PROJECT DESCRIPTION:

To support planning for a series of 26 half-hour television programs on the major living religious traditions of the world.

---

|                             |                   |              |
|-----------------------------|-------------------|--------------|
| WGBH Educational Foundation | APPROVED OUTRIGHT | \$251,100.00 |
| Boston, MA 02134            | APPROVED MATCH    | \$80,000.00  |

PROJECT DIRECTOR: Carol Greenwald

PROJECT TITLE: Family Album: An American History Series for Children

PROJECT DESCRIPTION:

To support the production of a half-hour film "Newsies," about the 1899 New York City newsboys' strike, and the writing of two additional scripts for a series for children on issues and events in the 20th century.

---

**Littleton:**

|   |                   |             |
|---|-------------------|-------------|
| Independent Broadcasting Associates, Inc. | APPROVED OUTRIGHT | \$75,000.00 |
| Littleton, MA 01460                       |                   |             |

PROJECT DIRECTOR: Julian Crandall Hollick

PROJECT TITLE: Imagining America

PROJECT DESCRIPTION:

To support the production of a pilot and two treatments in a series of eight one-hour radio programs on European ideas of America since 1492.

---

**Somerville:**

|                               |                   |             |
|-------------------------------|-------------------|-------------|
| Calliope Film Resources, Inc. | APPROVED OUTRIGHT | \$69,900.00 |
| Somerville, MA 02144          |                   |             |

PROJECT DIRECTOR: Randall Conrad

PROJECT TITLE: The Ben Hecht Film Project

PROJECT DESCRIPTION:

To support scripting for a one-hour documentary film on the life and work of American writer Ben Hecht, 1894-1964.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

MISSISSIPPI

Jackson:

Mississippi Authority for Educational TV      APPROVED OUTRIGHT      \$48,942.00

Jackson, MS 39215

PROJECT DIRECTOR: Sarah E. Dutton

PROJECT TITLE: The Life and Work of African-American Author Richard Wright

PROJECT DESCRIPTION:

To support the scripting of a one-hour documentary on African-American author Richard Wright, 1908-60.

---

NEW YORK

New York:

City Lore: New York Center for Urban      APPROVED OUTRIGHT      \$75,000.00  
Folk Culture

New York, NY 10003

PROJECT DIRECTOR: Eric D. Burns

PROJECT TITLE: Coney Island

PROJECT DESCRIPTION:

To support the production of a one-hour documentary film on the history of Coney Island and its significance as a symbol of changing cultural and social values.

---

Educational Broadcasting Corporation      APPROVED OUTRIGHT      \$450,805.00

(WNET-TV)

APPROVED MATCH

\$50,000.00

New York, NY 10019

PROJECT DIRECTOR: John Sharnik

PROJECT TITLE: The Second Revolution: Communism in Crisis

PROJECT DESCRIPTION:

To support the production of "Reform," a one-hour documentary about the Soviet Union's reexamination of its revolution. This is the first in a seven-part series analyzing Marxist-Leninist ideology as it informs changes in the communist world.

---

Educational Broadcasting Corporation      APPROVED OUTRIGHT      \$400,328.00

(WNET-TV)

APPROVED MATCH

\$50,000.00

New York, NY 10019

PROJECT DIRECTOR: Rhoda S. Grauer

PROJECT TITLE: The Dance Project

PROJECT DESCRIPTION:

To support production of "Dance at Court", the third program in an eight-part documentary film series exploring the function and aesthetics of dance in world culture.

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

NEW YORK (continued)

New York: (continued)

Exiles Project APPROVED OUTRIGHT \$10,252.00

New York, NY 10023

PROJECT DIRECTOR: Richard Kaplan

PROJECT TITLE: The European Intellectual Exiles

PROJECT DESCRIPTION:

To support conversion of an original videotape to 16mm film of a documentary about European refugee intellectuals who migrated to the U.S. prior to World War II.

---

Mind Matters, Inc. APPROVED OUTRIGHT \$650,700.00

New York, NY 10014

PROJECT DIRECTOR: Virginia Yans-McLaughlin

PROJECT TITLE: Margaret Mead: An Observer Observed

PROJECT DESCRIPTION:

To support the production of a 90-minute film on anthropologist Margaret Mead's life and work in the context of 20th-century American history.

---

New York Center for Visual History APPROVED OUTRIGHT \$300,492.00

New York, NY 10012

APPROVED MATCH

\$100,000.00

PROJECT DIRECTOR: Lawrence Pitkethly

PROJECT TITLE: The American Cinema

PROJECT DESCRIPTION:

To support the production of one program, "The Western," in a 10-part series about the history of American feature films since 1927.

---

New York Center for Visual History APPROVED OUTRIGHT \$360,000.00

New York, NY 10012

APPROVED MATCH

\$75,000.00

PROJECT DIRECTOR: Lawrence Pitkethly

PROJECT TITLE: The American Cinema

PROJECT DESCRIPTION:

To support the production of one program, "Classical Hollywood Style," in a 10-part series about the history of American feature films since 1927.

---

New York Foundation for the Arts APPROVED OUTRIGHT \$100,350.00

New York, NY 10038

PROJECT DIRECTOR: Robert S. Levi

PROJECT TITLE: Duke Ellington: Reminiscing in Tempo

PROJECT DESCRIPTION:

To support the completion of a one-hour film analyzing Duke Ellington's career as a composer and orchestra leader.

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- MORE -



NATIONAL ENDOWMENT FOR THE HUMANITIES  
Media Grants - 1990

NEW YORK (continued)

**Niagara Falls:**

Niagara University APPROVED OUTRIGHT \$30,035.00  
Niagara Falls, NY 14109  
PROJECT DIRECTOR: Diane K. Garey  
PROJECT TITLE: Sentimental Women Need Not Apply  
PROJECT DESCRIPTION:  
To support formating for public broadcast and promotion of "Sentimental Women  
Need Not Apply," a history of American nursing.

---

NORTH CAROLINA

**Research Triangle Park:**

National Humanities Center APPROVED MATCH \$87,000.00  
Research Triangle Park, NC 27709  
PROJECT DIRECTOR: Wayne J. Pond  
PROJECT TITLE: Soundings: A Radio Project in the Humanities  
PROJECT DESCRIPTION:  
To support production of one year of weekly half-hour radio programs of  
conversations with fellows and visiting scholars at the center and faculty from  
nearby universities.

---

SOUTH CAROLINA

**Spartanburg:**

ETV Endowment of South Carolina APPROVED OUTRIGHT \$455,505.00  
Spartanburg, SC 29302  
PROJECT DIRECTOR: Daniel B. Polin  
PROJECT TITLE: George Marshall and the American Century  
PROJECT DESCRIPTION:  
To support production of a one-hour documentary film on General George C.  
Marshall.

---

TENNESSEE

**Johnson City:**

James Agee Film Project APPROVED OUTRIGHT \$241,725.00  
Johnson City, TN 37601  
PROJECT DIRECTOR: Ross H. Spears  
PROJECT TITLE: To Render a Life: The Legacy of Let Us Now Praise Famous Men  
PROJECT DESCRIPTION:  
To support production of a one-hour documentary film on Let Us Now Praise  
Famous Men, a classic work of American documentary literature written in 1941  
by James Agee and Walker Evans.

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