

# Humanities

## The Role of NEH in Educational Excellence

*A Nation at Risk*, the Report of the National Commission on Excellence in Education, has been getting a generous share of news attention ever since this remarkable document was published last spring. The Report is remarkable because its message goes straight to the heart of the issues central to the education of America's children. In language as straightforward as it is brief (there are only thirty-four small pages of large print), the Report takes us to a world in which notions like "responsibility," "duty," and "citizenship" still live. It breathes the air and speaks the language of a moral, rather than a sociological, universe.

That is why I believe that *A Nation at Risk* will not suffer the fate of many such reports which, after their brief moment in the spotlight, soon disappear from national attention. This report does not condescend to the American people but recognizes that most citizens feel shortchanged by the kind of education their children are receiving. It states that the great body of the American public desires higher standards for its schools than are mandated by current state laws in every state of the Union. It is eloquent about our "common culture" and argues that "the school's function is not to solve personal, social and political problems"; rather, it is to *educate*.

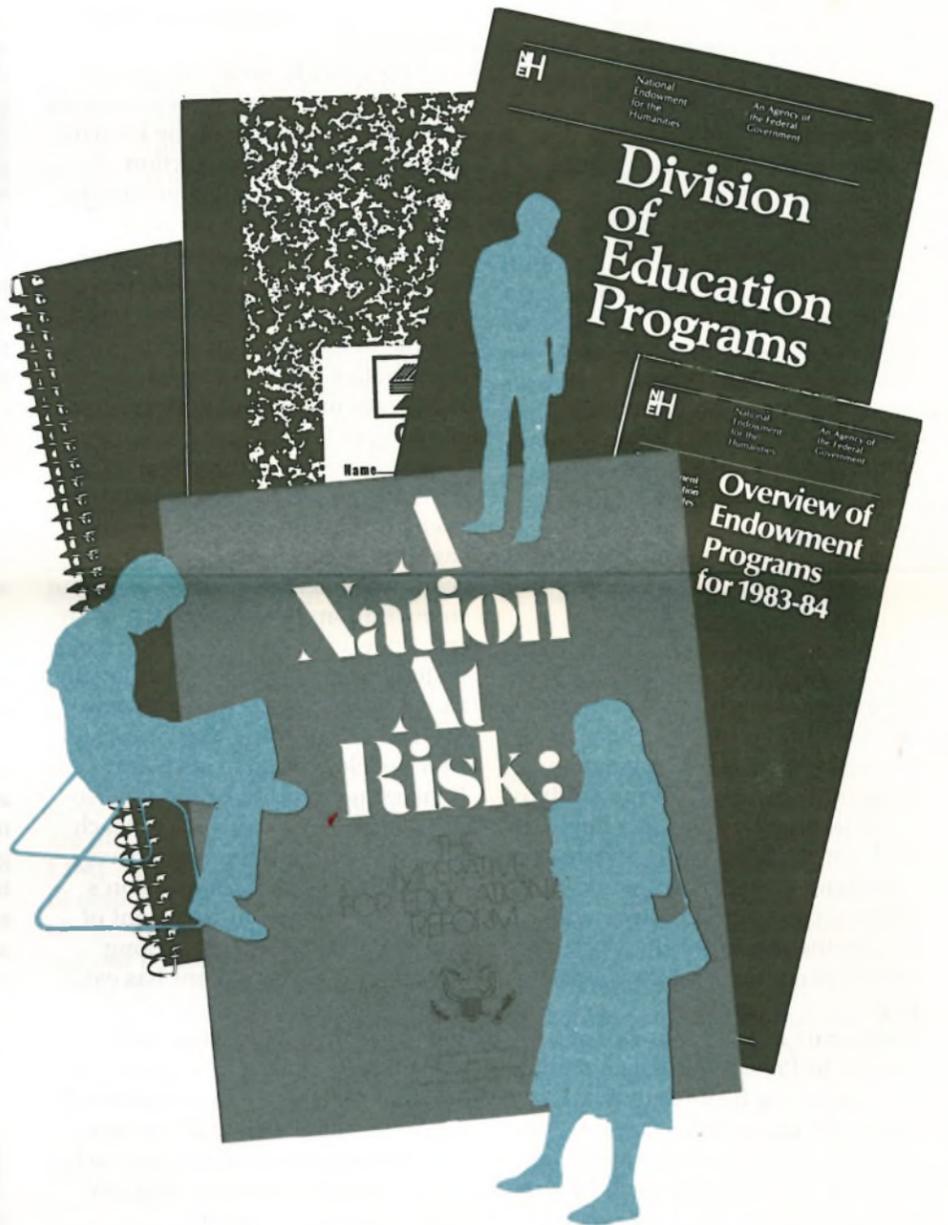
The September issue of *Humanities* has traditionally focused on educational concerns. As you may know, the National Endowment for the Humanities is one of the federal agencies specifically called upon by the National Commission on Excellence in Education to provide leadership in the effort to restore rigor and coherence to American education. I would like to share with *Humanities'* readers a summary of initiatives, which I recently sent to Secretary of Education Terrell Bell, that describes how the Endowment is already actively engaged in this task. The NEH's efforts are strongly in accord with the findings of the Commission. Not only do they demonstrate the feasibility of the Commission's recommendations but they can serve

as a guide for similar efforts by other agencies as well as schools, colleges, organizations, and individuals.

These Endowment initiatives have been undertaken under a modest budget. The redeployment of resources has made possible the reform and revitalization of the NEH education programs, indicating that the amount of money expended on education is less important than the ends to which such resources are directed. By the summer of 1982, the Endowment's Division of Education Programs was completely reorganized, establishing a range of new grant categories identified with areas of the curriculum, teacher preparation, and educational policy that were most in need of attention and correction. Changes in or additions to the work of other divisions of the Endowment concerned with scholarship and with public understanding of the humanities also had begun.

The specific problems and shortcomings in American education which the Commission emphasizes in its Report are the same as those addressed, for the humanities, in the NEH Division of Education guidelines, which assert that the purpose of these programs is "to offer encouragement to those who are convinced that the study of history, philosophy, literature, languages, and other basic disciplines of the humanities should play a central role in education." The guidelines state that "a national effort to insure high standards of achievement in the humanities will succeed only when teachers and curricula place substantial demands on students," and that "the Endowment seeks to help teachers create a climate in which students come to expect much of themselves."

The Endowment requires institutions seeking support to manifest a commitment to better teaching and learning by taking such measures as a) stiffening grading practices, b) strengthening graduation requirements, c) heightening expectations that students achieve mastery of subject matter as well as facility in



expository writing, d) elevating the level of reading with an emphasis on classic texts, and e) raising college admissions standards. Since the guidelines went into effect last fall, the quality and enthusiasm of the response demonstrates that those who are concerned with education can act in effective and imaginative ways to meet such demands.

• In the area of *secondary education*, grant categories have been established and special initiatives undertaken that promote collaboration between colleges and schools who wish to improve the teaching of literature, history, and foreign lan-

guages, areas the Commission has singled out for attention. Projects emphasize the substantive learning of teachers, not the development of techniques. NEH programs in this area address the Commission's recommendation that teaching reflect the best scholarship in each discipline, contain more rigorous subject matter, and emphasize the development of "higher order" intellectual skills.

—Through summer institutes and long-term projects, NEH gives teachers the time and resources to learn more about specific fields in the humanities and about effective ways



indirectly through encouragement to colleges to adopt stiffer admissions requirements and directly through the following grant categories:

- a program to improve introductory humanities courses, which, both in individual disciplines such as classics, philosophy, and art history, and in interdisciplinary general education curricula, are of great importance in the development of all students' knowledge of their intellectual and cultural heritage and bear a major responsibility for developing skills in writing, research, and critical reading;

- a program to help individual departments and programs in the humanities foster greater depth and other improvements in their fields of study. One recent project integrates the teaching of history and classics into courses throughout a college's curriculum;

- a program to assist colleges in achieving institution-wide coherence and rigor in all fields of the humanities at all levels of instruction. A recent grant is helping a university to strengthen its new program in comparative literature and foreign languages, add faculty members in history, literature, philosophy and drama, bring in distinguished visiting scholars to teach and conduct faculty seminars, and improve the teaching of writing;

- a program to support the development and broad dissemination of exemplary approaches to the teaching of humanities subjects and of teaching materials likely to be useful to institutions throughout the country. Projects often take the form of institutes that bring together faculty from many colleges for study and curriculum planning that draw on new developments in such areas as Renaissance studies or the philosophy of Kant, or find ways to teach foreign languages more effectively.

- Reflecting the Commission's concern with the improvement of *continuing education* and lifelong learning, the Endowment has established a grant category to help colleges, libraries, museums, and other institutions improve the quality of, and widen access to, humanities education for nontraditional learners and in nontraditional formats such as educational television and self-paced learning programs.

- Building upon its program of *summer seminars* for college teachers, the NEH Division of Fellowships and Seminars this year inaugurated a parallel program of *seminars for secondary school teachers*. This summer's seminars stimulated over 2,400 applications and will involve 225 teachers in the study of such works as *Plato's Republic*, *The Federalist Papers*, and the *Canterbury Tales*.

The seminars recognize the contribution that advanced study in the humanities, under the guidance of a noted scholar, can make to the revitalization of teaching.

- The Endowment's program of

*fellowships for college teachers* also recognizes the importance of sharing knowledge between college and secondary school teachers. Recently every recipient of an NEH fellowship has been asked to consider some form of direct work with the schools in his or her area.

- The NEH *media program* is supporting a special effort to improve the quality of humanities television programming for children.

- Several of the *state humanities councils* have launched collaborative projects with schools and school administrators, programs which are more fully addressed later in this issue of *Humanities*.

- In line with the Commission's encouragement to Federal agencies to promote public and private support for American education, the Endowment offers through its *challenge grant* program, which provides one Federal dollar for every three dollars matched by private contributions, a powerful incentive to educational institutions to seek widespread support for their efforts to strengthen and expand learning in the humanities.

Our experience over the past year and a half demonstrates the validity of the Commission's recommendations and supports the Commission's findings. The response of the education community to Endowment initiatives strongly suggests that the leadership and skills needed to bring about these improvements exist. The Endowment's work has demonstrated what can happen if such leadership and skill are given encouragement. But *demonstrations* of improvements, such as these, must not be isolated examples of progress if the standards of the educational system as a whole are to improve. And indeed NEH efforts are not isolated. The fact that so many states, localities, and citizen groups have been acting for some time on convictions similar to those expressed in *A Nation At Risk* and the extraordinary outpouring of public response to the Report itself are cause for encouragement.

—William J. Bennett

Dr. Bennett is Chairman of the National Endowment for the Humanities.



William J. Bennett

## Editor's Notes

The national debate over educational policy has been brought about largely by the overwhelming response to *A Nation At Risk*, the report of the National Committee on Excellence in Education. Although the NEH is one of the federal agencies charged with the responsibility for leadership in the effort "to restore rigor and coherence" to American education, long before the publication of the report, the Endowment began a series of initiatives toward this end. Guidelines for the Division of Education Programs were rewritten more than a year ago to strengthen the teaching and learning of the humanities at all levels. "These efforts," says Dr. William J. Bennett in his article on Page 1, "are strongly in accord with the Commission's findings and can serve as a guide for similar efforts by others."

"Those who hope to improve the quality of high school teaching must look first at the quality of undergraduate education that teachers receive." Drs. Finn and Fancher, in their provocative variation of "who will teach the teachers?" cogently argue for what they should be taught in order to function effectively as teachers of the humanities in secondary schools.

Dr. William O. Baker, a member of the National Commission, discusses the Commission's number one priority: Americans must "drastically and immediately raise their expectations for learning" and shift their requirements for pre-college education.

Some of the solutions that are now being tried are presented in these pages of *Humanities*.

—Judith Chayes Neiman

## Humanities

A bimonthly review published by the National Endowment for the Humanities  
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to present them from university scholars and master teachers. Projects emphasize not pedagogy but substance, focusing on the study of important texts. A project might deal, for example, with seventeenth- and eighteenth-century works in political philosophy that were significant in the origins of the Declaration of Independence and the Constitution.

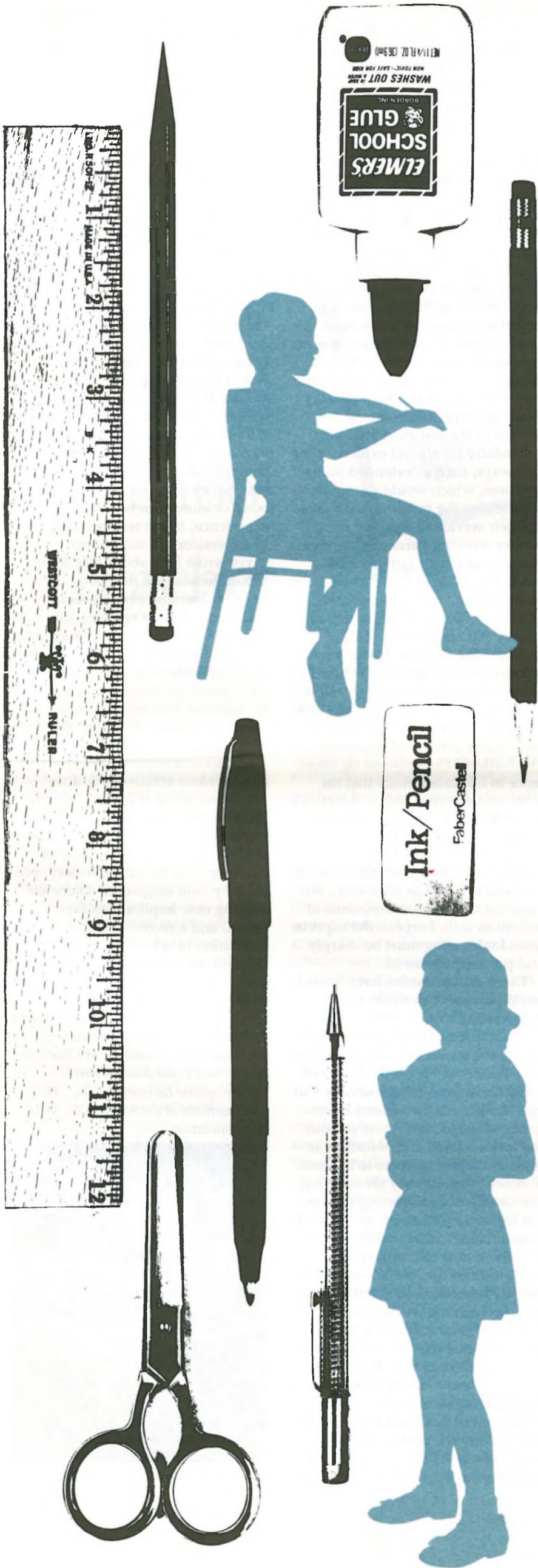
—As part of the Endowment's response to President Reagan's initiative regarding historically black colleges and universities, several special humanities summer institutes for high school juniors will be supported on these campuses in 1984 and 1985.

—The Endowment sponsored two conferences that assembled teams to focus on the preparation of high school teachers. Composed of school superintendents, college humanities faculty members, and education school faculty members from particular areas, these teams in many cases represented a breakthrough in school-college collaboration.

—NEH support made possible a new program of independent summer fellowships for high school teachers.

- New programs in *higher education* foster stricter teaching standards

# Literacy in Support of Liberty



The conventional and appropriate mission for a report on excellence in American education would be to show how a system of public and private education, with ever widening access for all citizens, could be further enhanced. For instance, special attention should be given to the gifted and talented, on whose abilities so many of the new frontiers in the arts, sciences and humanities, as well as new skills to advance our economy depend. Actually, our enterprise has required an emphasis different from these familiar ones expressed in many past and ongoing reports on education at all levels.

The familiar emphasis is to plead for better students, better teaching, better books, better salaries, better methods, better boards of education. All these things are worthy and desirable and we have made specific recommendations about them. In fact, our nationwide hearings and extensive testimonies have affirmed a wide variety of endeavors and improvements already spread through every state and district in the Union. Of course, some of these are late, some are unfunded, and many are misunderstood. But nevertheless I was struck by the high sense of responsibility and the multitude of educational initiatives throughout our nation.

The main preoccupation of the Commission, however, has taken a different turn, a turn that also happens to be a major concern of the national administration, of the federal government, of the economy and of our free society. It is that the United States no longer has its mid-century position of world economic dominance and decisive security. Our people are eagerly and soberly expecting widespread federal and independent counteractions to severe domestic and international hazards. Some of these— weapons, international debts, ecology and natural resources, inflation—may threaten our lives and living more than any risks since the nineteenth century. The most promising resistance to this decline, however, lies in one primary set of expectations, as yet unarticulated in the will and energy of our population and its institutions. It is that now and in the future, we must demand lev-

els of learning, of literacy, of the ability to read, write and count that are beyond what our total diverse population presently can do. This also was emphasized as the highest priority for the 1980s in the *The Humanities in American Life*, the report of Commission on the Humanities chaired by Richard Lyman in 1980.

These expectations reflect a different world from that of the historic American successes in agrarian pursuits, in the establishment of manufacturing industry, in the exploitation of abundant resources, in the hard work and keen skills of the builders and makers. These abilities, although still needed, are no longer enough. It is not only that the Japanese make automobiles more efficiently and have government subsidies for development and export, or that American machine tools, once the pride of the world, are being displaced by German products. It is rather that this signifies a redistribution of human capability which will not be countered through trade agreements, shutdown of unprofitable plants, greater welfare payments, inflation of the currency, or the countless other measures which are being tried. New levels of training and learning are spreading throughout the world as surely and vigorously as synthetic fertilizers, drugs to combat malaria, and our ubiquitous blue jeans.

But American does have some unique strengths left. One is that the spread of industry and technology throughout the world demands new levels of organization and information handling, new speeds of communication and data transfer. This is seemingly the only way that the immensely complicated social and cultural variety around the earth can coordinate enough with finance markets and transport to move into an era beyond family garden plots and nomadic animal husbandry. The discovery of the digital electrical computer and its implementing agents, the transistor and integrated circuitry, the capital equipment of printers and copies and terminal gear, and above all the human intelligence and training to organize knowledge for action have become the major new resources in America.

Indeed, it is naive to believe that there is a materialistic skills-based, technique-oriented, computer-aided culture which can have its own language separate from training in the humanities. Those of use who practice science and research know that in ourselves and in the host of associates we have in shops and factories, certain lessons learned from the study of the humanities must prevail. Such productivity succeeds only when there is suitable literacy and learning among the workers so that all have at least the rudiments of a common culture.

The knowledge gained from the humanities along with a mastery of the new technologies can provide finance and administrative skills, major and necessary organizing capabilities for the inevitable although shaky industrialization of the rest of the world as well as many new careers and satisfying lives for our citizens. They will also be needed to support new levels of skills on our farms, in our factories, and in other more conventional parts of our own economy.

Now this can all happen under one overriding condition. It is that beginning now, oncoming generations of workers and those ready for retraining and continuing education must exercise, *not merely learn but also exercise*, levels of literacy which in an earlier day in America were considered a luxury or at least a requirement only for higher education or specialized skills in a restricted part of the population. Our study shows that's all changed now. For reasons and in ways that have been explicated in other parts of *A Nation at Risk*, Americans must shift their expectations for pre-college education drastically and immediately. This requires a mobilization of every local element—school boards, teachers, students and above all families and parents.

Fortunately, our school systems do have initiatives and skills which can be quickly applied if activated by full public demand. But so compelling is the need—literally a need to enable our children and even ourselves to have jobs and earn a living in the rest of this century and beyond—that we must generate new ways to learn.

So let us step beyond the familiar methodology and constraints of our massive public education, while preserving its value and political balances. Let us take full advantage of the wisdom and counsel of the teachers and administrators from whom we have learned through good examples on the National Commission and operate engineering trials in selected schools and areas of the best ways to teach and learn. We must reach beyond only those which have risen through the complex political systems of the last two or three decades. Not only have we failed to use the modern age's techniques of research and development to improve learn-



ing and teaching, but also we have not applied widely the special schemes that wise superintendents and teachers have already worked out. For instance, in the diverse population of the Albuquerque schools noted above, the current SAT verbal score averages out at 478 with a hefty 520 for math, in comparison to national averages of 426 and 467, respectively. These are but indicators of what can be done with ingenious communications and efforts at improving the present processes. We should activate immediately, in appropriate experimental cases, the best of the findings about learning enhancement, no matter what rigid practices or even more stiff prejudices inhibit the effort. Is it not bizarre that the world's primary enterprises devoted to knowledge—American public and private education—lag seriously in the application of new knowledge to its own doings?

We must venture even further into

new pathways for learning. We might try, for example, the ancient system of apprenticeship, which showed the learner, by rapid feedback, whether anything was being accomplished. Harsh though it may have seemed, perhaps it was more civilized than the present system of more than a decade in school in which the outcome for nearly half of our graduates is uncertain, and often guarantees adult incompetence. Students are unable to master reading and writing and understanding and expressing, those things that are utterly essential for living in the egalitarian society to which we aspire. Industry must train and retrain a major fraction of new employees. So this nation should find out whether at least the voluntary option of a very broadly based apprenticeship should be offered to the maturing student.

Similarly we should explore other pathways, such as extended home ventures, which would of course require that the public schools give up their service as day-care centers for working parents. Conceivably we could have parent-child mutual learning at home as well. For in our present civilian labor force of 111,129,000 of which more than 99,093,000 hold paying jobs, a considerable fraction is poorly informed or ill equipped to enhance the productivity essential to world competition. Complacency and self-deception would be the worst and inexcusable refuges of this nation. The National Commission on Excellence in Education finds that the single most urgent task of America is better learning for young and old.

That finding has a basis in the Commission not only from the sophisticated leaders of higher education and pre-college education, but from the industrial components of society as well. I repeat: the expectations for learning must be sharply and persistently raised.

These circumstances have turned our report away from the usual analysis and improvement of a vast and pluralistic educational system to the issues of national survival and individual life work. The need for skills is rapidly intensifying. Current studies for the Federal Emergency Management Agency about the levels of skill and versatility in the manufacturing force to be used in times of emergency are sobering. We simply have not brought learning levels up to the real and essential demands for human ability. The 34 million new entrants into the work force in the last 20 years have especially accented the deficiencies in these learning levels. However, these adults already in the force will constitute over 90 percent of our total human resources in 1990 and over 75 percent in year 2000, because of demographic changes. About 56 percent of this labor force in 1990 will be from the population segment now aged 25 to 44, and it will need essential retraining and stimu-

lus as well as remedial learning if we are to compete in a world eager for sharing our standard of living. More than 23 million functionally illiterate citizens, combined with a million and a half entering the work force each year, must be helped to become productive citizens by their fellow Americans. Industry must join with governments to achieve this; organized labor has a vested opportunity as well as a large responsibility for participating. The Commission insists that action now is not optional but urgent.

This discussion has emphasized the literacy demanded by the economy and more personally, the livelihoods of modern America. But we have found in our work on *A Nation At Risk* that other basic elements of civilized life are in special danger if literacy is weakened. These are, of course, the essential humanities through which people learn of the vast sweep of history, of the great body of human knowledge and experience, in the writings and artistic expressions of our culture.

We wrote little about this in our report because we described the need for learning beyond traditional crafts and skills as reaching into reason, language, logic, induction,—requirements of the information and knowledge age which are learned through the disciplines of the humanities. The technical innovations of our times are inevitably linked to the humanities.

The basic literacy which we advocate involves abilities to deduce cause and effect at the console and to enumerate accounts in the trade center. It stimulates and enhances as well the traditional experience of learning from literature, history, philosophy, and languages. There are exciting new implications for a revival and a recovery of learning in our nation in which the humanities and the new technologies should become arenas of mutual joy of the mind and the spirit.

—William O. Baker

*Dr. Baker, a member of the National Commission on Excellence in Education, is chairman of the Board (retired) of Bell Telephone Laboratories, Inc. He is also chairman of the Andrew W. Mellon Foundation.*



William O. Baker

# The College Education of the High School Teacher



Seventy-seven percent of all high school teachers under the age of thirty have no advanced degree. Since teaching is overwhelmingly an occupation that men and women enter immediately upon completing their undergraduate educations, those who hope to improve the quality of high school teaching must look first at the quality of the undergraduate education that teachers receive.

This rather obvious fact has attained enormous significance at present. After a long spell in which school systems were laying off more classroom teachers than they were hiring and could pick and choose among many candidates for the few openings they needed to fill, we are entering a period in which a huge number of new teachers must be found. According to the National Center for Education Statistics, between 1983 and 1990 American public schools will hire some 1.3 million teachers—roughly 55 percent of all those who will be teaching in 1990. Simply stated, the majority of those who will be in our classrooms at decade's end will be men and women who are not teaching today. Most will be newly minted college graduates.

Moreover, widespread—and largely justified—popular dissatisfaction with the quality of American schooling and the tattered state of our educational standards has led to intense anxiety about the intellectual caliber of the teaching force. Ample evidence attests to a tragic sequence in which the “best and brightest” of young Americans do not even consider becoming teachers, the ablest of those who contemplate

such a career while in college change their minds before graduating, and among all who actually enter the teaching force the smartest and best-educated are the most likely to exit within a year or two.

Though this decay in the intellectual caliber of the nation's schoolteachers has many causes, most of which colleges and universities alone cannot do much about, our institutions of higher education do determine the contents of their own curricula and the intellectual standards that must be met by young men and women seeking degrees. To a considerable extent, the educational norms and priorities that colleges and universities set in the middle of the decade will define the knowledge and skills acquired by those who will become teachers in the late 1980s.

Our views on the undergraduate education of future teachers, especially high school humanities teachers, have been shaped by a year-long project that we and Diane Ravitch, of Teachers College, Columbia University, have conducted with funding from the National Endowment for the Humanities. Through a pair of national conferences and a dozen papers written by humanities scholars, educational researchers and school practitioners (soon to be published in book form by Holmes and Meier), we have sought to understand why high school humanities teaching in the United States is far less satisfactory than it should be and to develop recommendations for strengthening it.

The course of study which a prospective teacher follows in college must be appropriate for one who is

to become a steward of the humanities in general and our cultural heritage in particular. It must be broad enough to yield a sense of that heritage as a whole; deep enough for the nascent teacher to learn to distinguish the important from the trivial, the enduring from the transitory; and rigorous enough to instill habits of mind that will make the teacher a competent, independent thinker. He or she must be able to grasp the fundamental issues that define the “human predicament,” to comprehend the ways those issues have been—and can be—addressed by self-aware persons, and to impart this understanding to adolescents who, although they may not know it, need intelligent foundations for living as responsible citizens of a democracy, as moral members of a free society, and as sentient individuals in a complex world.

That is a heavy burden to lay on a four-year college education and we do not believe the teacher's own learning can stop with a bachelor's degree. Before sketching the outlines of a teacher's undergraduate education, however, let us erase some familiar smudges and blots that otherwise may be distracting. The future teacher must not take remedial courses while in college, which is to say he or she must arrive with the skills and knowledge afforded by a sound high school education. Neither may the future teacher expect to find room in the schedule for a vast smorgasbord of electives or for frivolous courses in bowling, family life or movie-making. And he or she must not be distracted by the study of education *per se*. Unless the would-be

teacher masters that which he or she will teach, there is no reason to worry about how to teach it. Besides, most of the techniques that will be needed are best learned “on the job,” with the advice and tutelage of experienced teachers. We are keenly aware that the undergraduate program we sketch implies changes—in some jurisdictions quite fundamental changes—in state licensure and certification requirements.

What the prospective teacher ought to expect and be required to take is neither more nor less than a traditional liberal arts education with its customary—if sometimes precarious—balance between breadth and depth. Whether or not every college student should be obliged to become liberally educated, it is obvious that all prospective teachers of the humanities need the breadth of a general education, and that anyone who intends to teach a subject at the secondary level needs also to have studied that subject in reasonable depth. No controversy should attend the claim that humanities teachers must be liberally educated.

The more difficult questions are what, exactly, should constitute a sound general education for the future teacher and what his “major” should look like. Because their work is to teach students the best that men and women have said and thought over the millennia, prospective high school humanities teachers must know the political, cultural, social and aesthetic history of our—their own—culture: the ways that our culture resembles and differs from other major cultural traditions; the creations of the hu-

man mind and modes of thought that constitute the sciences; the self-understanding embodied in philosophy and religion; and the visions of what was, what is and what ought to be that poets, novelists, playwrights, painters, sculptors and composers have created.

Hazardous though it is to encapsulate a "general education" in a list of courses or graduation requirements, and notwithstanding that course configurations matter less than their contents, we prescribe for the prospective teacher a program of study including these minimum elements:

At least one year of American history, in courses of sufficient rigor and focus to engage students in the intellectual techniques of historical method.

An orderly sequence of "Western Civ" in which the major social, political, institutional and intellectual themes that the Western tradition comprises are set forth, alongside a parallel study of non-Western cultures.

Literature may be studied in tandem with history, or separately. But it must be studied. The major literary works, traditions, and genres of the English language—both British and American—properly take precedence, but attention must also be given to translations of great works originally written in other languages, especially Russian, German, Spanish and French.

The prospective humanities teacher should be competent in at least one language besides English. Understanding how language works, embodying and shaping patterns of thought, requires encountering on familiar terms a language other than one's own.

Study of comparative religion and at least an introductory course in philosophy must be part of any teacher's college education. Study in these fields should assure that the moral, ethical, logical and analytic questions that will constantly arise in teaching can be given the serious consideration that they deserve.

It is especially important that the natural and social sciences not be regarded as alien, rival or inscrutable

modes of thought, but as powerful intellectual resources. Their substances and methods both must be studied at least to the point that one is intellectually comfortable with them. This is far more likely to result from taking "real" courses in science and social science than from taking courses offered especially for those not majoring in science.

On the other hand, we do not believe that prospective humanities teachers can best learn what they should know about the arts through studio courses. Ideally, major artistic themes, schools and genres will make their appearance in the "history of civilization" courses. Failing that, we urge specialized courses that enable one to look at art and listen to music with sophistication.

No one should be allowed to graduate from college who cannot write English prose clearly and correctly. Since too few people enter college with that skill, specific attention must be paid to writing. This may be in courses designed for that exclusive purpose, in regular courses, or—our preference—in both. We know no pedagogical method that can replace lots of practice under the close supervision of faculty members who spend the requisite hours reviewing, criticizing and correcting their students' work.

We should make clear that our vision of a "liberal education" cannot be realized merely through a pack of survey courses based on "grand sweep" textbooks. We harbor a general distaste for "textbook" surveys at the college level, and we believe strongly that development of the necessary arsenal of knowledge and intellectual skills is much better served by the rigorous analysis of well-chosen "masterpieces"—whether by Thucydides, Melville, Plato, Freud, or Mozart. If teachers never get beyond the "survey" level in their own education, they cannot possibly hope to bring students even to that level. Sound teaching of the generalizations which constitute surveys requires at least sufficient knowledge of details to prevent erroneous inferences based on those generalizations.

Naturally the greatest depth of knowledge and intellectual sophistication is needed in the subject to be taught; providing such depth is the role of the "college major." Unfortunately, the "major" is seldom well designed to play that role. The advanced courses that typically form its superstructure mirror the specialized research interests of the faculty members who offer them. What moves the university scholar to intellectual passion and pedagogical eloquence, however, may be marginal to the person attempting to answer wisely the formative questions that high school students properly expect their teachers to help them answer. If schooling is the right of every American child, then it is the duty of high

school humanities teachers to be able to deal with the fundamental questions that move every self-aware adolescent, even if university scholars find them jejune.

Were we to suggest that disciplinary requirements for college majors be based on the professional needs of future teachers, it would be said that we were obsessed with schooling and oblivious to the intellectual architecture of advanced study at the university level. We respond that due attention paid to the needs of the schools would do much to move the humanities away from self-absorption in arcane minutiae—a self-absorption that not only causes ordinary people to lose sympathy for the humanities but that leaves the scholar wondering what business ordinary mortals have telling him what questions to ask. The college major, in our view, should be designed to give the student a solid grounding in the fundamental questions and methods of humane culture characteristic of the discipline and in the full range of answers and approaches that serious scholars have supplied.

But not even the best of colleges or the strongest of undergraduate curricula can hope to produce a mature and fully qualified teacher. At most, a firm foundation will be laid. Hence three further considerations must be noted.

Were we able to decree it, the prospective high school humanities teacher would enter into the profession with a master's degree already in hand, and it would be a master's degree in the subject he or she will be teaching. Four years of college is not enough. A fifth year is the proper time to be initiated into the intellectual fraternity of one's own discipline—to make the would-be teacher a mature participant in the scholarly community. It is there, rather than in the undergraduate major, that the university professor can properly impart his or her own singular enthusiasm, lead students on explorations of the frontiers of knowledge, and expect those students to participate in the modes of inquiry and analysis that comprise scholarship. The point is not that the future high school teacher needs to be an authority on the diplomatic history of Victorian England, the earliest works of Faulkner, or the meditations of Thomas Aquinas, but rather that teachers are most apt to inaugurate a durable intellectual life of their own by participating in the intellectual life of the post-baccalaureate university.

Second—ideally as complement to the master's degree, but more realistically as a partial substitute for it—the high school teacher needs opportunities for sustained intellectual activity while "on the job." This can take many satisfactory forms, but what generally passes for "in-service" education today is not among them. At present, in-service training rarely has anything at all

to do with the subject one teaches (and presumably likes) and practically never entails sustained intellectual interaction with serious scholars in that subject. This can be corrected, but not unless such scholars manifest a willingness to participate, whether through weekend seminars, summer institutes, or the nurturing of informal discussion groups of high school teachers.

Finally, although we alluded at the outset to the study and practice of education itself as the final element of the teacher's preparation, we have as yet made no further mention of it. That is partly because it simply cannot fit into an undergraduate curriculum of the kind we have described. But a larger reason is that the study of education is an intellectually arid field in most universities, of little value to the high school humanities teacher. One reason is that few serious scholars of the humanities have applied themselves to the intersections between their disciplines and the educational process itself. Our final recommendation, therefore, is that humanities scholars give earnest attention to the myriad ways in which they could help to define, transmit and awaken teachers' and students' interest in the humanities.

It is profoundly in the interests of such scholars—as citizens, as intellectuals, as parents, as community members, as college faculty members, and as teachers themselves—to undertake such tasks. Lively and sustained interest in the quality of schooling in the United States is not an act of charity on the part of those whose lives are devoted to the humanities, but rather—because we are indebted to the society which institutionalizes and provides for the life of scholarship—attains to the level of a moral obligation. As many who have already set forth on this path will affirm, it can also be a source of the most intense satisfaction and the keenest pleasure.

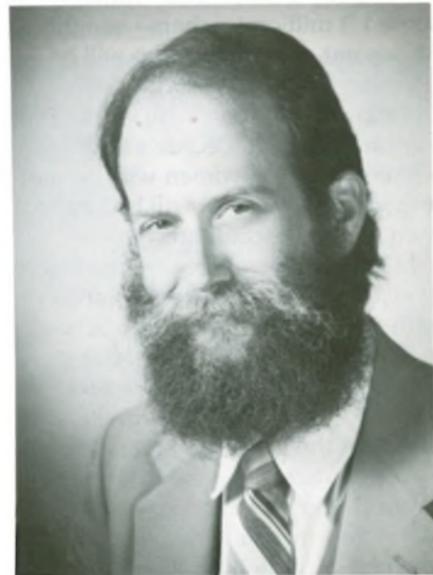
—Chester E. Finn, Jr.

—Robert T. Fancher

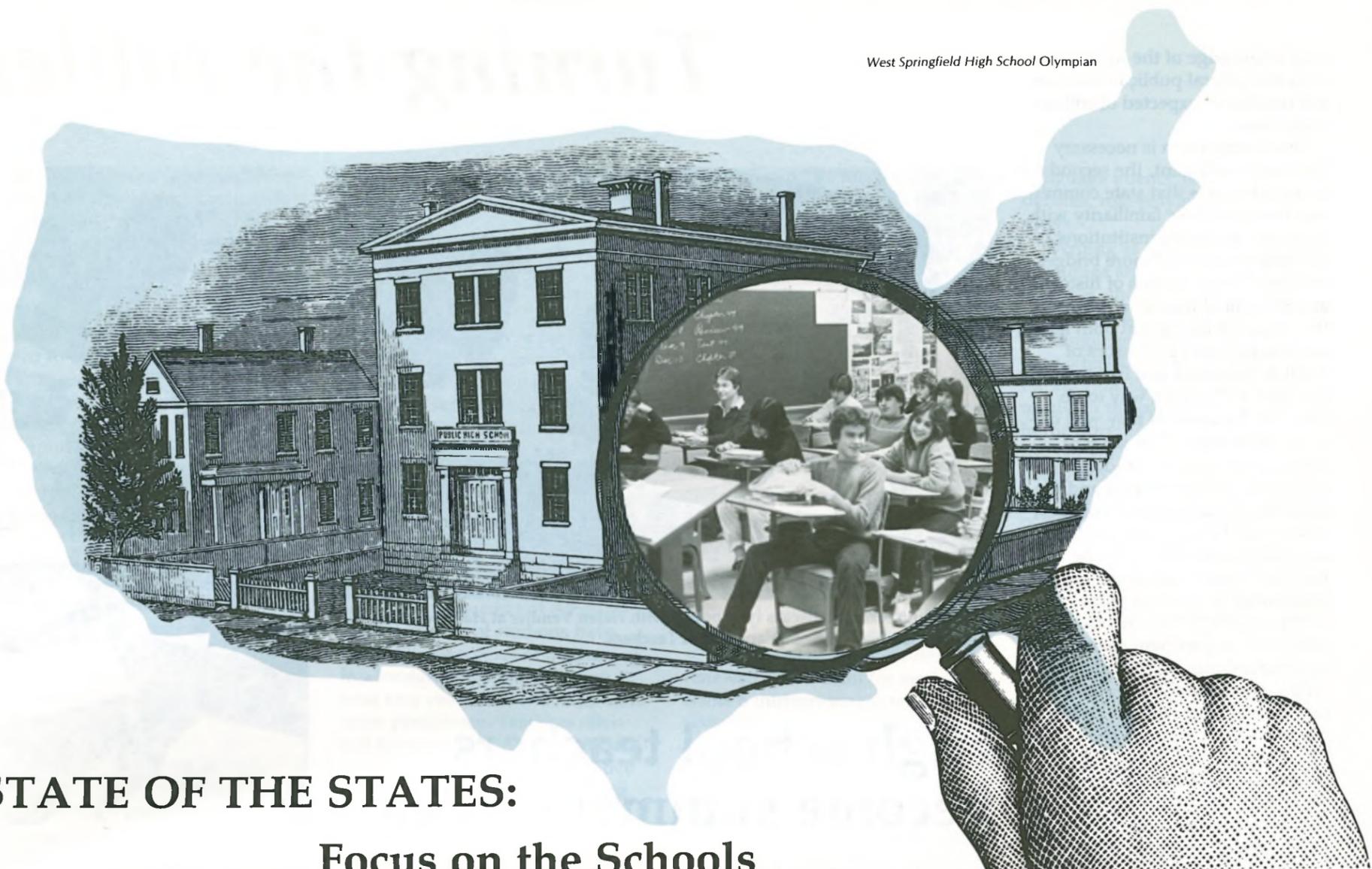
*Mr. Finn is Codirector of the Center for Education Policy, Institute for Public Policy Studies, Vanderbilt University, where Mr. Fancher is a research associate.*



Chester E. Finn



Robert T. Fancher



## STATE OF THE STATES:

### Focus on the Schools

As efforts to improve the schools continue to spring from local initiatives and national organizations, including the federal government, the state humanities councils are emerging as an important source of ideas and programs. In an important departure from their traditional focus on the out-of-school adult public, many state councils have made or are considering grants to strengthen the humanities in elementary and secondary schools. Obviously, these councils, whose members are humanities scholars and citizens active in public life, have strong local ties and therefore a natural interest in the schools. They are also finding that the purpose for which the councils are funded by the National Endowment—to strengthen public understanding and appreciation of the humanities in each of the states, as well as the District of Columbia, Puerto Rico, and the U. S. Virgin Islands—can be effectively augmented by supporting projects involving elementary and secondary schools.

Before leaving the Endowment staff last summer I identified some 252 school-related projects funded by state councils in the last two years. Nearly all of the state awards center on specific fields or disciplines taught in the schools, including literature, history, foreign languages, writing, philosophy, and study of the arts. The variety of programs is remarkable, as is the modest cost. Many of the small grants are for short-term activities or even one-day programs specific to the needs of local schools. A \$756

award by the Indiana Committee, for example, brought the well-known Indiana poet Jared Carter to Kokomo to work with area English teachers during the day and to offer a public reading and discussion in the evening. The Kentucky Committee funded a program bringing authors into schools for a day to work with teachers and also meet with children to discuss writing. The total cost of that program was \$250 per school. Michigan sponsored a day-long conference called "Celebrate Literature" for teachers and librarians to examine ways to bring better literature into classrooms. Such specific local and regional activities do not result in sweeping reforms of curricula and teaching in history, languages, literature, and other humanities subjects but often provide the needed spark for local action.

Other grants seek fundamental changes in teaching by substantially increasing teachers' knowledge and competence in their fields. Virginia, for instance, inspired in part by the new NEH seminars for high school teachers, has developed a similar grant category for teachers in that state, and Illinois is offering a comparable program of teacher institutes. In both cases, teachers enroll in intensive summer study led by outstanding scholars. Invariably, such summer programs are said by teachers to be among the highlights of their professional careers and the new ideas and insights are immediately made part of the curriculum when the teachers return to their classes.

The largest portion (128) of the 252 projects I examined during my assignment in the NEH Division of State Programs were made to grantees who arranged humanities programs taking place directly in the schools. History days—activities much like science fairs where students display the results of independent or team research projects—are a good example, as are humanists-in-schools, exhibits, speakers, and book and author discussions. Awards were also made frequently for teacher training (64 awards), curriculum and teaching materials in the humanities (78 awards) and educational policy (86 awards). The remaining grants spread across a wide spectrum of activities in as wide a range of disciplines. History was clearly the most popular field with literature a close second. Notably rare, and a cause for continuing concern, were awards in foreign languages, by far the most neglected discipline of the humanities at the precollegiate level.

What is to be made of this considerable interest of the state councils in elementary and secondary schooling, and what are the possible outcomes? First, it should be noted that there is no stampede into school grants. Each state developing a school program had done so only after careful staff work and vigorous debate by its committee. With 87,000 elementary and secondary schools in the nation there is an understandable fear that each state committee's share of funds might have no more impact than letters mailed in a hollow tree.

But the fear is unwarranted. If the councils think carefully, their modest grants can be both beacons and thorns, stimulating needed improvement in English, history, and language teaching.

Now that I have left Washington and once again am back heading a public school system, there are a variety of paths I would urge the states to follow. Each of these would contribute significantly to the improvement of pre-collegiate education in the humanities, and in each case one or more of the state committees already has done some good work. The first suggestion is: find ways to honor teachers and schools. Children go to school in a schoolhouse, not a school system, and the teachers and principals of that school need help, encouragement, and recognition. What a great thing it would be if in each state the humanities councils were to develop continuing programs to recognize teachers and schools that do outstanding work in the teaching of literature, languages, and history. In thirty years work in the schools I cannot recall a time when teachers were more criticized and less honored. Surely one place to start is the appointment of outstanding teachers to the councils themselves. Another would be to think of ways in which these outstanding English, history, and language teachers and their schools can be seen as resources for public humanities programs. There are 24,000 secondary schools in the country, each with some very capable teachers who deserve more opportunities to share

# Turning the tables

their knowledge of the humanities with the general public in the manner commonly expected of college professors.

Since recognition is necessary but hardly sufficient, the second recommendation is that state committees use their close familiarity with their own academic institutions and schools to build more bridges between the professors of history and the school teacher of history, the language teachers at both levels, and teachers and professors of English. Seminars and institutes are the tried and proven way to do this, but the councils may well discover other ways. The rarity of contacts between the academic departments of high schools and the academic departments of colleges, rather than between the guidance and admissions offices, is one of the institutional pathologies of the humanities in America today.

The leaders of the schools—the principals, department chairs, and superintendents—constitute another group who need to be brought into close contact with the state councils and with scholars in the humanities. Similarly, the state councils should use their extensive public contacts to work more closely with state boards of education and commissioners of education in the review and development of policies and legislation that affect the humanities. The Texas Committee for the Humanities did an outstanding piece of work in its Task Force on the Humanities in the Public Schools of Texas. Its report on curriculum requirements and teacher preparation is a model to be studied by all who want to grasp handles that lead to action. Councils themselves might more often include school principals or superintendents as members, to sit along side the already well-represented college deans and presidents. There are, after all, 16,000 school districts in the country in contrast to 3,200 colleges and universities.

Finally, I believe the most important contribution state humanities councils can make to elementary and secondary education is not to be found in awarding specific grants to the schools, but by maintaining in each state clear visibility and the highest standards for public humanities programs. When adults are encouraged to the serious uses of history, when they value discipline in thought and language, and read and discuss good literature, children have before them at home and outside what the English philosopher Richard Livingstone once called a "vision of the first rate." Cultivation of that ideal must be the principal task of education at all levels and in all settings.

—Francis Roberts

*Mr. Roberts, a former member of the Endowment staff, is Superintendent of the Cold Spring Harbor School District, towns of Huntington and Oyster Bay, New York.*



High school teachers discuss lyric poetry with Helen Vendler at Harvard in an NEH Summer Seminar for Secondary School Teachers.



Boston Globe photos by Joseph Dennehy

## High school teachers become summer students

*Reprinted with permission from the Boston Globe.*

Gathered around a wooden seminar table in a first-floor classroom in Harvard's Robinson Hall, fifteen select American high school teachers rap about Shakespeare's sonnets in an impressively heady fashion.

Near the end of the two-hour session, Diane Harmon, an English teacher, adeptly explicates Sonnet 128. Then the seminar leader, Harvard English professor Helen Vendler, asks her what particular theme the sonnet addresses.

Harmon pauses for a moment. "As they say at the Senate hearings," she finally says, "I prefer to reflect on that."

With this fancy evasion, the fourteen other teachers burst into laughter. They recognize that they have just witnessed a delicious piece of role reversal, and they are relishing it. The teachers are students for the summer.

They have been brought to Harvard by the National Endowment for the Humanities to study with Vendler for six weeks the lyric poetry of Shakespeare, Keats, Whitman and Yeats, as part of a new Seminar Program for Secondary School Teachers.

The program, which includes fifteen different seminars taught at universities across the country, was designed by NEH to give outstanding high school teachers the chance to broaden their exposure to some of Western civilization's most important texts. "It's an intellectual renewal," Vendler says. It attempts to do with teachers what

they strive for with their own students, as one teacher frames it—"bring them closer to literature."

Modeled after a similar NEH program for college professors, it was founded on the notion that high school teachers play a crucial role in keeping the humanities a vital part of American culture. The teachers in Vendler's seminar say they are generally unaccustomed to this kind of respect. "I am grateful for the recognition of high school teachers," says Nancy Traubitz of Silver Spring, Maryland, a member of Vendler's seminar group. "It's as if they're finally saying, 'We think you are important.'"

Mary Colvario, who teaches eleventh- and twelfth-grade English at Boston Latin School, puts it even more bluntly: "This is the best thing the federal government has ever done for me."

NEH looks at the program—which provides each teacher in the six-week seminar with a \$2,125 stipend and free tuition for the course—not as a gift, but an investment in the humanities. It hopes that when the teachers go home, they will pass their learning experience on to their colleagues. And they expect the high school students will also reap the benefits of their instructors' studies.

James Hainlen, from Stillwater, Minnesota, says his students will almost certainly gain from the program. "I am my students' greatest limitation," says Hainlen. "They stop where I stop. As I move forward, so do they."

... Teaching lyric poetry to high school students can sometimes be a

tricky task. An undeniable stigma is attached to poetry, which has come to be regarded as an inaccessible field of study, taught in a cursory manner near the end of the year, if at all.

The teachers in Vendler's seminar say that's too bad. If approached positively, says Janice Baker, an English teacher at the Baltimore School for the Arts, "poetry can be one of the easiest things in the world to teach."

The problem, explains Wendell McClendon, an English teacher from O'Donnel, Texas, is that "many teachers in high school don't have a good command of poetry and therefore avoid it almost altogether."

... Vendler exudes the kind of enthusiasm for the poems she teaches that the teachers try to show their own students. "The key is that students should be introduced to someone who really likes poetry," says Alice Brice from Albuquerque.

Despite a love of poetry and fondness for communicating the richness of verse to their students, many of the teachers say they feel unappreciated. Four of the fifteen said that, if they had to begin their careers all over again, they would not choose to teach high school.

Even university instructors are sometimes "condescending" toward high school teachers, Iris McElveen of Columbia, South Carolina, says. That's what's good about the NEH program, she says. "It helps bridge the gap between the two groups."

More teachers (335) applied for admission into Vendler's seminar than any of the fourteen others offered by the NEH. For the 225

# on teachers

spots in the fifteen seminars, there were nearly eleven applications for every place. "Considering this is only the first year, there was a very high demand," says Ronald Herzman, an NEH program officer in charge of overseeing the program. If all goes well, Herzman says, NEH plans to expand the program next year to give more high school teachers the chance to participate. But teachers in Vendler's seminar say it is important to maintain the high caliber.

They see no problem in finding deserving and qualified high school teachers to participate. They have the utmost confidence in their colleagues. But they do wonder whether it is possible to find enough college professors committed to the idea of teaching high school teachers during the summer. What they're really asking is: Are there enough Helen Vendlers to go around?

The seminar has just started, and already the rapport between the teachers and Vendler is growing strong. "She (Vendler) has an outstanding reputation," says McElveen. "And so far she is living up to it."

And Vendler has only kind words to say about her new "students." Better than her regular Harvard students? "Oh, yes, by all means," she says. Better than the college professors she has taught in the past? "Surprisingly enough they're just as good. They're really a bright and sophisticated group. . . and I am having a good time."

—Norman D. Atkins

*"Lyric Poetry"/Helen Vendler/  
Harvard U., Cambridge, MA/  
\$60,716/1983/Summer Seminars for  
Secondary School Teachers*

## Learning the language

Of 22,737 secondary schools in the United States, almost 20 percent have no foreign language program at all. Of the schools that do provide such programs, only a little over one fourth offer French and Spanish beyond the second-year level, with even less upper-level instruction in German. Enrollment in foreign language courses is low, attrition high, with 50 percent of the students dropping out after the first year. Fewer than 4 percent of American secondary-school students have more than two years of instruction in a foreign language, although at least four years are needed for minimum proficiency. Teachers often feel hampered by their own lack of language training and even native speakers find their skills growing rusty with long disuse. But an NEH-funded summer language and culture institute at Purdue University for secondary-school teachers of French, German and Spanish in nearby states is attempting to remedy these problems, with notable success.

The advantage of the intensive four-week summer institute designed specifically for practicing teachers is its immediate relation to problems encountered in the classroom: lack of student interest, of relevant teaching materials, and of linguistic skills and teaching techniques which would promote interest and encourage higher enrollment in upper-level courses—one of the institute's chief goals. Purdue's program, with its mini-workshops on spe-

cial topics and its follow-up seminars in participating teachers' schools and at Purdue, is designed to inspire in participants greater confidence in their linguistic abilities and to provide specific tools for conveying this inspiration effectively in the classroom.

The teachers in the program have been enthusiastic about its usefulness, reports Joseph Wipf, the director. Of the sixty who enrolled in the 1981 institute, fifty-two rated it "Excellent." Many follow-up letters of commendation from teachers now back in the classroom underscore the program's success. One wrote that she had learned more at the institute than in all her years of French language training, "including a year of study in France."

"I came out of the Institute with renewed enthusiasm for my job," wrote a thirteen-year veteran of Spanish language instruction. Yet another participant contacted Wipf a week after the institute to say he was planning to begin work on an advanced degree in Spanish at Purdue. All wrote that they particularly valued the warm, interpersonal exchange among colleagues and reported that they were using the materials and techniques learned at the institute, including songs, audio-visual aids, films, and texts, to great effect in their classrooms.

Courses are offered in three basic topics: Literature and Conversation, Composition, and Teaching Methods for Reading and Composition, with each course designed to complement and reinforce the others. The teachers are shown ways to encourage their students to read the literature of the languages critically: drawing inferences, recognizing cognates, and responding to alternate values and worldviews.

Language fluency is encouraged by debates, role-playing and "interviews."

"Writing as learning" techniques encourage students to record their activities, thoughts, and feelings in logs and short essays written in the language being studied. Free time offers a variety of opportunities for informal language practice at meals, in the conference center, and in the dormitories, where the teacher/students are housed in "language blocs." Evening foreign film showings and morning recordings of foreign radio broadcasts enhance both linguistic abilities and cultural awareness. A two-day "mini-workshop" covers broad topics related to foreign-language teaching and study. In 1984, the institute plans to offer a workshop, led by Constance Knopf, which will emphasize the cultural, political and economic context of foreign-language study. The institute staff is composed of Purdue professors, who are either native speakers or have had continuous, close exposure to the languages they teach. Participants in the program are selected to include native speakers, as well as language majors and minors.

"As a result of the institute," explained Wipf, "foreign-language programs in some schools have grown dramatically. Word gets around quickly—if a class is interesting, students encourage each other to enroll."

—Sheryl A. Spitz

*Ms. Spitz, an international trade and relations specialist, has taught Russian at Stanford University.*

*"Foreign Language Teacher Institutes"/Joseph A. Wipf/Purdue U., West Lafayette, IN/\$349,024/1984-86/  
Humanities Instruction in Elementary and Secondary Schools*





## The Ratification Debates

### Editor's Note:

With this article we inaugurate a series intended to highlight the NEH initiative for the Bicentennial of the Constitution. The 200th anniversary of the United States Constitution offers a singular occasion for encouraging renewed scholarly interest in and public reflections on the principles and foundations of constitutional government. Accordingly, the Endowment welcomes proposals on the philosophical, literary, historical and political origins of the Constitution; the relation of the structure of the Constitution to American political, social and intellectual culture; and the connection between self-government and the purposes of life.

Please address your inquiries to the Office of the Bicentennial, National Endowment for the Humanities, Washington, D.C. 20506.

Some things are quicker done than said, as in the difference between making history and binding it into books. America spent a scant four years ratifying its Constitution and Bill of Rights, but historians are still assembling the proof of how we came to accept our government.

The idea of publishing *The Documentary History of the Ratification of the Constitution and the Bill of Rights*, a project underway at the University of Wisconsin, in Madison, "began in the 1890s," says coeditor John P. Kaminski. Like many good ideas, it would begin again and again.

In 1934, the editing project moved forward at least an inch when Congress passed the National Archives Act, creating not only the Archives but also the National Historical Publications Commission. Two years later, the NHPC endorsed a plan for a history of ratification, and in 1939 bills were introduced in Congress calling for work to begin.

What with World War II and other distractions, the bills were forgotten, and it was not until 1951 that what is now called the National Historical Publications and Records Commission (NHPRC) re-endorsed the ratification project and began preliminary searches for documents.

"The original assumption was that there would be enough material for five or six volumes," says Kaminski. Now, "We're talking eighteen or nineteen volumes." When Kaminski was hired as an associate editor, he was told the project would continue another five or six years. "That was in 1969," he says.

If the documentary history of ratification will be a long read, a long time coming, it will also be the first definitive record of those passionate years when Americans argued over how Americans should be governed.

Much teaching of American history tends to leap from revolution to full-blown nationhood. The critical span when leaders and lesser citizens debated—in conventions, in newspapers, and in private correspondence—whether Americans would be one people under a national government, or a weaker union of several states, "is basically ignored," says Kaminski.

Documenting the process of ratification should help get the story out, but it is a massive undertaking. The project, supported by the University of Wisconsin, the State Historical Society of Wisconsin, the NHPRC, and the National Endowment for the Humanities, divides into four areas.

An introductory volume, *Constitutional Documents and Records*, traces the development of our national government from 1776 to 1787, and serves as a companion to other volumes in the series. The ten-volume *Ratification of the Constitution by the States* (two volumes

have been published) analyzes the ratification debate state by state. The third major series, *Commentaries on the Constitution: Public and Private*, presents newspaper reports, pamphlets, broadsides and letters on the Constitution itself and on prospects for ratification. Two *Commentaries* volumes have been published, with three to come. Finally, the historians at Madison expect to publish two volumes on the public and private debate, and the official proceedings, that led to ratification of the Bill of Rights.

"A continuation of the story" is how Kaminski describes another Madison publishing project, *The Documentary History of the First Federal Elections, 1788-1790*. Edited by Gordon R. Denboer, who like Kaminski earned his Ph.D. in history at the University of Wisconsin, the elections project shares space with the ratification project in the university's history department.

"We have probably searched upwards of a thousand places, in person, by telephone, or by mail," Kaminski says of the long hunt for ratification documents. University and historical society libraries have yielded state legislative records (such as journals, debates, engrossed acts and resolves, drafts of bills and resolutions, and committee reports), the incoming and outgoing correspondence of state governors, town records concerning the election of delegates to state ratifying conventions, and petitions and resolutions favoring or opposing the Constitution drafted in 1787.

Documents and private correspondence from libraries in Great Britain, Scotland, Ireland, France, Belgium, Sweden, and the Netherlands have added to the ratification record. Auction sale catalogs going back to the early nineteenth century have also been checked, for leads to private collections.

Of the approximately 80,000 documents that will make up the history of ratification, about 55,000 are reports or commentaries published in newspapers. Kaminski says that at any point between 1787 and 1791, about one hundred American newspapers were being published. All have been searched, a job made easier, he says, by the fact that for important subscribers, printers would supply a bound copy of the entire run for a year.

The newspaper clippings pull ratification readers into the thick of the post-Revolutionary free-for-all between Federalists and Anti-Federalists.

For example, there are Tench Coxe's three essays, signed "An American Citizen," and published in the Philadelphia *Independent Gazetteer* in September 1787. Coxe, a merchant with Loyalist sympathies during the Revolution, became a much-reprinted publicist for Constitutional ratification, and assistant secretary of the Treasury under Hamilton.

Comparing "the nature and powers" of the British King with those of "the ostensible head" of the American republic, Coxe wrote:

"In Britain their king is for life—In America our president will always be one of the people at the end of four years. In that country the king is hereditary and may be an idiot, a knave, or a tyrant by nature, or ignorant from neglect of his education, yet cannot be removed, for 'he can do no wrong.' In America, as the president is to be one of the people at the end of his short term, so will he and his fellow citizens remember, that he was originally one of the people; and that he is created by their breath—Further, he cannot be an idiot, probably not a knave or a tyrant, for those whom nature makes so, discover it before the age of thirty-five, until which

period he cannot be elected. . . ."

To this and other arguments from Coxe, a critic signing himself "An Officer of the Late Continental Army" responded, "An American Citizen. . . does not tell us what the new Constitution IS, but what it IS NOT, and extols it on the sole ground that it does not contain ALL the principles of tyranny with which the European governments are disgraced."

Aside from offering insights into our past, or providing pleasure for serious American history buffs, the ratification volumes are useful to present-day molders of law and policy. The books have already been cited in law journals on such subjects as jury size, federal antibias legislation, and institutional litigation. And members of the Supreme Court have often made use of the ratification volumes in their deliberations.

"Felix Frankfurter was constantly calling up asking questions about the Bill of Rights, and particularly the First Amendment," says co-editor Gaspare Saladino of the editing project's early years.

"Justice [William J.] Brennan has been on our board of advisers for about fifteen years now, and he is an enthusiastic supporter," says John

Kaminski. "The Justices like to use our volumes to see what the Founding Fathers—those thirty-nine men who signed the Constitution—believed they were doing and, more importantly, what the delegates to the ratifying conventions thought they were ratifying."

Senate aides have contacted the ratification editors for expert advice on the Founders' opinions, as did a state governor with an interest in abortion.

According to Kaminski, former Wisconsin Governor Lee Dreyfus asked about the procedures involved in calling a national constitutional convention. Dreyfus, interested in starting "an active campaign" for an amendment banning abortions, was concerned, however, that the affair might get out of hand. He wondered whether a single issue could justify calling a convention. Dreyfus was informed, says Gaspare Saladino, that "according to James Madison, any number of questions could be called."

Kaminski says the ratification project staff is nonpartisan when it comes to assisting public officials. The project's document files are also open to qualified researchers, who have come from as far as Japan and West Germany, and from as near

as George Washington's home state.

Although the documents collected for the ratification volumes can provide ammunition for politicians and lawyers who shape twentieth-century public policy, the labors of Kaminski and Saladino may be even more appreciated when the next century rolls around. "We're doing these documentary histories so histories can be written from them, doing the work so each historian doesn't have to travel over the entire country," says Kaminski. "We're doing this once. It will be a one-time shot, the definitive history for generations of historians to come."

"The drafting of the Constitution was unique," he says. "There aren't too many occasions when you have a body of people deciding to write a Constitution limiting their future government. And it worked. There have been times when an extraordinary assembly of men acted together—the Golden Age in Greece, ancient Rome. This period in American history was a remarkable time. This material always seems fresh."

"It really is an assembly of demigods," Thomas Jefferson observed of the men the states sent to the Constitutional Convention in Philadelphia.

But one didn't have to be a Jefferson to sense the excitement of the ratification years. According to Kaminski, letter after letter in the Madison project's files say in some way, "We are a unique case."

One of those letters was written by Oliver Wolcott, Sr., lieutenant governor of Connecticut, to Oliver

Wolcott, Jr., lawyer of Hartford. The elder Wolcott represented Litchfield in the state ratifying convention. On October 8, 1787, he wrote to his son:

"I have examined the Constitution proposed by the Convention—And I find that they have Attended to the great Objects of rendering Government efficient, yet capable of having its errors corrected without public Disturbance, and to guard it both in the Constitution of its Officers, and in its Operations, against the Impressions of Faction—These important objects have never yet been effectually combined in any System of national Government which I have ever had the Knowledge of—if these Points have been fully Obtained, by this System it may be considered as a high Improvement upon all former Constitutions of Government—Upon the whole, I think that there is much to be admired in this Constitution, and that perhaps it is as perfect as could be devised—It is the Production of the wisest and the best of Men—and I hope that it will be so considered."

"I shall probably go to N Haven on Wednesday," ends the paternal note, "and shall hope to see you there in the Course of the Sessions."

—Michael Lipske

Mr. Lipske is a frequent contributor to Humanities.

"The Documentary History of the Ratification of the Constitution and the 1st Federal Elections"/John P. Kaminski/U. of Wisconsin, Madison/\$193,968 OR; \$48,492 FM/1982-85/Research Materials

To the Honorable the Representatives of the Freemen of Pennsylvania, in General Assembly met.

The PETITION and DECLARATION of the CITIZENS of *Sumantown*

Respectfully shew,

THAT your Petitioners have seen, with great Pleasure, the proposed Constitution of the United States, and as they conceive it to be wisely calculated to form a perfect Union to secure to themselves and Posterity the Blest Safety, they have taken this Method of expressing the said Constitution may be adopted, as spec of Pennsylvania, in the Manner recommended late Honorable Convention.

September 1787.

William Hooper	John Dickinson	George Ross	John Mifflin	Robert Morris	James Wilson	Thomas Mifflin	George Taylor	Samuel Huntington	Richard B. Smith	John Hancock	John Adams	Samuel Adams	James Osgood	John Jay	John Rutledge	Edmund Randolph	George Mason	James Madison	George Washington
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Pennsylvania petition in favor of the Constitution. The cartoon from a Connecticut newspaper satirizes that state's reasons for indecision in 1787.

The Connecticut Historical Society

the question, Whether the happiness that of the state, or different?

# Readings in Civilization

the City of God gives when first what view it holds about the eternal life



Left to right: The Bamberg cathedral, built in the eleventh century during Henry IV's reign over Germany and the Holy Roman Empire; Niccolò Machiavelli, 1469-1527, by Santi di Tito



photographs courtesy of Eric Cochrane



lisation, I have repeated more than a hundred times about the rebellion of the East. From one view-point this fact presents a

Civ" today that were also assignments forty years ago. Some of these, such as Plato's *Apology* or *The Peloponnesian War* of Thucydides, are not part of *Selected Readings* because they continue to be available separately. But the approach to these and to all of the texts used in the course, both project directors emphasize, is historical rather than literary. A work is not examined as the isolated product of an author and his times, but is placed in a continuum of changing forces, of problems and their solutions.

By the time students get to Machiavelli in the sixteenth century, for example, they have read works by jurists and theologians who were contending 150 years before *The Prince* was written, that tyranny is illegitimate, that it is contrary to the principles that guided their society. The question put before the students, then, is what, over the course of a century and a half, led to Machiavelli's statement that "a prince, so long as he keeps his subjects united and loyal, ought not mind the reproach of cruelty; because with a few examples he will be more merciful than those who, through too much mercy, allow disorders to arise . . . for these are wont to injure the whole people, whilst those executions which originate with a prince offend the individual only."

"They read texts anticipating Machiavelli's political thought," Kirshner says, "which manifest a sense of withdrawal, exile, disillusionment. The conceptual vocabulary, the language and themes of the late medieval world are established. It then remains for a genius, like Machiavelli, to leap beyond them—to use the vocabulary brilliantly and to offer new concepts."

Boyer comments that the students are led to compare the responses that different societies have had to recurring issues. They might examine the twentieth-century idea of the collective and corporatist society, for example, in light of the Aristotelian approach to the problem of the individual and the state.

Students are given entire documents wherever possible rather than pieces obviously intended to support a certain interpretation of events. They must decide what of the document is relevant to a certain issue. "They have to get into the texts themselves," says Boyer, "and fight their ways through."

Thus, while learning in depth about some but by no means all of the problems and ideas that have shaped Europe over time, students are also learning how to be historians—how to gain on their own "an accurate understanding of an event for which the past affords no precedent."

Obviously the ways in which the volumes of *Selected Readings* can be used are as many as the ways in which different professors will approach the topics. In order to

make the volumes as useful as possible to other colleges and universities, many of which have already indicated interest in the project, the "Western Civ" staff is planning to submit the revised tables of contents to a board of consulting editors.

For Kirshner, the best evaluation of classroom materials is the reaction of students.

"I've been teaching 'Western Civ' since 1963," he says, "and the course is fantastically dynamic. In the sixties, students were fascinated with Luther's protests and with the violence and the crowds of the French Revolution. The response to texts will change in terms of contemporary issues and that response will in turn help shape the professor's approach to the text the next time he teaches it."

This responsiveness to student interest may partially explain why students at Chicago camp outside the registration building on the night before autumn course registrations open in order to ensure admission to various sections of the course. This popularity and the university's renewed commitment to a course in Western civilization are somewhat anomalous in higher education today. In a recent retrospective in the *American Historical Review*, "The Rise and Fall of the Western Civilization Course," Gilbert Allardyce writes, ". . . Just as, not long ago, scholars of the classics could not make a special case for the high culture of Greece and Rome in the college curriculum, so historians can no longer make a special case of the 'high history' of Western civilization." As he traces the history of the "Western Civ" course at several institutions, Chicago among them, Allardyce cites a congestion of material, a loss of a unifying principle in historical development and the recognition of cultural diversity attendant on the rise of the Third World as reasons that the course has lost adherents among both faculty and students.

What has made "Western Civ" a special case at the University of Chicago is that it is supplemented by the required study of other civilizations, that it focuses as much on methodology as on subject, that it has the enthusiastic endorsement of a university faculty which thinks seriously and often about the purposes of a liberal education, and that it follows the advice of Polybius: "We shall best show how marvelous and vast our subject is by comparing the most famous Empires which preceded. . . ."

—Linda Blanken

Ms. Blanken is the managing editor of *Humanities*.

"Curricular Revision and Public Dissemination of Western Civilization Materials" John W. Boyer, Julius Kirshner/U. of Chicago, IL/\$237,977 OR; \$23,609 FM/1983-86/Exemplary Projects in Undergraduate Education

photograph by Rick Browne



# Civic Literacy

A New York Times/CBS News poll published in early July found that the vast majority of Americans don't know which side the United States is backing in either El Salvador or Nicaragua.

Only 25 percent knew the United States supports the government of El Salvador in its struggle with leftist guerrillas, while only 13 percent were aware the United States opposes the current Marxist regime in Nicaragua. Though the Central American conflict has become the nation's paramount foreign policy concern, a scant 8 percent of voting-age Americans knew where the administration stands in its policies toward both countries.

These percentages add the authority of numbers to what several educational foundations have been reporting in the last decade. A national task force on citizenship education formed by the Danforth and Kettering foundations in 1975 quotes in their report a former cabinet member's comment, "Being a citizen today is essentially a spectator sport."

A 1981 Carnegie Foundation report, which warned that "as a nation, we are becoming civically illiterate," referred to public opinion surveys which showed that roughly half the population didn't believe that the electoral process determines how the country is run. The study concluded that a widening gap between public issues and public understanding was a significant factor in the nation's apparent growing distrust of government institutions and its deepening apathy toward participation in public affairs.

A continuing education program at the University of Oklahoma in Norman is trying to close the gap

between issues and understanding. Rather than teaching traditional adult-education courses aimed at furthering students' career goals, the NEH-supported program will teach students to become better informed, more thoughtful citizens.

Richard Wells, a professor of political science at the University, says the course is aimed at providing the students the resources for understanding the political theories that guide the process in all areas of government.

Wells and his colleagues at the university's College of Liberal Studies have designed a curriculum to increase "civic literacy," which Wells defines as possessing both key facts about public affairs and essential background information on the basic spirit or meaning of a culture's institutions.

"Americans often appear overwhelmed by the amount of news they face," Wells says. "They seem unable to assimilate important social and political information—to absorb and comprehend what's right in front of them."

The "Civic Literacy" program will use an eclectic reading list, ranging from Thucydides to Joseph Heller, in search of a seemingly simple goal—to help students learn how to think critically and teach themselves about major issues of the day.

"We hope that by returning to fundamentals, we can produce an intellectual framework or context with which students can read newspapers or popular journals," Wells says. "If power is to continue to reside with the citizens of this country, rather than devolve into the hands of 'experts' or government leaders elected by a voting minority, Americans will have to educate

themselves to understand and deal with the often-formidable issues that confront the nation today."

The proposed curriculum will begin in October and extend over a nine-month academic year. It will consist of six courses which will devote five weeks of study to a topic in American government. The courses will consist of case studies involving interrelated themes intended to form a coherent overview of

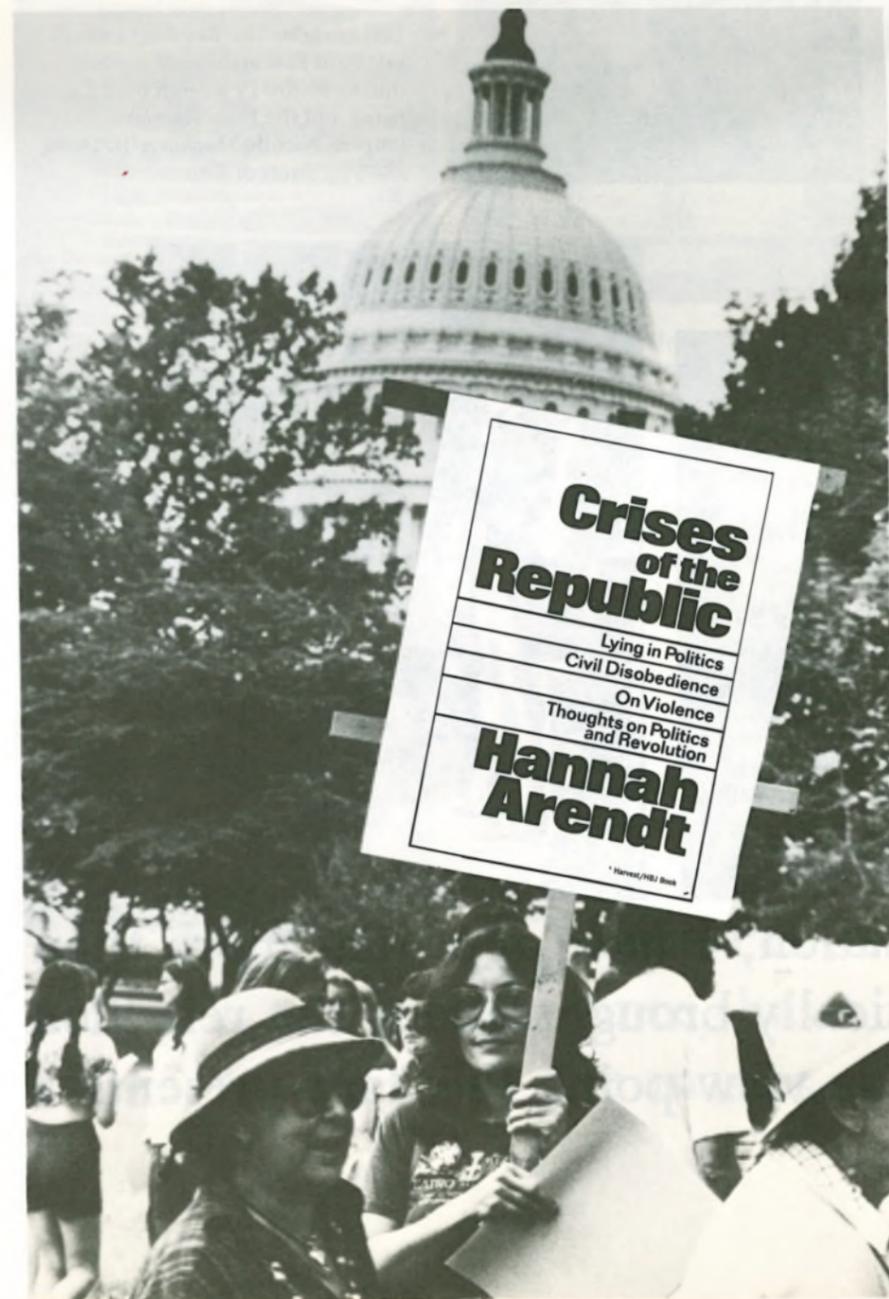
modern American problems.

In the initial course, entitled "The Nature of Constitutions," students will explore the relationship between the character or nature of a people and their constitution. The course will include, for example, a selection from the historian Thucydides in which the Greek leader Pericles heaps praise on those who died in the Peloponnesian War with Sparta. In that speech, Pericles spells out in detail the Athenian constitution and the special traits that characterized the Athenian people:

"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law . . . no one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty . . . we are free and tolerant in our private lives, but in public affairs we keep to the law. This is because it commands our deepest respect."

The point, which may prove relevant for fragile governments in Central America, "is that no constitution can save a people that simply have no sense of themselves," Wells says.

This course also will include readings from such works as Aristotle's *Politics* to John Locke's *Second Treatise*. Wells notes both works contain a similar message—reflected in the deeds of the Founding Fathers—"that it is possible through reason for people to invent their own social order."



photograph by George Tames

Another course centers on the theme of "Technology as a Problem of Civic Literacy." This unit, which explores the interplay between technology and its control by society, will focus on the controversial subject of genetic engineering. In this case, the chief reference work may be a recent Supreme Court ruling which held that a bacterium produced in a laboratory legally could be considered a "life form" subject to societal control.

In both of these cases, the original texts will be supplemented by extensive study guides produced by Wells and his associates. The guides will seek to underline and elaborate on the theme of a given reading. "In the case of Thucydides," says Wells, "the study guide would go through it paragraph by paragraph, literally pointing out what's important—for instance, that under the Athenian system, all citizens were eligible to hold office."

Other topics that will be covered during the Oklahoma program's first year include: "The One and the Many" (an examination of the prospects for consensus in an increasingly pluralistic society, including a reading of the trial of Socrates); "The Idea of America" (an exploration of the divergent goals and purposes of American life, featuring a reading of Joseph Heller's *Catch-22*); "The Politics of Scarcity" (a probe of how earlier societies dealt with scarcity, with readings of both Adam Smith and John Kenneth Galbraith); and "The Paradox of Freedom" (an examination of the different views of man and nature as described in works ranging from the myth of Daedalus to B.F. Skinner.)

Although the program will demand a great deal of preparation from students, William Maehl, the dean of continuing education at Oklahoma, is confident of its success. "We have found that students will accept substantial demands if you can convince them that the quality of the experience will be high," he says. "We present these programs in our promotional materials as serious intellectual activities."

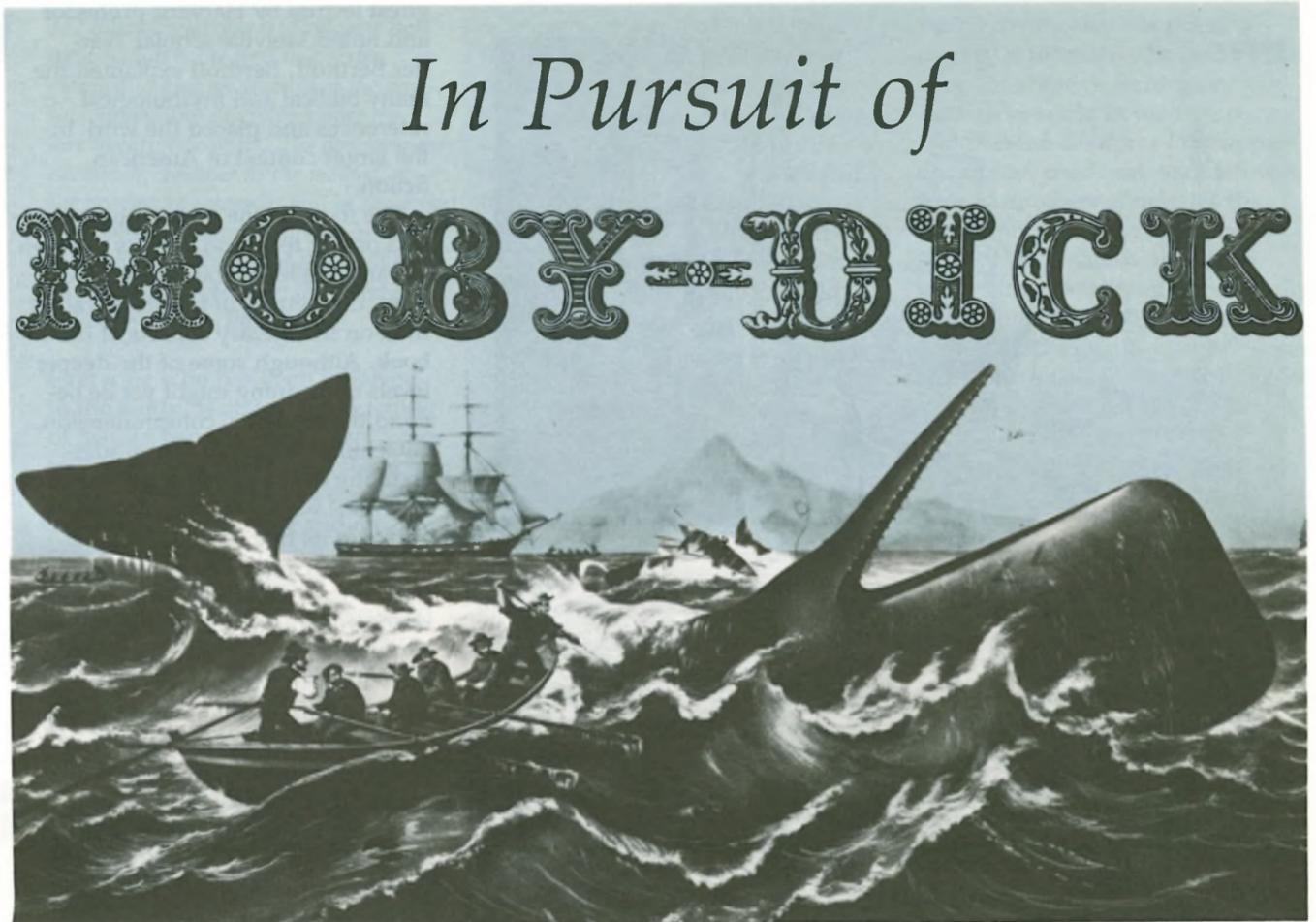
Wells says the program aims to enroll several hundred students during its first year, including teachers, lawyers, journalists and ministers. The program is scheduled to continue at Oklahoma for a second year; Wells believes it can also serve as a model for other adult-education efforts.

"Our ultimate intent is to replicate this program elsewhere," he says. "If this is something that's unique to this area, then it's a failure."

—Francis J. O'Donnell

Mr. O'Donnell is a frequent contributor to Humanities.

"Civic Literacy in the Bicentennial Decade: A Program for Adult Learners" / Richard S. Wells/U. of Oklahoma, Norman/\$134,554/1983-85/Humanities Programs for Nontraditional Learners



## In Pursuit of

# MOBY-DICK

Probably no American novel invites rereading as much as *Moby-Dick*; yet certainly none is more demanding on first encounter, especially if, as happens most often, that encounter occurs in a high school course in American literature. There is no Holden Caulfield whose awkwardness and obscenities bring smiles to adolescent readers, no Huck Finn to evoke admiration with picaresque integrity. There is, instead, that most inscrutable of searchers, Ishmael, whose quest for meaning—of his life and of all life, as he peers at his own reflection in the great expanse of sea—is the universal voyage of mankind.

Although adolescents grapple with questions of the purpose of life, they are many times unaware that Ishmael is involved in the same search. The familiarity recedes behind a difficult and sometimes archaic diction; an intricacy of symbol and biblical, classical, and historical allusion; and the arcane technology of the nineteenth-century whaling industry. The wealth of technological detail describing the day-to-day operation of a whaling vessel not only interrupts the action, but also distances the work from modern students, who have little in their own experience to relate to what they are reading.

The challenge to the teacher of American literature is to help students overcome these obstacles, so that they will be able to enjoy the drama of the novel and appreciate, to some degree, its many-layered contemplation of meaning.

Some, fearing that exposure to the book in its original version will leave students frustrated and disenchanted with "great literature," have been quick to offer abridged

editions of the work. Their assumption seems to be that the advantage of easier access to the story outweighs the disadvantage of deleting major descriptive passages.

Yet not all educators agree with this assumption. First of all, eliminating technical descriptions from the book necessitates the deletion of nearly ninety chapters. But beyond that, abridged versions of the novel leave out more than technical detail. They delete the machinery of Melville's shipboard society, not to mention the setting of the adventure. And, though telling the students the story, these abridgments rob them of passages crucial to an understanding of Melville's philosophy.

The problem of making the book accessible to today's young readers without sacrificing its complexity is a particular concern of officials of the New Bedford Whaling Museum in Massachusetts. Located in the seaside town where the story originates—in fact, right across the street from Father Mapple's Whaleman's Chapel—the Museum is in a unique position to educate young and old alike about the whaling industry.

The Museum first offered workshops for the English department faculty of the New Bedford High School. These "in-service" training courses provided historical and technological information which has helped them make the novel more accessible to their students. However, it soon became clear that the students, too, needed to be actively involved in this process, if the high school English courses were to address the specific obstacles that young readers most frequently encounter in the book.

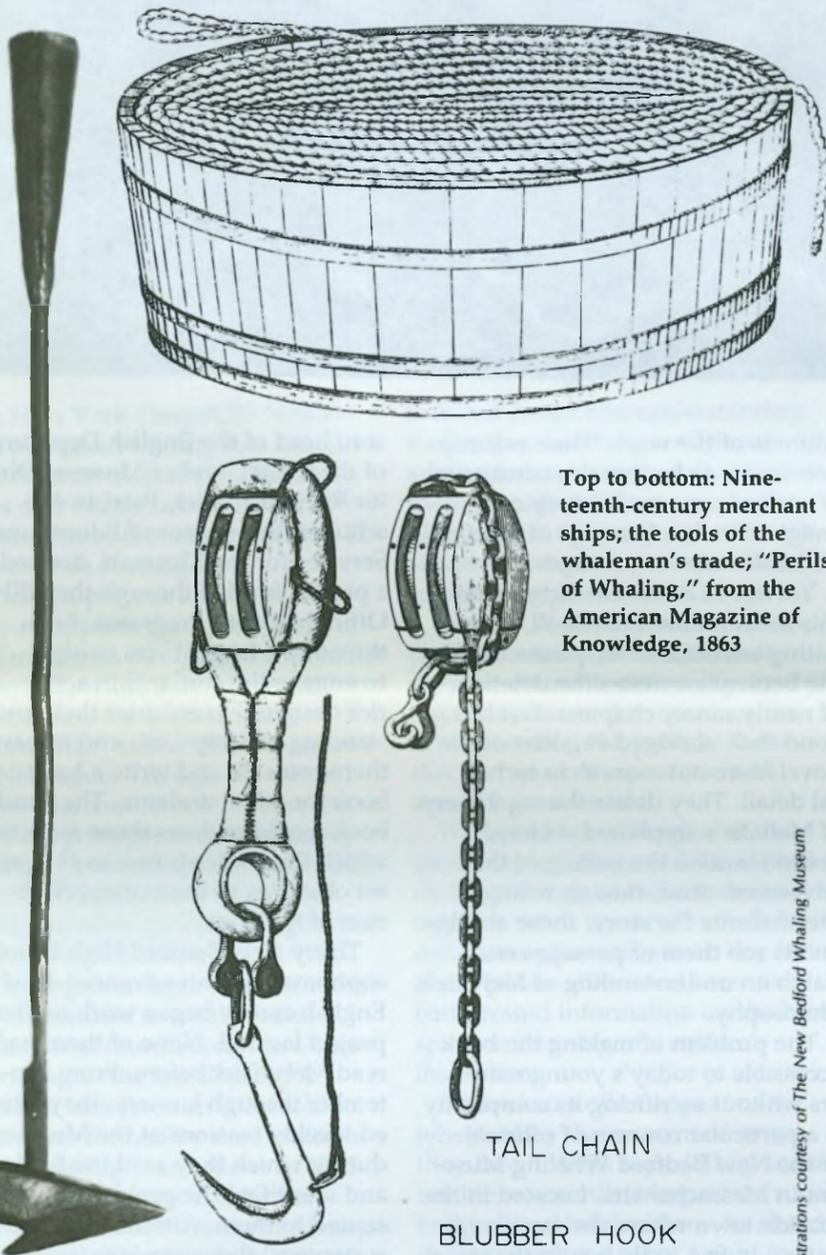
With the support of Charles Robin-

son, head of the English Department of the school, and of Museum Director Richard Kugler, Patricia Altschuller, Supervisor of Educational Services for the Museum, devised a project funded through the NEH Office of Youth Programs. From the outset, its goal was twofold: to engage the students in activities designed to enhance their understanding of *Moby-Dick*, and to have them research and write a handbook for other students. The handbook would address those aspects which the students saw as the greatest obstacles to their comprehension of the book.

Thirty New Bedford High School sophomores in an advanced-level English course began work on the project last fall. None of them had read *Moby-Dick* before. From September through January, they attended weekly sessions at the Museum, during which they read the book and identified the problems it presented to them. Altschuller, who supervised these sessions, encouraged the students to visit the Museum after school and handle various whaling tools: harpoons, lances, blubber-mincing knives, and spades.

"Just getting a harpoon into your hand is a learning experience," says Altschuller. "You start thinking about the strength and the force that you would need to propel that harpoon. This is something that students cannot conceptualize when they're reading the book. Even the fright—remember the scene in which Pip is stranded in the ocean? That scene begins to live for students when they look at the boat, and realize that the whale is fifty feet in length."

In addition to the classes at the Museum, the students attended a



Top to bottom: Nineteenth-century merchant ships; the tools of the whaler's trade; "Perils of Whaling," from the American Magazine of Knowledge, 1863

Illustrations courtesy of The New Bedford Whaling Museum



guest lecture by Harvard professor and noted Melville scholar Warner Berthoff. Berthoff explained the many biblical and mythological references and placed the work in the larger context of American fiction.

The focus of the project, however, was on the technical aspects of whaling and the historical, social, and economic setting of the story, rather than on the literary aspects of the book. Although some of the deeper levels of meaning might yet be beyond the students' comprehension, Altschuller hoped that an understanding of the physical substance of the novel would help them gain access to its first, literal level.

In the second stage of the project, the students conducted their own research. During one of their course sessions, Paul Cyr, curator of the Melville Room at the local library, had familiarized them with the materials in his collection. Now they divided into teams, each researching a different topic for the handbook: the history of New Bedford; the economy and supporting trades of the city; the ship; whales; tools; the life of a whaler.

For most of the students, this was a maiden voyage in independent research; for all of them, it was the first time they had prepared a manuscript for publication. Although many of them found the research exciting, they were not prepared for the difficulties of compiling the handbook from the separate chapters they had written.

For Lori Rubin, who researched the chapter on the economic life of New Bedford, the main problem was editorial. "We researched too much. We ended up taking a lot of material out."

"It was very hard work for the students," admits Altschuller. "The editing was something that they weren't used to. This was their first experience in questioning and rewriting what they had written, and pride of authorship occasionally got in the way." She attributes much of the success of the handbook project to Jim Kelley, the instructor of the high school's advanced-level Great Books course, who guided and encouraged the students through the editing process.

When I visited Kelley, Altschuller, and several of the students in early July, the handbook was undergoing a final review, after four drafts. If all goes as planned, the handbook will be ready this month.

The students all seem to be clear about one thing: the handbook will not be a condensed version of the novel. "It shouldn't be used to replace reading the book," says Rachel. "It doesn't really give the story line." Adds Nancy Macedo, Rachel's research partner, "It's not about *Moby-Dick*. It's about the background of the book, so that kids will be able to see in their imagination what they're reading."

Patricia Altschuller emphasizes

that the handbook is really a "supplement to the teachers' knowledge. We're not answering any of the questions dealing with the meaning of the story. One of the things we've found in working with teachers over the years is that we can give them material, we can make suggestions but we don't want to give them our interpretations. This handbook will be providing more time for the teacher to deal with interpretation."

From his point of view as their teacher, Jim Kelley feels that although these students are in an advanced-level class, they are not yet prepared, as sophomores, to deal with the deeper metaphysical levels of the book. "That would be a nice project for a high-level college group," Kelley says. What he does hope to have done for the students, however, is to impress upon them the care that Melville put into the writing of the book.

"Melville portrays the ship as a microcosm of society, and in that microcosm every detail is important." He also hopes that the students have learned the importance of detail in their own research, and that they will now have the confidence to walk into any library to do independent research. And not least of all, he feels that the ability to cooperate with each other in accomplishing a single goal will be of long-lasting benefit to them.

As for the students, they admit that although the project helped them understand the book better, there are still many passages beyond their grasp. A few said they would like to go back and read the book again when they are older.

"When I've gone through college and had a lot more education, I'll probably pick it up and start reading it again," muses Rachel.

After all, agree the project directors, most of us need more than one chance to ponder Melville's speculations, such as this musing on "the whiteness of the whale":

"Is it that by its indefiniteness it shadows forth the heartless voids and immensities of the universe, and thus stabs us from behind with the thought of annihilation, when beholding the white depths of the milky way? Or is it, that as in essence whiteness is not so much a color as the visible absence of color, and at the same time the concrete of all colors; is it for these reasons that there is such a dumb blankness, full of meaning, in a wide landscape of snows—a colorless, all-color of atheism from which we shrink?"

"I'll probably be able to get a lot more out of it," continues Rachel, "maybe even understand it."

—Elizabeth Heston

Ms. Heston is a program specialist with the National Endowment for the Arts.

"Moby-Dick and the Tools of Whaling"/ Patricia D. Altschuller/Old Dartmouth Historical Society, New Bedford, MA/ \$14,555/1982-82/Youth Projects

Anthropology

Archaeology

Art Criticism

Art History

Classics

Ethics

What has

happened in

History

Jurisprudence

Language

Linguistics

Literature

Philosophy

Religion

Social Science

The following article by Professor Bernard Bailyn is the first in a series planned to give an account of the separate humanities disciplines over the last twenty-five years. The developments examined, whether in the method or the product of research, will be those that have most influenced scholars in the last quarter century and thus will be most likely to determine the direction of future work in the field.

Everyone who has been involved in the study, writing, and teaching of history over the past thirty years will agree that the subject has undergone enormous changes during that time—changes so vast and intricate that no one can classify them all as they relate to all fields of human history and all periods of recorded time. It seems impossible even to trace the major developments in single sub-fields, such as my own, which is the early modern period of North American and western European history, with emphasis on the former. In recent years this transitional period between our distant and our immediate past has enjoyed an extraordinary growth in scholarship. This segment of historiography has simply exploded since World War II, and, instead of subsiding after great tumultuous blasts, the explosions continue. Books and articles on the three hundred years after the European discovery of America drop from the presses in heaps, and essays of general interpretation multiply endlessly.

Anyone interested in the whole range of innovative scholarship in the early modern history of the Western world is involved in the latest refinements in the study of the discoveries and explorations, in parish records of France and England, in family, community, and demographic studies from everywhere from Uppsala to Florence, in the evolution of royal courts, state offices, and parliamentary bodies, in mobility patterns and migrations, in the everyday lives of workers and witches, in race conflicts, social stratification, the uses of leisure, sex practices, burial customs, magic, *mentalités* and ideologies of all kinds, and attitudes to everything: to birth, to life, to work, to age, to death, and to life after death. Only a besotted Faust would attempt to keep up with even a large part of this proliferating literature in any detail.

What is happening in this area of contemporary historiography is distinctive, I believe, in its magnitude, variety, and speed of growth; but in lesser degrees the same thing is happening elsewhere. Historical inquiries are ramifying in a hundred directions at once, and there is no coordination among them. Even if one reduces the mass of new writings in the early modern period to the American field, and still further to the publications of card-carrying historians, the sheer amount of writing now available

is overwhelming. But limitations like that are arbitrary. Fields and problems that were once discrete and rather easily controllable merge, lose definition, reveal depths below depths. Further, some of the most interesting studies within it are being carried out by scholars in other disciplines: *geographers*, who find in historical data a rich field of inquiry; *economists* who are interested in the developmental aspects of the creation and distribution of wealth; *methodologists* who are mainly concerned with perfecting techniques, largely quantitative, for inquiries in a broad range of social sciences; *theologians and philosophers* whose studies are rooted in the great texts of this period; and *anthropologists and sociologists* who understand the fundamental importance of time development for their own proper work.

But this great proliferation of historical writing has not served to illuminate the central themes of early modern history, or of history more generally; it has obscured them. The most venerable structure of Anglo-American history, known in its narrowest form as the "whig" interpretation—political in essence but fleshed out with social and economic history—which explained the present in terms of an inferior but improving past, has long since been so severely eroded that the turning points and the overall contours of the story have almost entirely disappeared; and no new general interpretation or approach of equal comprehensiveness has developed in its place. For a time it seemed that in the area of social history the concept of "society" had become a general organizing principle. It promised to transform the traditional, loosely descriptive *Sittengeschichte*—"a disorganized mass of half truths," it was once called, "dealing as it does with a sort of chaos of habits and customs, ways of living, dressing, eating, and the performance of the duties of existence"—into a sharply focused explanation of how traditional western society of the late medieval period evolved into the modern social order we know. That concept remains essential for such coherence as social history now has. But studies of aspects of "society" in the past—classes, estates, communities, families—have now so increased that the subject, even within that definition, seems to be beyond comprehensive control.

Yet, if the proliferating information, much of it quantitative, generated by inquiries into aspects of past societies produces no coherent whole, it does seem to induce a wonderful euphoria. The mere glimpse of the great possibilities of quantitative analysis, which enables one to analyze the characteristics of whole populations and of social structures in times past, leads to dizzying visions of rewriting the whole story of man's past. The vision tends to fade, however, with

the discovery that the range of inquiry is ultimately limited by the very quantitative techniques that made it possible in the first place and that the comfort of the apparent clarity, precision, and definiteness of numbers stimulates the production of ever greater mountains of information, more and more difficult to scrutinize critically and bring into a coherent whole.

But the absence of effective organizing principles in modern historiography—its shapelessness, its lack of general coherence—is not simply the result of the immense increase in writing. It stems, I think, from deeper roots. Many of the most energetic historians have forsaken the general and traditional goal of history for technical problem-solving, and not for trivial reasons. Anyone like myself who has struggled with the mind-absorbing, soul-entrapping difficulties of subjecting scrappy social data of the pre-statistical era to computer analysis will know how captivating and strangely satisfying, and yet how severely vision-limiting, that kind of technical work can be. Absorption in the fascinating technical problems of history is no new thing. It is as old as modern professional scholarship. It happened first, perhaps, to some of the most gifted nineteenth-century historians of the ancient world for whom epigraphical, prosopographical, and legal studies—ever more sophisticated and demanding—became ends in themselves, addressed with increasing elegance and rigor to a decreasing audience of experts.

And indeed there is something about the advancing movement of historical scholarship that induces this periodic absorption of creative minds in technical problem-solving—an alternating dipping and soaring motion of the mind as it drops down to scrutinize puzzling, tangled details, then struggles, not always successfully, to rise again to view the landscape whole. Perhaps that is the way historical understanding must grow. But whether or not that is so, large areas of history, including some of the most intensively cultivated, have become shapeless, and scholarship is heavily concentrated on unconnected technical problems. Narratives that once gave meaning to the details have been undermined and discredited with the advance of technical scholarship, and no new narratives have been constructed to replace the old. Few historians even attempt now to incorporate the mass of technical findings and the analytical studies that dominate modern research into historical narratives that explain how the world—or some large segment of it—evolved. Yet the historical meaning, the relevance and significance, of the technical writings can only be found within, and as part of, such comprehensive, developmental accounts.

To write such essential narra-



tives—dominated by a sense of movement through time, incorporating the technical studies, and devoted to showing how the present world was shaped by its emergence from a very different past and hence concentrated on critical transitions from the past toward the present—this seems to me to be the great challenge of modern historical scholarship. We will continue to need, and will continue to have, innovative technical studies; they extend the range of our knowledge, and emerge naturally from the inner propulsions of professional scholarship. And we will need and will continue to have analytical works that explore key issues, personalities, and events in depth. But the critical need, it seems to me, is to bring order into large areas of history, and thus to reintroduce history in a sophisticated form to a wider reading public, through synthetic works, narrative in structure, on major themes, works that explain some significant part of the story of how the present world came to be.

These narrative histories will be difficult to write insofar as they incorporate a range of technical, analytical findings. Their structure and the order of events they describe will follow no standard form. And the difficulties will be compounded by the growing importance of certain broad tendencies, certain inner movements, that I believe have developed within the mass of current scholarship without respect to field and that seem to be creating new dimensions altogether.

The first becomes clear through a consideration of the importance of quantification. Quantification in history is easily misunderstood. It is distinct from computation and the formal analysis made possible by computers. Much confusion has resulted from the failure to observe

this distinction. Further, if it is not practiced with careful discrimination and by historians otherwise informed of historical reality, it can destroy the foundations of historical understanding by limiting questions to available numerical answers, by endowing with a spurious rigor claims that have no basis in fact, and by diverting attention from the central themes of an evolving inquiry. But beyond all of that, the innovations that are claimed for quantification are exaggerated. Historians have always used numbers, when they should get them; they have always attempted to convey magnitudes in numerical as well as verbal terms. Yet there *is* something in the current euphoric development of quantification in history that is new and that is, I think, deeply affecting the evolution of historiography generally.

Some terms borrowed from Freud and the sociologists may help one see the character of the development. It is reasonable, I think, to say that almost all history written before the twentieth century was essentially *manifest* history. That is, history was the story of events that contemporaries were clearly aware of, that were matters of conscious concern, were consciously struggled over, were, so to speak, headline events in their own time even if their causes and their underlying determinants were buried below the level of contemporaries' understanding. Underlying circumstances, however skillfully and imaginatively described, were secondary concerns introduced as prefatory matter or interleaved here and there to help explain the main, manifest events, which formed the structure of the story, or to help create a realistic picture of the era in which the events took place.

What is new, it seems to me,

about the current work in quantitative history is not that numbers as such are being introduced, or more precise numbers than we have had before, but that the kind of numbers being introduced is making possible a new range of inquiry into what might be called *latent* events—that is, events that contemporaries were not fully or clearly aware of, at times were not aware of at all, events that they did not consciously struggle over however much they might have been forced unwittingly to grapple with their consequences, and events that were not recorded as events in the documentation of the time.

Examples come easily to mind, especially in connection with population history: shifts in sex ratios, in age at marriage, in birth rates and death rates, in age distributions, and in mobility patterns. But such key events in population history are only the most obvious of this new range of historical episodes. Events of the same order are now being discovered frequently by historians working on quite different questions: occupation and wealth distribution, church membership, patterns of land holding and types of land usage, living arrangements. It is not simply that quantification is making possible a more precise description of these events. The events I am referring to were known, if at all, only vaguely by contemporaries or by previous historians to have *been* events; they are being discovered as particular happenings now for the first time. Taken together, they form a new landscape—a landscape like that of the ocean floor, assumed to have existed in some vague way by people struggling at the surface of the waves but never seen before as actual rocks, ravines, and cliffs. And like the newly discovered ocean floor—so rich, so com-

plex, and busy a world in itself—the world of latent events can be seen to be part of, directly involved with, the manifest history of the surface world itself. And that is my point: one of the most important developments in current historiography, is the emerging integration of latent and manifest events.

None of this was planned. It was no one's "research design." It emerged from the inner logic of historiography itself, which is to say, from the convergence of the efforts of many historians working on different problems and with different kinds of materials. Similarly, there is nothing preconcerted or designed in a second general tendency that is now rapidly developing. It concerns spatial relationships rather than the relationship between different orders of events, and it too has emerged from the sheer mass of available information produced by a generation of extremely energetic historians. When the proliferating material for one region or nation is brought together with similar information for other areas the result is not merely a catalog of differences and similarities but something more important: the sense of large-scale systems of events operating over various areas. A rescaling of perspective has begun to take place in which the basic unit of discussion is larger than any of the units within which research began. Large-scale orbits developing through time are now visible, and within them patterns of filiation and derivation.

My first inkling of what would develop in this aspect of historical study came over twenty-five years ago in casual conversations with a colleague expert in the Scottish Enlightenment. It became apparent to us as we talked not simply that the leaders of Revolutionary America and of Enlightenment Scotland

shared certain ideas but that the distinctively developing cultures in the two countries were fundamentally shaped by similar relationships to a single, central cultural core, in London. This common marginality—a similar distance from and involvement with the same central core—was a shaping element in the growth of each of these provincial cultures and was necessary to explain both. We tried, rather too ambitiously, to draw out the implications of this observation in a jointly authored essay entitled "England's Cultural Provinces: Scotland and America." We were convinced that the formulation was correct, but we did not then realize the magnitude of the issues; we did not know what kind of a system this really was, nor did we sense how common these kinds of inquiries would prove to be.

Such a synoptic view develops most readily from the study of migrations of masses of people across large areas within systems of core and periphery relationships. But the concept of inclusive systems with centers and margins is applicable in many spheres: in cultural history, as my colleague and I discovered; in intellectual history, in political history, and economic and social history as well.

The third major development, it seems to me, lies in a different sphere altogether: it is an intensifying effort to relate the world of interior, subjective experiences to the course of external events. Long before it became fashionable to talk about the study of *mentalité* historians had attempted to describe the state of people's awareness.

They had sought to depict, however crudely, not only people's ideas and beliefs as expressed in formal disclosure but their deeper, interior life: the assumptions, attitudes, fears, expectations, and aspirations that together formed their private construction of the world, their personal map of reality, their system of ordering life, of imposing meaning on the stream of experience. But it has always been extremely difficult to probe the strange interior worlds of the past, partly because the historian has no means of inquiring directly into the condition of people's awareness, partly because in the end historians are more interested in communities of people than in unique individuals. The characterization of a community's interior life, even when its members stand alive before one, available for interviewing, polling, and participant observation, is problematic for the anthropologists, sociologists, and psychologists who design methods precisely for such studies. For historians, lacking living subjects and dependent on random documentation, all of the difficulties are compounded.

Yet in recent years, despite all the difficulties, historical scholarship has shown great progress in reaching into subjective experience. While technical psychohistory is still more a matter of theoretical discussion by social scientists than of practice by historians, ways have been found to explore public opinion in the past, attitudes of various kinds, and the pervasiveness and circulation of certain key notions. The range of such studies has been broad. Entries into these inner worlds have been

found in the study of political thought, art forms, rituals, religious sensibilities, and, in a remarkable series of writings on French social history, in "common beliefs, attitudes, and values," in "unspoken assumptions, . . . ambitions, relationships, and the forces which influenced thinking," indeed, in the invisible daily things of existence seen in the use of water, personal hygiene, the pattern of rising and retiring, and the "archaeology of gestures."

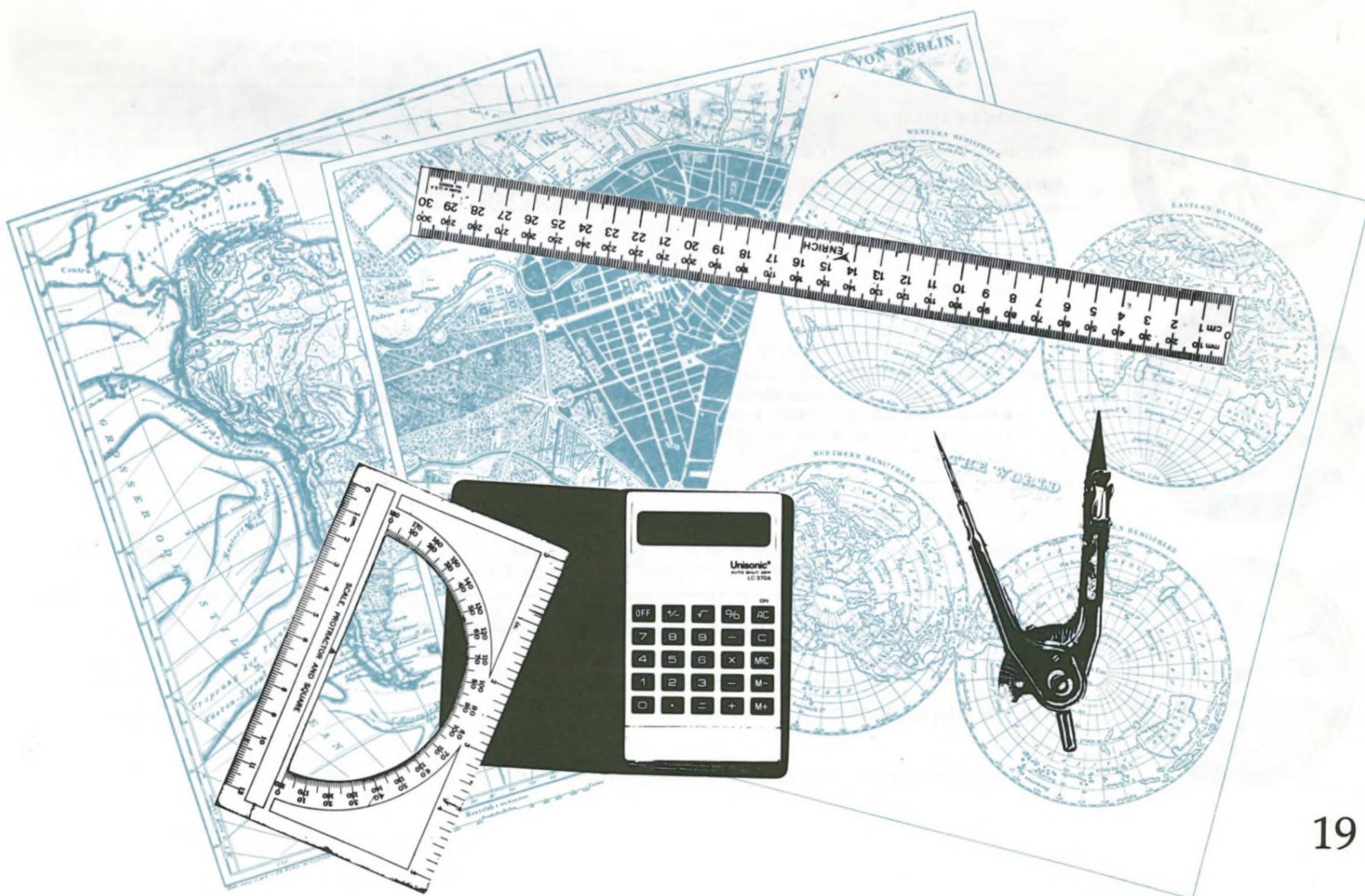
Thus, within the great mass of contemporary historiography there are, it seems to me, at least three general trends in motion, three lines of development generated by the force of scholarship itself, which will in varying ways enrich, but also complicate, any comprehensive narratives that are written. And such narratives, addressed to a broad audience, will once again have to be written, now at a new level of sophistication. The greatest challenge that will face historians in the years ahead, it seems to me, is not how to deepen and further sophisticate their technical probes of life in the past (that effort will, and of course should, continue in any case) but how to put the story together again, now with a complexity and an analytic dimension never envisioned before; how to draw together the information available (quantitative and qualitative, statistical and literary, visual and oral) into readable narrative accounts of major developments. These narratives will incorporate anecdote, but they will not be essentially anecdotal; they will include static, "motionless" portrayals of situations, circumstances, and points

of view of the past, but they will be essentially dynamic; they will concentrate on change, transition, and the passage of time; and they will show how major aspects of the present world were shaped—acquired their character—in the process of their emergence. No effective historian of the future can be innocent of statistics, and indeed he or she should probably be a literate amateur economist, psychologist, anthropologist, sociologist, and geographer. In the end, however, historians must be, not analysts of isolated technical problems abstracted from the past, but narrators of worlds in motion, worlds as complex, unpredictable, and transient as our own. The historian must retell, with new richness, the story of what some one of the worlds of the past was, how it ceased to be what it was, how it faded and blended into new configurations, how at every stage what was, was the product of what had been, and developed into what no one could have anticipated—all of this to help us understand how we came to be the way we are, and to extend the poor reach of our own immediate experience.

—Bernard Bailyn

*Mr. Bailyn, The Adams University Professor of History, Harvard University, is the president of the American Historical Association.*

*(These comments are based on the author's presidential address to the American Historical Association, December 1981. The full text and references will be found in the The American Historical Review, vol. 87 [February, 1982], 1-24.)*





# Nearest Grant Application Deadlines



Please note: Area code for all telephone numbers is 202.

## DIVISION OF EDUCATION PROGRAMS—Richard Ekman, Director 786-0373

	Deadline in boldface	For projects beginning after
Central Disciplines in Undergraduate Education		
Improving Introductory Courses—Lyn Maxwell White and Janice Litwin 786-0380	<b>October 1, 1983</b>	April 1984
Promoting Excellence in a Field—John Walters 786-0380	<b>October 1, 1983</b>	April 1984
Fostering Coherence Throughout an Institution—Blanche Premo 786-0380	<b>October 1, 1983</b>	April 1984
Humanities Instruction in Elementary and Secondary Schools		
Collaborative Projects—Carolynn Reid-Wallace 786-0377	<b>January 6, 1984</b>	June 1, 1984
Institutes for Teachers—Jayme Sokolow 786-0377	<b>January 6, 1984</b>	June 1, 1984
Exemplary Projects in Undergraduate and Graduate Education		
Feasibility Grants—Charles J. Meyers, Cynthia Wolloch and John Strassburger 786-0384	<b>October 1, 1983</b>	April 1984
Major Projects—Charles J. Meyers, Cynthia Wolloch and John Strassburger 786-0384	<b>January 6, 1984</b>	June 1, 1984
Humanities Programs for Nontraditional Learners—Gene Moss 786-0380	<b>October 1, 1983</b>	April 1984
Teaching Materials from Recent Research—Cynthia Wolloch 786-0384	<b>June 1, 1984</b>	January 1985

## DIVISION OF FELLOWSHIPS AND SEMINARS—James Blessing, Director 786-0458

	Deadline in boldface	For projects beginning after
FELLOWSHIP PROGRAMS—Maben Herring 786-0466		
Fellowships for Independent Study and Research—David Coder 786-0466	<b>June 1, 1984</b>	January 1, 1985
Fellowships for College Teachers—Maben Herring 786-0466	<b>June 1, 1984</b>	January 1, 1985
Summer Stipends for 1984—Joseph Neville 786-0466	<b>October 1, 1983</b>	Summer 1984
Constitutional Programs—Maben Herring and David Coder 786-0466	<b>June 1, 1984</b>	January 1, 1985
HBCU Faculty Study Graduates Program—Maben Herring 786-0466	<b>June 7, 1984</b>	January 1985
SEMINAR PROGRAMS		
Summer Seminars for College Teachers—Karen Fuglie 786-0466		
Participants: 1984 Seminars	<b>March 1, 1984</b>	Summer 1984
Directors: 1985 Seminars	<b>February 1, 1984</b>	Summer 1985
Summer Seminars for Secondary School Teachers—Ronald Herzman 786-0463		
Participants: 1984 Seminars	<b>February 1, 1984</b>	Summer 1984
Directors: 1985 Seminars	<b>February 1, 1984</b>	Summer 1985
Centers for Advanced Study—Julian F. MacDonald 786-0473	<b>February 1, 1984</b>	Fall 1985

## DIVISION OF GENERAL PROGRAMS—Jeffrey Wallin, Acting Director 786-0267

Humanities Projects in:		
Media—Richard Huber 786-0278		
Children's Media	<b>January 30, 1984</b>	October 1, 1984
Regular Media Projects	<b>January 30, 1984</b>	October 1, 1984
Museums and Historical Organizations—786-0284	<b>October 31, 1983</b>	July 1, 1984
Special Projects—Leon Bramson 786-0271		
Program Development (including Libraries)	<b>August 1, 1983</b>	April 1, 1984
Youth Projects	<b>November 7, 1983</b>	July 1, 1984

## DIVISION OF RESEARCH PROGRAMS—Harold Cannon, Director 786-0200

Intercultural Research—Harold Cannon 786-0200	<b>February 15, 1984</b>	July 1, 1984
Basic Research Program—John Williams 786-0207		
Project Research—Gary Messinger 786-0227 and David Wise 786-0225	<b>October 21, 1983</b>	July 1, 1984
Archaeological Projects—Eugene Sterud 786-0207	<b>March 1, 1984</b>	January 1, 1985
Research Conferences—Eugene Sterud 786-0207	<b>September 15, 1983</b>	April 1, 1984
Travel to Collections—Eric Juengst 786-0207	<b>September 15, 1983</b>	January 1, 1984
Humanities, Science and Technology—David Wright 786-0207	<b>March 1, 1984</b>	January 1, 1985
NEH Projects	<b>February 1, 1984</b>	October 1, 1984
NEH-NSF EVIST Projects	<b>February 1, 1984</b>	Sept. 1, 1984
Research Resources—Jeff Field 786-0204	<b>June 1, 1983</b>	April 1, 1984
Research Materials Program—Dorothy Wartenberg 786-0210		
Research Tools and Reference Works—Crale Hopkins 786-0210	<b>October 1, 1983</b>	March 1984
Editions—Helen Aguera 786-0215	<b>October 1, 1983</b>	July 1, 1984
Publications—Margot Backas 786-0221	<b>November 1, 1983</b>	April 1, 1984
Translations—Susan Mango 786-0213	<b>July 1, 1984</b>	April 1, 1985

## DIVISION OF STATE PROGRAMS—Donald Gibson 786-0254

Each state establishes its own grant guidelines and application deadlines; therefore, interested applicants should contact the office in their state. A list of those state programs may be obtained from the Division of State Programs.

## OFFICE OF PROGRAM AND POLICY STUDIES—Armen Tashdianian, Director 786-0424

Planning and Assessment Studies—Stanley Turesky 786-0420	<b>March 1, 1984</b>	October 1, 1984
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## OFFICE OF CHALLENGE GRANTS—Thomas Kingston 786-0361

	<b>May 1, 1984</b>	December 1984
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\*New \$500 awards to defray travel to research collections within North America and Western Europe

# These Grants . . .

As the list of recent grants indicates, the new Division of Education Programs guidelines now enable the Endowment to support an expanded range of activities that promise to strengthen the teaching and learning of the humanities at all levels in institutions throughout the country. The guidelines, as many *Humanities* readers know, were developed in response to the enumerated interests of a great many elementary and secondary teachers and principals, school superintendents, and community-college, four-year-college, and university faculty. The response to the guidelines—in terms of quantity and quality—has been encouraging (and, the staff might argue, at times nearly overwhelming).

The new guidelines allow institutions to concentrate their efforts on that which is central to the humanities, not on demonstrable innovation. Through the Central Disciplines program, the Endowment is supporting many efforts to enhance the quality of education by requiring students to write more effective and frequent critical papers and by assigning significant humanities texts. Several proposals will bring distinguished senior faculty back into introductory-level classrooms, teaching seminar-size classes

in their areas of expertise. Other institutions are revising degree requirements in ways that bring coherence and rigor to the curriculum. For example, the University of Tulsa has created a new Department of Foreign Languages and Comparative Literature and is introducing programs in four new languages. As part of its Endowment-supported project, Tulsa will bring to campus for a semester each two visiting professors to teach in the new department and to help design the new major and general education courses.

In the Exemplary Projects category, the Endowment is funding the development of both teaching materials and institutes with national significance. An example is Dumbarton Oaks, one of the leading centers for Byzantine Studies in the Western world. Here some of the best scholars of Byzantium will share their knowledge with nonspecialists in medieval studies, allowing teachers of Western civilization to gain a deeper understanding of that part of the Greco-Roman world which turned East. Since most college courses on the medieval world pay scant attention to Byzantium, it is hoped that this broader knowledge will be incorporated into existing syllabi

on the Middle Ages.

The guidelines have also encouraged increased collaboration between elementary and secondary schools and colleges and universities. For example, Chatham College in Pittsburgh will conduct a three-week summer institute for secondary school teachers in the content and curricula of American and European social history, while Princeton University will support a five-week summer institute for secondary school English teachers focusing on English poetry from Chaucer to Pope.

The Endowment is also taking another step in efforts to help improve student writing and critical thinking. Although its posture is that the teaching of basic skills should be largely an institution's own responsibility (because such skills are a precondition for advanced-level work and because so many successful models already exist), the NEH is nonetheless funding some particularly far-reaching projects. St. Joseph's College in Philadelphia, for example, has been awarded support to teach critical writing in history, literature and all of the courses in the College's required general education sequence with the result that every St.

Joseph's student will write at least sixteen lengthy, analytical papers.

Finally, the new guidelines address more directly the questions of faculty incentives, faculty development, and long-range institutional planning. Thus, a small private institution will receive "seed" money to develop its first formal sabbatical program. In other instances, the Endowment is supporting faculty members who hope to do scholarly work that will enhance their command of the subject matter that they teach. Help is also being given to institutions for immediate staffing needs in order to secure coherence in the humanities program. In these cases, the institution makes a long-term commitment to sustain these staff positions.

These recent grants reveal what is most heartening—namely, evidence of a new reflectiveness about humanities education and a growing commitment to educational quality and high standards. Given the number of preliminary proposals just received for the next round of applications, my colleagues and I are optimistic that these grants are an excellent beginning.

—Richard Ekman

Mr. Ekman is director of the NEH Division of Education Programs.

## RECENT EDUCATION GRANTS

Some of the items in this list are offers, not final awards.

### Archaeology & Anthropology

**New York City Public Schools**, Brooklyn; Minta Spain: \$38,779. To collaborate effort among the New York City Public Schools, National Geographic Magazine, and four major museums to train 36 teachers in the role of archaeology in changing our perceptions of African cultures and civilizations. *ES*  
**Southwest Board of Cooperative Services**, Cortez, CO; Leonard A. Hammock: \$38,998. To develop a program of curricular enrichment and teacher development in archaeology in eight rural school districts using the wealth of prehistoric remains of the Anasazi culture. *ES*

### Arts—History & Criticism

**Anoka-Ramsey Community College**, Coon Rapids, MN; Catherine A. Vesley: \$6,750. To provide materials (slides and library books) for a newly developed course in Far Eastern art and to provide the course instructor with a modest travel stipend to allow her to visit museums in preparation for teaching the course. *EK*  
**U. of Colorado**, Colorado Springs; Joan E. Klingel: \$295,691. To develop a three-phase project to create introductory cross-disciplinary

courses and several intermediate and advanced discipline-based courses. *EM*

### Classics

**Bryn Mawr College**, PA; Julia H. Gaisser: \$53,390. To prepare and distribute eighteen lexical and grammatical commentaries on classical and medieval Latin texts for intermediate-level students. *EH*  
**Ohio State U. Research Foundation**, Columbus; Mark P. Morford: \$114,790. To conduct a six-week summer institute on the teaching of classical civilizations for twenty faculty in two- and four-year colleges. Participants will prepare curricular materials concentrating on four subjects: women, religion, Roman law, and sport. *EH*

### History—Non-U.S.

**Arizona State U.**, Tempe; Noel J. Stowe: \$25,000. To develop the final planning and initial implementation of two mini-courses and four regular courses that prepare history graduate students for careers in business. *EP*  
**Bard College**, Annandale-on-Hudson, NY; Stuart Levine: \$88,333. To conduct a summer institute on the philosophical and historical foundation of modern social science. *ES*

**Bevercreek School District**, OH; Patricia A. Riley: \$21,284. To conduct a four-week institute for teachers of art and social studies in the content and curricula of European and American art history. *ES*

**Bryn Mawr College**, PA; Arthur P. Dudden: \$10,319. To develop for faculty the syllabus, assembling the readings, and the preparing of documents for an innovative introductory course that would correct existing Euro-centered biases by demonstrating the influences of Africa and America in Europe. *EH*  
**Butler U.**, Indianapolis, IN; Emma L. Thornbrough: \$44,100. To develop final planning and initial offering of a new interdisciplinary core course, "Change and Tradition," a survey of periods of cultural change in the history of world civilization. *EP*

**California State U.**, Long Beach; Dorothy D. Abrahamse: \$8,014. To consult faculty from history, geography, anthropology, and political science who wish to develop, as part of a newly adopted general education program, lower- and upper-division offerings focused on international issues. *EC*

**Central Michigan U.**, Mt. Pleasant; Benjamin F. Taggie: \$207,170. To conduct each summer for three years a three-week institute for 40 secondary school teachers on topics germane to the development of Western civilization. *ES*  
**Chatham College**, Pittsburgh, PA; Linda W. Rosenzweig: \$50,067. To conduct a three-week institute for secondary school teachers in the content and curricula of American and European social history. *ES*  
**Clark College**, Atlanta, GA; Florence C.

Robinson: \$39,554. To conduct faculty development, consultation, and library acquisitions in connection with the presentation of two courses in world civilization which will be part of a four-course sequence intended as a new general education requirement at the college. *EP*

**College of Saint Rose**, Albany, NY; Carl L. Swidorski: \$7,245. To consult history and political science faculty who wish to review their existing undergraduate and graduate programs and determine why, in spite of various curriculum changes, they still experience low enrollments and difficulties in maintaining viable programs. *EC*

**Hampton Institute**, VA; Sarah S. Hughes: \$67,915. To conduct a five-week institute with followup activities for 30 secondary school teachers to improve the teaching of African history and culture in high school world history courses. *ES*

**Harvard U.**, Cambridge, MA; Peter Topping: \$33,814. To conduct an eight-week summer institute for 12 faculty in medieval studies which will provide a combined perspective on Byzantium, Islam, and the medieval West. *EH*  
**Indiana State U.**, Terre Haute; Robert G. Clouse: \$61,638.68. To conduct a five-week regional institute for secondary school teachers on the Enlightenment. *ES*

**National Council on Public History**, Washington, DC; G. Wesley Johnson: \$125,084. To conduct a four-week institute for faculty interested in developing courses in public history. *EH*  
**Princeton U.**, NJ; Norman Itzkowitz: \$68,432.

To conduct a four-week institute for elementary and secondary school teachers on the current conditions and history of the Middle East, with a particular stress on the effects of the Ottoman Empire. *ES*

**Regis College**, Weston, MA; Catherine M. Meade: \$21,621. To integrate history and classics materials into courses in other disciplines. *EL*

**Renaissance Film Project**, Princeton, NJ; Theodore K. Rabb: \$40,000. To prepare ten one-hour scripts and begin preparing accompanying materials for the classroom. *EH*

**U. of Chicago**, IL; John W. Boyer: \$261,586. To enable a team of scholars to revise and amend the source books which form the basis for the required Western civilization course and, with the cooperation of the University of Chicago Press, disseminate the new ten-volume series. *EH*

**U. of Illinois**, Chicago Circle; John H. Butler: \$32,090. To develop a three-quarter course sequence providing a synoptic introduction to the cultural history of North and South America from the pre-Columbian period to the 1980's. Two U.S. historians and two Latin American historians will be trained in each other's fields. *EH*

**U. of Oklahoma**, Norman; Richard S. Wells: \$134,554. To plan the initial staging of off-campus seminars to form a course, "Civic Literacy," designed to explore historically and philosophically the contemporary practice of the United States government for adult-aged students who may register for university or continuing education credit. *EH*

**U. of Pittsburgh**, PA; Roger T. Conant: \$24,630 OR; \$8,350 FM. To prepare visual and written curriculum materials on Polish history and culture, by revising "The Polish Phoenix," a multimedia program for classroom use, and by writing a sixty-page teacher's guide. *EH*

**U. of Wisconsin**, Madison; Joseph W. Elder: \$241,110. To produce two 40-minute documentary films with accompanying study guides on South Asian women for use in Women's Studies Programs. One film depicts Hindu marriage practices; the second preserves the rituals and testimony of the "devadasis" of Puri. *EH*

**Villa Julie College**, Stevenson, MD; Cynthia E. Kerman: \$45,991. To introduce five general education courses designed to strengthen the liberal arts requirement for Associate of Arts students along with related faculty development activities. *EP*

## History—U.S.

**Chicago Metro History Fair, Inc.**, IL; Gerald A. Danzer: \$99,338 OR; \$10,000 FM. To conduct two summer institutes, one each for junior and senior high school teachers, which will build upon and disseminate materials produced under the NEH-sponsored Chicago Neighborhood History Project. *ES*

**Goucher College**, Towson, MD; Marianne E. Alexander: \$27,000 OR; \$13,000 FM. To conduct a 1985 teachers' institute in which 30 Maryland teachers will study selected aspects of the economic, social, political, and cultural history of Maryland. *ES*

**Green Valley Area Education Agency 14**, Creston, IA; Orville J. Fargo: \$26,000. To produce and disseminate curriculum materials that trace the history of Iowa in the context of regional and national developments. Filmstrips, a textbook, and booklets focusing on specific topics, will result. *ES*

**Indianola Public Schools**, OK; W. David Baird: \$5,000. To develop a small-scale program of teacher development and curriculum work that will demonstrate to faculty members the importance of including primary source materials in the American history curriculum and offer methods for doing so. *ES*

**National U. Consortium/Telecommunications**, College Park, MD; Adele F. Seeff: \$157,116. To prepare a television course on the history of U.S. wars from the American Revolution to the present. The course, arranged topically, will address the social and cultural history surrounding periods of war, and will be offered for nontraditional students through the 18 members of the consortium. *EH*

## Interdisciplinary

**College of Idaho**, Caldwell; Donna L. Parsons: \$39,675. To provide final development and evaluation of a new interdisciplinary course,

"The Snake River Basin: Problems in Regional Studies," designed to increase students' understanding of their region and its culture, while introducing them to the disciplines and methodologies of the humanities. *EP*

**College of our Lady of the Elms**, Chicopee, MA; Thomas F. Moriarty: \$71,577. To implement a new core curriculum required of all students which integrates traditional materials of Western Civilization with contemporary materials and concerns. *ED*

**College of William and Mary**, Williamsburg, VA; George V. Strong: \$67,680. To conduct a six-week summer institute for secondary-school social studies teachers on the history, contemporary conditions, and likely future of relations between America, Europe, and the USSR. *ES*

**Dakota State College**, Madison, SD; James E. Swanson: \$5,637. To consult faculty who wish to develop a means of integrating the substance and approach of the humanities into newly approved general education requirements in the two- and four-year degree programs. *EC*

**Dance Notation Bureau**, NYC; Jill Beck: \$24,910. To produce texts and videotapes to complete a curriculum development project on comparative choreography, and to fund five faculty seminars explaining the use of the materials. *EH*

**Duxbury Public Schools**, MA; Carolyn B. Schindler: \$5,000. To conduct a history, literature, and writing course for college-bound high school students in their senior year. The focus would be local, the themes national and, to a degree, universal. *ES*

**Emmanuel College**, Boston, MA; Claire A. Lang: \$22,334. To introduce courses within a new general education program of the college that requires instruction in a combination of conventional disciplines. *EP*

**Five Colleges, Inc.**, Amherst, MA; Margaret L. Switten: \$147,752. To conduct a six-week institute for forty teachers of medieval studies to develop interdisciplinary richness and depth in the single-teacher classroom, and to produce and distribute a resource book. *EH*

**Guilford College**, Greensboro, NC; Samuel Schuman: \$5,165. To consult faculty who wish to evaluate and coordinate the many existing international-studies offerings at the College and to make global concerns a part of course offerings throughout the institution. *EC*

**Hampton Institute**, VA; Beatrice S. Clark: \$87,432. To develop non-print curriculum materials on Afro-French and Afro-Hispanic cultures for use in language courses to be added to 16 existing "cultural modules." *EH*

**Howard Community College**, Columbia, MD; Lawrence H. Madaras: \$10,000. To conduct faculty summer workshops and consultant assistance in the detailed preparation of honors courses in the humanities designed to attract students with strong academic backgrounds. *EP*

**Independent School Dist. #283**, St. Louis Park, MN; Marjorie W. Bingham: \$25,002. To produce materials on the history and culture of Japanese women and training for social studies teachers in using the materials. *ES*

**Jefferson State Junior College**, Birmingham, AL; Agnes R. Pollock: \$31,905. To prepare the final phase of development and initial offering of an interdisciplinary humanities course on the theme "The Humanities: Mirror of Human Emotions" and the presentation of faculty development seminars. *EP*

**Johnson State College**, VT; William A. Cook: \$37,934. To conduct faculty workshops in preparation of new humanities courses designed to reorient the teaching of the humanities in the context of a state-mandated deletion of major programs in the humanities on campus. *EP*

**Lake Michigan College**, Benton Harbor; K. Sundaram: \$7,420. To consult faculty at this two-year community college who wish to restore humanities enrollments, review general education requirements, and bring all faculty together into a shared recognition of mission, goals, and methods for effectively presenting humanities to students. *EC*

**Lakeland Community College**, Menton, OH; Thomas C. Lower: \$5,675. To consult faculty who wish to restore humanities enrollments by designing humanities modules for use in business, engineering, health and science courses. The modules will be created jointly by faculty members in both humanities disciplines and other areas of study. *EC*

**Lehigh U.**, Bethlehem, PA; Roger D. Simon: \$61,850. To conduct an institute for 25 secondary school teachers of American history with the theme that the use of technology is a social process and directly relevant to the larger study of history. *ES*

**Luther College**, Decorah, IA; Dennis M. Jones: \$131,000. To strengthen the college's program of general studies by revising the all-college

freshman program, establishing greater coherence between the freshman and advanced level interdisciplinary programs, and developing new courses. *EM*

**Miles College**, Birmingham, AL; Jack C. Dalton: \$2,620. To consult faculty at this historically black, open admissions college who wish to improve the teaching of reading in all fields through the use in all classes of high quality literature. *EC*

**Northern Michigan U.**, Marquette; Katherine B. Pavlik: \$22,940. To prepare final planning and faculty development necessary to establish a four-credit humanities course introducing undergraduates to the origins of western values as they are seen in ancient Greek and Hebrew cultures. *EK*

**Portland Community College**, OR; Dale W. Edmonds: \$44,337. To prepare final planning and initial implementation of a six course, team-taught, general education program leading to an A.A. degree in the humanities. *EP*

**Reed College**, Portland, OR; Ottomar Rudolf: \$63,387. To conduct faculty workshops and library acquisitions designed to extend the two-year interdisciplinary Western civilization sequence to three years to introduce materials not presently covered, and to enlarge the faculty group prepared to teach the courses. *ED*

**Saint John Fisher College**, Rochester, NY; David E. White: \$7,009. To consult faculty who wish to reverse the decline in humanities majors and develop a means of preserving the character of the college as an institution in which professional training is presented in a liberal arts environment. *EC*

**Saint Joseph's U.**, Philadelphia, PA; Robert F. Dunn: \$92,940. To conduct faculty workshops and seminars based on the NEH/Beaver college model to train humanities faculty to help students to develop analytical and composing skills. *EM*

**Saint Louis Community College**, Leavenworth, KS; Sister Marie Brinkman: \$135,055. To provide further development of a common core of four interdisciplinary courses and several model general education courses in humanities disciplines. The program includes a number of faculty-development activities, such as workshops on the teaching of writing. *ED*

**San Jose State U.**, CA; Kathleen R. Cohen: \$160,328. To develop the following courses designed to meet new university general education requirements: Ancient Empires; Classical Civilizations and the Ancient Near East; Medieval Cultures; Individualism and Expansion; Enlightenment to Industrial Revolution and Twentieth Century. *ED*

**Taylor Independent School District**, TX; David R. Krueger: \$1,000. To develop a humanities curriculum for grades five through eight for the Southwestern University Fine Arts Department. *ES*

**Tufts U.**, Medford, MA; Barbara Tedlock: \$148,956. To expand undergraduate teaching of American Studies at Tufts University. Scholars of literature and history will work with faculty members from fine arts, social science, and engineering to plan and teach new courses. *ED*

**U. of Arkansas**, Fayetteville; Donald R. Kelley: \$72,929. To conduct a four-week summer institute for 50 secondary school social-studies teachers contrasting West European parliamentary systems, socialist systems, and political systems in Latin America. A teaching module will be developed combining knowledge about foreign cultures with curriculum suggestions. *ES*

**U. of Colorado**, Denver; Shirley W. Johnston: \$160,000. To implement a humanities program composed of a core course, course clusters, a writing seminar and a senior exit seminar. Students may enter the entire program seeking "Honors in the Humanities," or they may simply take courses for general education credit. *ED*

**Western Piedmont Community College**, Morganton, NC; Carolyn G. West: \$6,633. To consult faculty at this comprehensive community college who wish to develop a strong humanities program for students enrolled in tightly scheduled occupational curricula. *EC*

**U. of Texas**, Austin; Eberhardt V. Niemeyer, Jr.: \$59,106. To conduct a four-week institute for 35 secondary-level teachers from California, Arizona, New Mexico, and Texas to increase their knowledge of the historical background of contemporary Mexico. *ES*

**U. of Utah**, Salt Lake City; Floyd A. O'Neil: \$108,521. To prepare by two American Indian Tribes, the Papago in Arizona and the Ute Mountain Ute in Colorado, the collection of archival materials and to develop a curricular materials to be used in the schools of the two regions. *ES*

**Vassar College**, Poughkeepsie, NY; James Farganis: \$37,500. To develop a standard introductory sociology course based on original

sources in the classic tradition of social theory permitting faculty development for all department members through a colloquium on the teaching of these texts. *EK*

**Williams College**, Williamstown, MA; Daniel D. O'Connor: \$40,000. To develop final planning and initial implementation of five interdisciplinary humanities seminars. The seminars will be team-taught, offered during the January inter-term, and required of all freshman. *EP*

**World U.**, Hato Rey, PR; June Ohrnberger: \$6,245. To assess the role a now-diminished Bachelor of Philosophy Honors Program has played in the education of the College's disadvantaged students and to determine the best means of encouraging high academic achievement of gifted students. *EC*

**Yale U.**, New Haven, CT; Nancy F. Cott: \$170,044. To develop 11 new courses focusing specifically on women and the revision of nine standard courses (seven key lecture courses and two seminars) to include issues of gender and incorporate new scholarship on women. New courses will be offered by departments and cross-listed with Women's Studies. *ED*

## Language & Linguistics

**Auburn U.**, AL; Richard L. Graves: \$15,700. To prepare a program of teacher in-service work in writing at three sites in Alabama. *ES*

**Benedict College**, Columbia, SC; Willese S. Sanders: \$119,700. To implement a requirement for student writing across the college curriculum by means of faculty workshops, release of English department faculty members to work with colleagues in other fields, and related activities. *ED*

**Catawba College**, Salisbury, NC; Bruce F. Griffith: \$6,255. To consult faculty who wish to develop a means of improving student writing through a program which would make writing a basic part of all college work, but especially of a new required interdisciplinary, humanities-oriented core program. *EC*

**Catholic U. of America**, Washington, DC; Jean D. Moss: \$25,000. To conduct a conference for college teachers of English composition to review strategies for applying classical rhetoric to the teaching of writing, and to publish the lectures and teaching materials afterwards. *EH*

**Illinois State U.**, Normal; Janice W. Neuleib: \$56,256. To integrate secondary and post-secondary writing courses through collaborative teaching. *EH*

**Indiana U.**, Bloomington; Donald H. Gray: \$103,995. To conduct an institute over the course of two years for 30 teachers from six school districts to improve the teaching of writing. *ES*

**Keystone Junior College**, La Plume, PA; Marian J. Thier: \$18,397. To conduct two two-week writing institutes for regional elementary and secondary teachers. *ES*

**Lehigh U.**, Bethlehem, PA; Barbara H. Traister: \$125,070. To conduct faculty workshops, administrative efforts, and off-campus consultants designed to make more effective the requirement of student writing in all humanities courses and in some non-humanities instruction. *ED*

**Marycrest College**, Davenport, IA; Sister Mary Helen Rappenecker: \$6,395. To consult faculty who wish to develop a plan to improve writing in all disciplines which will serve as the basis for a more general education program in the humanities. *EC*

**Northern Arizona U.**, Flagstaff; James B. Fitzmaurice: \$54,110. To conduct a summer institute in the intellectual history of 17th-century England. *ES*

**Ohio State U. Research Foundation**, Columbus; Leon I. Twarog: \$346,986. To prepare individualized instructional materials for advanced Polish and Russian and for elementary and intermediate Bulgarian, Czech, Hungarian, Serbo-Croatian and Ukrainian. *EH*

**Purdue U.**, West Lafayette, IN; Joseph A. Wipf: \$349,024. To conduct each summer for two years a four-week institute for 60 teachers of upper-level secondary school language courses, and to provide follow-up activities during the school year. *ES*

**Research Foundation of SUNY**, Albany, NY; Jeanne H. Kissner: \$165,675. To conduct two summer institutes in French-Canadian language and culture to familiarize high school French teachers with one of the world's other major Francophone cultures and to enhance their skill in French. *ES*

**U. of Arkansas**, Fayetteville; James F. Ford: \$45,181. To conduct a three-week summer institute for 30 teachers of French and Spanish at the middle school level aimed at strengthen-

ing existing foreign-language programs in middle schools by upgrading teacher's language skills and instruction techniques. *ES*  
**U. of Michigan**, Flint; Alois Zeit: \$6,535. To consult the Department of Foreign Languages in evaluating its 1981 course restructuring in developing a sound plan to meet a newly adopted, college-wide language requirement, and in building a strong four-year language and literature program. *EC*

**U. of North Carolina**, Greensboro; Roch C. Smith: \$87,154. To conduct two four-week national language-immersion institutes, one in French and one in Spanish, offering study of language, literature, and culture to 25 teachers per year. *ES*

**U. of Tulsa**, OK; Thomas F. Staley: \$300,000. To strengthen the newly created program in Comparative Literature and Foreign Languages, to add staff to several humanities disciplines, to bring in distinguished visiting scholars who will teach and conduct faculty seminars, and to improve the teaching of writing. *EM*

**U. of Wisconsin**, Eau Claire; Richard L. Gunn: \$4,377. To consult foreign language faculty in considering whether to offer more courses to nonmajors, and how to make the college's foreign language requirement attractive to students. *EC*

**Virginia Commonwealth U.**, Richmond; Claudius W. Griffin: \$137,975. To conduct summer workshops and other activities of a writing center through which faculty from various parts of the university will be prepared to teach writing-intensive courses in their fields and to act as "teacher-consultants" in writing for colleagues. *ED*

## Jurisprudence

**Rampo College of New Jersey**, Mahweh; Robert Christopher: \$5,870. To consult faculty who wish to determine the merit and feasibility of establishing a major program in Law and Society. *EC*

## Literature

**Bowling Green State U.**, OH; Lester E. Barber: \$106,897. To revise the English curriculum. *EL*

**Bradley U.**, Peoria, IL; Peter Dusenbery: \$46,758. To conduct a four-week summer institute for secondary school English teachers which would offer intensive study of American literature in its cultural context. *ES*

**Cedarville High School**, AR; J. R. Parker: \$5,000. To develop improved courses in English in a small, isolated school in Arkansas. *ES*

**Duke U.**, Durham, NC; Marcel Tetel: \$15,422. To conduct a two-day conference that would assess the status of French Renaissance literary studies in both undergraduate and graduate education and would also assess the relationship between current teaching of the subject and recent research in both literature and literary theory. *EH*

**Francis Marion College**, Florence, SC; Jasper P. Neel: \$64,536. To plan and develop three required introductory courses. Funding would permit: 1) development of syllabi using teams including non-English faculty, 2) a two-day conference on modern critical theories, and 3) faculty development through individual reading and group discussions. *EK*

**George Washington U.**, Washington, DC; Ormond Seavey: \$34,508. To develop a course guide and a manual for faculty to be used with an existing sequence of interdisciplinary courses, "Roots of the Western Tradition" and "Ideas in Western Culture from Aquinas to Voltaire." A student guide will also be developed for a new course on the nineteenth century. *EK*

**Johns Hopkins U.**, Baltimore, MD; William G. Durden: \$24,528. To prepare a four-month planning grant to develop curriculum material and to provide training for mentors who will work with junior high school students in a writing tutorial by correspondence course. *ES*

**Latta Public Schools**, Ada, OK; Linda L. Medlock: \$15,307. To develop a project to improve the reading and writing instruction of this small school district in Ada, Oklahoma and to enhance the teacher's skills through collaboration with local university faculty. *ES*

**Marian College of Fon Du Lac**, WI; Henry J. Lindborg: \$10,000. To improve the writing program at Marian College through the development of a writing laboratory staffed by tutors, the purchase of a micro-computer, and a workshop with an outside specialist in writing

across the curriculum. *EK*

**Michigan State U.**, East Lansing; Jay B. Ludwig: \$82,412. To train 25 high school humanities teachers in reading and writing skills through six seminars offered over two years. *ES*

**New York City Public Schools**, Brooklyn; Milton Silver: \$269,380. To conduct humanities training for the faculty of a newly established high school which will concentrate on instruction in the humanities. *ES*

**Princeton U.**, NJ; Thomas Roche: \$76,357. To conduct a five-week summer institute for 35 secondary school English teachers in English poetry from Chaucer to Pope. *ES*

**Research Foundation of SUNY**, Albany, NY; Eugene K. Garber: \$27,189. To conduct a five-week summer institute for teachers of English in grades seven through twelve in contemporary critical theory and the study of literature. *ES*

**Saint John's U.**, Jamaica, NY; Frank A. Gerace: \$43,367. To create 20 half-hour videotaped interviews with Spanish authors for use in upper-level Spanish literature classes. *EH*

**U. of Illinois**, Urbana; Cary R. Nelson: \$26,129. To conduct a five-week institute for 25 faculty who would attend for the purpose of improving one or more of their courses. The institute will critically examine the modern Marxist claim to offer a unified theory for understanding texts and culture. *EH*

**U. of Illinois**, Urbana; Michael Shapiro: \$49,695. To conduct a three-week institute for 25 high school English teachers which stresses performance values in the teaching of Shakespeare. *ES*

**U. of Kentucky**, Lexington; Joseph A. Bryant, Jr.: \$45,252. To conduct a five-week summer session for teachers involving intensive study of six plays representative of the range of Shakespeare's comic writing. *ES*

**U. of Maryland**, College Park; J. Leeds Barroll: \$200,000. To conduct two summer institutes and related activities for 70 secondary teachers who will study recent Shakespearean scholarship and read 10 selected plays. The goal is to encourage more scholarly teaching of Shakespeare in high schools. *ES*

**U. of Notre Dame**, IN; Evelyn A. Early: \$53,298. To prepare a reader for undergraduates using primary and secondary materials on the Middle East, drawing from literary and cultural materials, and anticipating possible publication by the University of Texas Press. *EH*

**U. of Wyoming**, Laramie; Joan K. Wadlow: \$60,400. To develop a two-year project and institute which will bring together school leaders, master teachers, and university scholars to develop improved leadership of humanities programs in the schools. *ES*

**Virginia Military Institute**, Lexington; James B. Davis: \$9,360. To consult faculty at this small, state-supported military college who wish to develop relevant but intellectually rigorous required and elective literature courses for engineering and other non-humanities majors, while maintaining a complete English major program. *EC*

**Wayne State U.**, Detroit, MI; Evelyn P. Garfield: \$7,000. To develop materials to replace traditional introductory texts in Spanish and Spanish-American literature which will stress how to approach a literary text. *EH*

## Philosophy

**Community College Humanities Association**, Cranford, NJ; Tziporah F.S. Karachkoff: \$104,432. To conduct a four-week institute on nursing ethics for two- and four-year college faculty in philosophy and nursing and to develop appropriate curricular materials for nursing students. *EH*

**Florida State U.**, Tallahassee; Alan R. Mabe: \$12,931. To conduct a dissemination conference based on the 1980 NEH-sponsored Institute on Continental and Analytic Philosophy to be held in conjunction with the Pacific meeting of the APA in March, 1983. *EH*

**Georgia State U.**, Atlanta; C.G. Luckhardt: \$57,137. To prepare materials for an introductory logic course which emphasizes the development of critical reasoning and argumentative writing skills. The course is included in the humanities core curriculum and students in a number of professional areas are encouraged to take it. *EK*

**Saint John's College**, Santa Fe, NM; Stephen R. Van Luchene: \$196,386. To conduct two eight-week summer institutes of English—one for secondary school teachers, one for social-studies teachers—in which selected major texts of the western tradition in literature and political theory would be intensively read and

discussed. *ES*

## Religion

**U. of Hawaii**, Hilo; Gerard A. Pilecki: \$5,325. To consult faculty at this small, state-supported liberal arts college in developing a varied and academically sound religious studies program within tight budget limits. *EC*

**U. of Missouri**, Columbia; Jill Raitt: \$100,000. To strengthen the teaching of religious studies. *EL*

## Social Science

**Law in a Free Society/Center for Civic Educ.**, Calabasas, CA; Charles N. Quigley: \$200,000. To conduct regional three-week summer institutes for elementary and secondary school teachers over a three-year period on American political thought, with particular emphasis on the Constitution and its influence. *ES*

**Mercy College of Detroit**, MI; David G. Cylkowski: \$7,405. To consult faculty who wish to develop a general education program to meet the needs of a diverse student body, to provide a better integration of humanities education with professional training, and to improve faculty advisors' understanding of and commitment to the humanities. *EC*

**Rice U.**, Houston, TX; Allen J. Matusow: \$40,000. To provide final preparation for a new three-course sequence designed to correct the fragmentation of the existing undergraduate curriculum and to introduce students to their cultural heritage in a systematic way. *EP*

**U. of South Florida**, St. Petersburg; Stephen P. Turner: \$6,809. To consult Sociology Department faculty who wish to develop an M.A. program that focuses not on quantitative, applied sociology, but on aspects of social theory which involve the humanities, such as social thought, philosophy of the social sciences, and ethnography. *EC*

**Vanderbilt U.**, Nashville, TN; George J. Graham, Jr.: \$10,000. To provide final development and initial offering of the course "Rhetoric and Reasoning in Social Evaluation," a new multidisciplinary course that is to serve as the foundation for the University's new humanities program. *EP*

**Virginia Polytechnic Inst. & State U.** Blacksburg, VA; John A. Rohr: \$29,474. To provide the final phases of development and initial offering of two graduate courses on constitutional principles influencing public administration in the United States. They will be taught both at the main campus and at the extension facility in Falls Church. *EP*

- EB Central Disciplines in Undergraduate Education
- EH Exemplary Projects, Nontraditional Programs, and Teaching Materials
- ES Humanities Instruction in Elementary and Secondary Schools
- EC Consultant
- ED Implementation
- EH Higher Education
- EP Pilot

# NEH Notes & News

The NEH Basic Research Program has announced a special fall deadline of October 21, 1983, for collaborative or coordinated research projects.

This category, Project Research, includes projects that involve two or more scholars or studies by individual researchers working with consultants, research assistants, and clerical or technical personnel. In both cases, the projects are expected to have publishable results.

Awards from this special deadline will be announced following the May, 1984, quarterly meeting of the National Council on the Humanities. Funded projects should begin on or after July 1, 1984.

Applications are particularly encouraged in two areas: studies concerned with the Bicentennial of the United States Constitution and conferences or research projects that deal with the historical, philosophical, theoretical and social development of humanities disciplines and assessments of the current state of the disciplines.

Renewal applications for archaeological projects currently being funded by the Basic Research Program will also be handled under the special deadline. These applications should be for one year only and involve research that can be completed by January 1, 1985.

For further information on the Basic Research Programs' fall deadline, please call or write:

**Basic Research Program**  
 Division of Research Programs  
 National Endowment for the Humanities  
 1100 Pennsylvania Avenue, N.W.,  
 Room 319-Gs  
 Washington, D.C. 20506  
 (202) 786-0207

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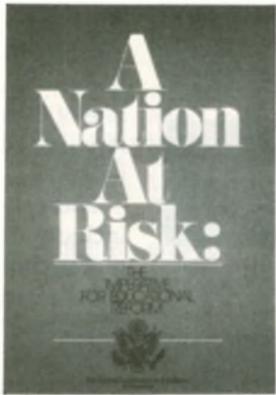
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# Featured in this issue of Humanities . . .

**The Role of NEH in Educational Excellence** by William J. Bennett. The Chairman of the Endowment says that "most citizens feel shortchanged by the kind of education their children are receiving," and that NEH initiatives to encourage excellence, undertaken over the past year and a half, demonstrate that the recommendations of the National Commission on Excellence in Education are both valid and doable.

1



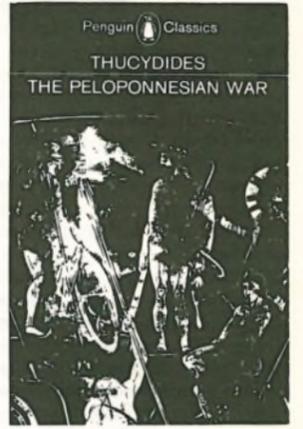
**State of the States: Focus on the Schools.** State humanities committees are stimulating improvements with modest awards for exemplary projects.



**Turning the Tables on Teachers.** Teachers become students for the summer in NEH seminars and institutes that one teacher describes as "the best thing the federal government has ever done for me."

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**Civic Literacy.** At the University of Oklahoma, adult education means more than career planning. An eclectic reading list of works in social and political thought form the basis for a course to promote understanding of civil issues.



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**In Pursuit of Moby-Dick.** The Old Dartmouth Historical Society leads students on a voyage into the background of Melville's great novel.



3

**Literacy in Support of Liberty** by William O. Baker. A distinguished representative of the National Commission on Excellence in Education reviews the place of the humanities in overcoming the dangers identified in *A Nation at Risk*, the Commission's examination of and report on American education.

8

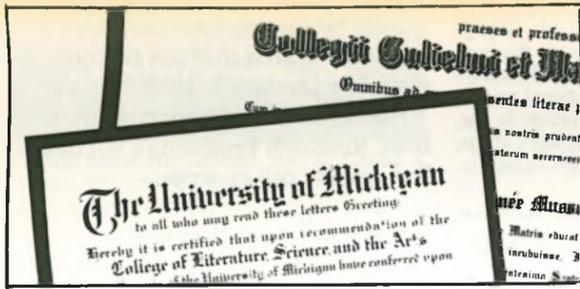


**The Ratification Debates.** Some 80,000 documents that record the story of how the Constitution was ratified are being assembled by the University of Wisconsin. This is the first article in a series to highlight the NEH initiative on the Bicentennial of the Constitution.

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**The College Education of the High School Teacher** by Chester E. Finn and Robert T. Fancher. What knowledge is essential for "one who is to become a steward of the humanities"? Priorities set in colleges and universities today will largely determine the quality of high school teaching in 1990.

5



**Selected Readings in Western Civilization.** From Plato to Max Weber, the great texts that have formed the University of Chicago's "Western Civ" course are being edited and published.

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**What Has Happened in History** by Bernard Bailyn. Three trends in contemporary historiography are enriching the field, but " . . . in the end, historians must be, not analysts of isolated technical problems abstracted from the past, but narrators of worlds in motion. . . ."

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- How to subscribe to *Humanities*

Coming in the next issue:  
Peter Gay on the Intellectual Emigres

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