



National
Endowment
for the
Humanities

An Agency
of the
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Division of Education Programs

Dear Colleague:

The recent successes that schools and colleges across the nation have had in their efforts to strengthen humanities instruction should encourage everyone who is convinced that the study of history, literature, languages, philosophy, and other basic disciplines of the humanities must be given a central role in education. The Endowment is prepared to assist teachers and scholars who share this conviction and who are willing to act upon it by taking steps to insure higher standards of teacher performance and student achievement in the humanities.

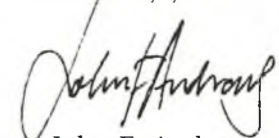
To study the humanities is to understand both change and continuity in human civilization from ancient times to the modern era. It is to cultivate a disciplined way of studying, of ordering one's ideas and expressing them with clarity. The Endowment's work is thus based on two premises: that the humanities are a body of ideas, texts, and disciplines of lasting significance, and that study of the humanities provides us not only with knowledge and perspective but also with the capacity for analytical reasoning and critical judgment.

The guidelines for the grant programs described in this brochure are unequivocal about the goals of humanities education, but they are also flexible about the means of achieving those goals. They recognize that success depends on the determination and skill of institutional leaders, teachers, and scholars who have committed themselves to raising the quality and standards of humanities instruction.

Those familiar with last year's edition of this brochure will note some revisions, particularly in the Exemplary Projects Program. They will also observe new emphases on teacher preparation and on inter-institutional collaboration. These guidelines have benefited from the suggestions of many readers during the past year. We hope that readers will continue to let us know of ways to improve them further.

As you prepare a grant proposal for any of the purposes suggested in the following pages, please do not hesitate to request assistance from me or from any of my colleagues in the Endowment's Division of Education Programs.

Sincerely yours,



John F. Andrews
Acting Director
Division of Education Programs

February 1985

The Division of Education Programs

General Statement

The Division of Education Programs is the Endowment's principal means of fulfilling its congressional mandate "to initiate and support . . . programs to strengthen . . . the teaching potential of the United States in the humanities. . . ." Although this mandate is an important expression of our national commitment to the health of the humanities, it is not meant to imply that the work of the Endowment represents more than a small part of the nation's effort to preserve, enlarge, and transmit knowledge in the humanities. Endowment support is usually restricted to projects that are exemplary, efficient in their use of human and material resources, and of demonstrable importance to the nation.

Grants from the Endowment's Division of Education Programs are intended for elementary and secondary schools, two-year and four-year colleges, universities, academic and professional associations, and other educational institutions. As with all Endowment-supported activities, Education Programs grants are limited to projects that concentrate on the content and disciplines of the humanities. This concentration distinguishes the Endowment's interest in education from that of other foundations or agencies that focus on such areas as pedagogical theory, research in educational methods, tests and measurements, cognitive psychology, or student assistance.

Definition of the Humanities

In the legislation creating the National Endowment for the Humanities (P.L. 89-209), Congress said, "The term 'humanities' includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, and theory of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to the relevance of the humanities to the current conditions of national life."

The Endowment sometimes supports projects in humanities disciplines that are not explicitly enumerated in the original legislation—disciplines such as the history of science and cultural anthropology. Proposals that concentrate on the practice or performance of the arts, however, should be addressed to the National Endowment for the Arts.

Types of Grant Support

Most NEH-funded projects are supported by a combination of Endowment funds and cash and noncash contributions, such as donated services and goods, that are contributed to the project by the applicant and by third parties. Contributions from the applicant and from third parties constitute an applicant's cost-sharing.

Endowment funds in support of a project can be awarded in three different ways: (1) through an outright grant, in which the award of Endowment funds is not contingent on the applicant's raising gifts in support of the project; (2) through matching funds; and (3) through a combination of outright funds and matching funds.

Endowment matching funds are awarded on a one-to-one basis when an applicant raises gifts that will be used to support project activities during the grant period. These grants are awarded from a special congressional appropriation known as Treasury funds. The purpose of this appropriation is to stimulate private support for projects in the humanities by offering potential donors the incentive of doubling the impact of their gifts. Because Treasury funds enable the NEH to provide support to a wider range of projects, institutional applicants are encouraged to consider requesting complete or partial funding in the form of a matching grant. In some of the grant categories of the Division of Education Programs, applicants are routinely expected to request support in the form of a combination of outright funds and matching funds.

In those instances in which an applicant is requesting Treasury matching funds in support of a project, the third-party gifts that are raised count as part of the applicant's cost-sharing contribution.

Contents

- I. Central Disciplines in Undergraduate Education 6**
 - A. Improving Introductory Courses 6
 - B. Promoting Excellence in a Field 8
 - C. Fostering Coherence Throughout an Institution 9
 - D. Planning Grants 11

- II. Humanities Instruction in Elementary and Secondary Schools 13**
 - A. Institutes for Teachers and Administrators 13
 - B. Collaborative Projects 15
 - C. Planning Grants 17
 - D. Independent Study in the Humanities 17

- III. Exemplary Projects in Undergraduate and Graduate Education 19**
 - A. Institutes 19
 - B. Consortial Projects 20
 - C. Other Initiatives 21

- IV. Humanities Programs for Nontraditional Learners 24**
- V. Special Initiatives 26**
- VI. Eligibility 29**
- VII. Application Procedure 30**
- VIII. The Review Process 31**
- IX. General Advice 32**
- X. Deadlines 33**
- XI. Staff 34**

I. Central Disciplines in Undergraduate Education

The purpose of this program is to assist colleges and universities in their efforts to establish or sustain the central role of the humanities in undergraduate education. Endowment funds may be used to augment an institution's commitment to the humanities, to improve the quality of the material studied, and to strengthen students' understanding of the substance and methods of the disciplines of the humanities. The Endowment supports activities that promise to bring about long-term institutional improvements in the effectiveness with which the humanities are taught—whether in a particular field or program or as part of an institution's general education requirements.

In this program, Endowment funds may be requested to support a wide variety of costs—for example, faculty development activities (including seminars, workshops, sabbaticals, and summer stipends), course revisions, library acquisitions, visiting scholars, consultants, and travel—if these costs are part of a cogent and efficient plan to make teaching and learning in the humanities more effective.

An application for funding should be supported by a clear intellectual justification of the proposed project, consistent with a given institution's conception of the proper place of the humanities within its educational mission. An application should also explain why the proposed activities—such as those leading to course and faculty development—fall outside the routine responsibility of faculty members and why these activities cannot be supported in full by the institution itself.

Although skills such as reading, writing, and speaking are essential for the study of the humanities, Endowment support is usually not provided for courses that deal primarily with the development of those skills. Nor is it available for projects focusing primarily on pedagogical methods or educational technology. Exceptions may be made, however, for projects involving foreign languages, logic, or bibliographic instruction.

A. Improving Introductory Courses

Grants in this category are intended to help institutions make lower-division courses in the humanities more effective, either as part of a general or professional education program or as part of a major. Support is available for the development and improvement of courses that require students to study significant works in the humanities, write a substantial number of critical papers, or master the rudiments of one or more of the humanities disciplines. Proposed projects should be designed to insure that the most qualified faculty members teach introductory courses and that the evaluation of student achievement is thorough. Applicants may also propose activities that will foster greater cooperation between libraries and humanities departments. Applications should demonstrate that the proposed activities will prepare students to use library resources more effectively for the study of the humanities. Normally, the Endowment's contribution for grants in this category will not exceed 70 percent of total project costs.

Example:

A private university has reinstated its two-semester sophomore survey of English literature as a requirement for majors and as a prerequisite for most upper-division courses in literature. The revised survey will emphasize significant works by major writers and will be taught by highly qualified faculty members. Endowment funds are requested to support released time for three faculty members, who will develop a common syllabus and set of writing assignments. The three faculty members will also hold a series of colloquia to prepare other members of the English faculty to teach the course in the future.

Example:

A small liberal arts college develops a year-long course on the Renaissance, to be taught in small seminar sections by three outstanding faculty members who normally teach European history, literature, and art history. Based on the study of significant works of the period, the course is intended to attract freshmen and sophomores and is designed to satisfy certain general education requirements. Although each of the faculty members has some knowledge of the Renaissance, no one is a specialist in the field. Through Endowment support, visiting scholars known for their work in the Renaissance consult with the college on ways of refining the syllabus; in some instances they direct reading projects for the three faculty members. Some of the Endowment's grant funds are used to purchase slides and books for the new course. The college devises a plan whereby it will sustain the small seminars by offering larger lecture courses on other subjects less central to the humanities curriculum.

Example:

A large university, which assigns most of its introductory courses in history, literature, and philosophy to graduate assistants, believes that more of the eminent scholars among its senior faculty ought to teach these courses. At the same time, the university wants to provide training in teaching for graduate students in each field. Endowment support is sought for the development of a new introductory course model involving senior faculty both as teachers for undergraduates and as mentors for the participating graduate students. The university expects that these arrangements will result in more effective education of undergraduates and more responsible preparation of young scholars for teaching careers. The university provides evidence to support its assurance that it will continue these practices after the grant ends.

Example:

A community college with a largely vocational curriculum has recently increased the number of humanities courses required for the associate's degree. Students are now required to take courses in history, literature, and philosophy and to write a series of critical papers. In addition, the faculty has decided to revise the literature and philosophy courses in order to concentrate on primary texts in their entirety and to redesign the history course along equally rigorous lines. The institution seeks support to bring prominent scholars to the campus to work with faculty members on the

design of these courses and to conduct summer workshops on the major texts and ideas to be explored in the courses. Released time and stipends for the summer workshops are requested to support the faculty members involved in the project.

Example:

A medium-sized private university has a long-established and successful world civilization course required of all freshmen. The course focuses on major works in historical sequence and requires frequent critical essays as well as a long research paper each term. The faculty has found that students have difficulty preparing research papers, in part because they do not know how to locate appropriate resources in the library, and even more because they have difficulty analyzing the material they find and incorporating it into their thinking about particular texts or ideas. The university decides to increase the credit hours for the world civilization course from three to four hours in the fall semester in order to integrate into the course substantial instruction in the use of library resources. The Endowment is asked to provide stipends for a summer workshop for the faculty members and library staff members participating in the revised course.

B. Promoting Excellence in a Field

Grants in this category are designed to help individual departments and programs within the humanities in their efforts to foster greater depth in particular fields of study. A department or program must first demonstrate that it has recently undertaken serious and promising efforts to strengthen teaching in its discipline or field. Support may then be requested for any activity that promises to enlarge the impact of previous efforts: to encourage faculty members to become more conversant with the texts, scholarship, and methodologies of their fields; to make courses more rigorous and programs or majors more coherent; to increase the teaching effectiveness of faculty and graduate students; and to facilitate faculty participation in professional activities.

Normally the Endowment's contribution for a proposal in this category will not exceed 70 percent of total project costs. Applicants are encouraged to consider seeking Treasury matching support for part of their projects.

Example:

A liberal arts college whose faculty have heavy teaching loads had experienced a decline of student interest in the study of literature. Reductions in the size of the English department faculty had forced many faculty members to teach outside their own areas of expertise. Attempting to generate more student interest, the department had begun to emphasize contemporary literature and special topics in its courses, but this practice had led to an even greater decline in the number of students enrolling in advanced-level courses. As a result, the English faculty revised the major, focusing on a sequence of courses on important literary works of the medieval, Renaissance, Enlightenment, and Romantic periods. Students in these courses now read works in their entirety and write a substantial number of critical papers. In addition to satisfying requirements for the major, these courses can be taken to satisfy general education requirements

in the humanities. Faculty members have used sabbatical leaves and summers in the past three years to increase their knowledge of the primary and secondary materials related to the new offerings. The results appear to be successful: English majors have become demonstrably better prepared, a greater number of students are choosing to major in English, course requirements have become more stringent, faculty members have improved their teaching, and enrollments have increased. The department now asks for a grant to establish a stronger sabbatical program for department members and to sponsor a series of lectures by distinguished speakers. The proposal includes a description of the institution's plan to continue these activities beyond the grant period.

Example:

In a medium-sized public university where the prevailing emphasis has been on vocational training, the art history department has been able to develop a demanding and successful major from which several art history graduates go on each year to outstanding graduate programs. The faculty has now outlined for itself three new goals: to connect itself to the larger scholarly world, to present the excellence of its program to the rest of the institution, and to maintain and strengthen the quality of the program. The department receives Endowment support to help create an advisory board of distinguished art historians who evaluate library holdings and slides, review syllabi of existing courses, read selected student papers from all courses, provide written critiques of senior seminar papers, and act as an external examining committee for the senior examination. The institution has committed itself to continuing the program after the period of Endowment funding.

Example:

A large university wishes to expand and strengthen the study of foreign languages and literature for its students. To this end, it has completed all the administrative steps necessary to institute a two-year foreign language requirement for all undergraduates. It has also allocated resources for the addition of several tenure-track positions as the new requirement is implemented over the next three years. During the same period, the university initiates an extensive program of faculty and curricular development that involves the revision of introductory and intermediate language courses in French, German, Spanish, Russian, Japanese, Latin, and Greek. In addition, the upper-level language curriculum is revised to build on the improved lower-division requirements. Endowment funds are used to support a portion of the costs of faculty development, released time for the coordination and evaluation of the new courses, and modest consultant help for the development and evaluation of the new curriculum as a whole.

C. Fostering Coherence Throughout an Institution

Grants in this category are designed to further the work of institutions that have made a commitment to strengthening the fields of the humanities and to securing for them a central place in undergraduate education. These grants are intended both for liberal arts institutions with humanities cur-

ricula that account for a large part of the students' course work and for units of multipurpose institutions in which humanities curricula, because they account for a small portion of the students' course work, are the primary means of introducing both the substance of the humanities and the larger objectives of general education.

An institution applying for support in this category must already have developed, with the participation of senior administrative officials, a comprehensive plan for humanities education. Applicants should first indicate the steps their institution has taken to strengthen its undergraduate programs in the humanities. For example, an institution might cite its recent efforts to encourage the study of history, literature, and foreign languages; to insist on a greater amount of expository writing by all students; and to insure that all humanities course syllabi are rigorous and are rooted in good scholarship.

A proposal should provide the intellectual rationale for the institution's requirements in the humanities and explain how the proposed activities would help the institution achieve its larger goals. A statistical profile of the institution should be appended to the proposal, describing recent patterns in enrollment, course offerings, and faculty-student ratios. Where appropriate, the proposal should also indicate faculty responsibilities within the institution's general education program, for both humanities and non-humanities disciplines.

The institution's commitment should be reflected in substantial cost-sharing; only in exceptional cases will the Endowment's contribution exceed 50 percent. Applicants are usually expected to seek support for part of their projects through Treasury matching funds.

An institution applying for a grant through this program is also eligible to apply for a concurrent NEH Challenge Grant—that is, a three-to-one matching grant—for purposes related to its request. Challenge Grant funds may support endowments, restoration or renovation of facilities, library acquisitions, and further development of financial resources for humanities programs. (See the guidelines for the Challenge Grants Program for more specific information.) An institution wishing to submit a single application for both types of grants should understand that support for the Challenge Grant portion of the proposal is contingent upon support first being awarded for the portion of the proposal directed to the Division of Education Programs. An institution interested in considering a joint proposal should discuss its plans with the staffs of both programs well in advance of submitting a formal application.

Example:

A private university with a reputation for excellence in its engineering and other professional programs has made a commitment to bring its humanities departments to the same level of excellence. To accomplish this goal, it has instituted a foreign language requirement through the intermediate level; created a new major in comparative literature and foreign languages; developed a series of writing-intensive, discipline-based freshman seminars to be taught by experienced faculty members; and put into place a general education program that includes a sequence of core courses. Endowment

funds are used to support semester visits by outstanding scholars in the humanities who teach classes in the new major and in the core curriculum, conduct faculty workshops that focus on texts to be taught in these areas, and serve on the core curriculum committee. Grant funds also provide initial support for new tenure-track positions in ancient history and philosophy.

Example:

A large, urban community college district has introduced for all students a substantial general education requirement in the history of ideas. Class size in this sequence of courses is small in order to permit more frequent writing assignments about major works in the humanities. The program also requires additions to the college's library. The Endowment provides support for summer stipends to allow the faculty teaching the core courses to undertake independent or group study projects in conjunction with senior scholars at the state university. An accompanying Challenge Grant award enables the college to establish an endowment to support continued faculty development, library acquisitions, hiring of additional humanities faculty, and renovation of a building. Through this comprehensive process of program planning and long-range financial development, the district believes it can assure itself both of increased enrollments and of a large budget in support of the new program.

Example:

A small liberal arts college has developed a new set of graduation requirements that includes a required, year-long freshman seminar emphasizing a selected number of major literary texts, and a two-semester Western civilization sequence for sophomores. The college also hopes to develop and require a senior seminar in philosophy, but at present it relies on adjunct professors for many of its offerings in that discipline. Although the college's commitment to the new graduation requirements is strong, it has no formal sabbatical program to permit the necessary faculty development. The Endowment provides initial, partial support for a sabbatical program and also for a tenure-track position in philosophy, both of which the college has agreed to sustain after the funding period. In addition, the Endowment supports a series of consulting visits by distinguished scholars who conduct workshops for faculty who teach the courses now required for graduation.

D. Planning Grants

Modest support for planning is available in each of the three categories of this program. Planning grants may be requested to cover the costs of consultants or other expenses related to the early stages of projects. Planning grants may not be used to support the writing of proposals for further Endowment support; planning grants are intended to support projects that have intrinsic value independent of any subsequent requests for funding. A proposal for a planning grant must be submitted within one of the categories of the Central Disciplines Program at a regular postmark deadline. The same criteria for review apply to proposals for planning grants as to those for other grants within the Central Disciplines Program.

Criteria for Review of Applications (in all three categories of the Central Disciplines in Undergraduate Education Program)

- (1) Is the proposal conceptually sound?
- (2) In what way will the project lead students to study significant primary texts in the humanities, learn to analyze those texts, and write more effective critical papers? Will the project lead to a greater number of experienced faculty teaching introductory courses?
- (3) Is the project director a faculty member or administrator whose expertise is in one of the fields of the humanities?
- (4) How precisely does the proposal define the purpose of the faculty development activities (such as released time, summer stipends, sabbatical leaves, or travel to professional meetings) for which it seeks support? In what ways do these activities fall outside the realm of normal faculty and institutional responsibilities?
- (5) How cost-effective is the project? Is the budget appropriate for the scope of the proposed activities? How persuasive is the evidence that the institution will sustain the proposed program after the NEH grant ends?
- (6) How will the results of the project be evaluated? What use will be made of the results of the evaluation?
- (7) What steps is the institution or department taking to insure that substantial attention is given to written and oral expression in all of its courses? Will the institution require teachers to read and comment extensively on students' written work?
- (8) How has the institution already improved the quality and significance of the material that its students are expected to study? If the proposal is for course development, what kind of evidence does it provide—such as syllabi or tentative reading lists—that the new project will result in further improvements?
- (9) Does the proposal provide evidence—such as reports from a curriculum committee, votes of the faculty governing body, or accounts of administrative actions—that the institution has developed a coherent and feasible plan to strengthen instruction in the humanities? If appropriate, has the institution outlined the further steps necessary for approval by the faculty, the state legislature, or the board of trustees?
- (10) How has the institution addressed such frequently encountered problems as the present-mindedness, narrow vocationalism, and limited cultural perspective of many of its students? In what ways will the project enable it to do so?
- (11) Does the institution have a system for rewarding excellence in teaching? How is teaching effectiveness reflected in promotion and tenure policies and in committee assignments? What financial support does the institution provide for faculty development?
- (12) Do the institution's grading practices demonstrate a commitment to high standards?

II. Humanities Instruction in Elementary and Secondary Schools

This program supports projects designed to increase the effectiveness with which the humanities are taught in our nation's elementary, middle, and secondary schools. The purpose of the program is to strengthen instruction principally through teacher training and in-service activities in the disciplines of the humanities. Applicants may be individual schools, school systems, colleges, universities, museums, libraries, or collaborative groups representing different institutions. A proposal is expected to demonstrate a commitment to increasing the teachers' knowledge in the fields of the humanities and to strengthening the intellectual capabilities that effective study of the humanities imparts.

A. Institutes for Teachers and Administrators

Institutes for teachers and administrators are intended to provide intensive residential study and appropriate follow-up activities for groups of humanities teachers, administrators, or combinations of the two. Generally the size of an institute does not exceed 45 participants. Institutes focus on important texts and ideas in the humanities and on the most effective ways of teaching them. They provide a rigorous four-week program of high-level intellectual activity that includes expository writing and study of primary sources as well as exposure to superior scholarship. The subject of an institute should relate to the disciplines and topics that are most commonly taught in the schools. Most institutes are conducted by colleges and universities, but large school systems are also eligible to apply. The leadership of an institute should be in the hands of recognized scholars in the field and of master teachers familiar with the settings in which participants work. Both the schools represented and the institution hosting the institute should agree to implement the plans developed by the teachers during the institute. An application to conduct an institute should describe in detail the plan for selecting participants, the intellectual context and content of the project, and the degree to which the subject is integral to the curriculum in the schools.

Schools in which participating teachers are employed are required to endorse the project and are also expected to contribute to the costs of the institute (e.g., for one institute schools may be expected to make a \$200 contribution to the sponsoring institution for each participating teacher). The Endowment's share of the total costs will not be more than 80 percent, and only in exceptional instances will the Endowment's contribution in outright funds exceed \$150,000 for a year's activities. Stipends and travel expenses for participants, and other costs of conducting the institute, are eligible for support. Institutions applying to conduct institutes are encouraged to consider seeking Treasury matching support for part of their projects.

Example:

In an effort to reinvigorate the teaching of Spanish in the schools, university scholars and master teachers from area high schools conduct a four-week

summer institute for thirty teachers of Spanish from a five-state area. The institute includes history lectures and small-group literature discussions to be conducted in Spanish. The participants write a number of short essays in Spanish. Native speakers associated with the university work closely with the participants on their pronunciation and writing. The institute includes discussion of ways to improve instruction in Spanish language, literature, and history in the schools. During the academic year following the institute, the institute's leaders visit each participant's classes at least three times.

Example:

English teachers and their principals approach a scholar of British literature at a nearby university about their interest in obtaining stronger preparation in that field of study. In response, the scholar, along with colleagues from the English department, agrees to conduct a summer institute and follow-up activities. The institute consists of a general survey of "Major Texts of the British Tradition." In the school year that follows the institute, the participants meet with the institute leaders to review the participants' progress in integrating into their classes the texts and ideas studied during the institute.

Example:

Twenty-five high school principals from a five-state area spend three weeks on a university campus exploring issues involving the individual and society. Under the guidance of university faculty and master teachers, the principals read texts by authors ranging from Plato and Aristotle to Machiavelli and John Stuart Mill. They attend lectures, participate in discussion groups about the texts they have read, and formulate plans to improve the teaching of these and other humanities texts in their schools. These plans are reviewed by university faculty and are then revised in subsequent meetings after the participants have returned to their home institutions. During the following year, the principals meet with their humanities faculty to discuss ways to incorporate these plans into the curriculum. As part of the follow-up activities, the principals meet at the National Association of Secondary School Principals' convention to conduct a workshop entitled "Improving the Quality of Humanities Instruction in the Schools: Teachers and Administrators Working Together."

Example:

With the advice of area school districts, several history professors from a state university establish a four-week summer institute on the role of political parties in American history. The institute focuses on the relationship between major events and issues in American history and the development of political parties. The thirty high school social studies teachers attending the institute read important primary sources and secondary works and write weekly discussion papers. During the following six months, the institute's professors and master teachers visit the classrooms of participants.

Criteria for Review of Applications

- (1) Is the application conceptually sound?

- (2) Is the focus of the project clearly on history, literature, foreign languages, or another humanities discipline?
- (3) To what degree is the subject to be studied during the institute an integral part of the curriculum in the schools in which the participants teach?
- (4) How rigorous is the academic program? How well planned is the schedule of activities? How comprehensive is the bibliography?
- (5) To what extent have teachers and principals been involved in planning the institute?
- (6) Do the proposed leaders of the institute demonstrate expertise in the subject? Do the master teachers have a record of effectiveness in teaching the humanities?
- (7) How well do the plans for selecting participants serve the purpose of the institute?
- (8) How effectively will the proposed activities contribute to the participants' knowledge of the subject and their ability to teach it?
- (9) How demanding are the activities required of the participants following their return to their schools?
- (10) Is the proposed evaluation plan for the institute appropriate? What use does it make of experts in the humanities disciplines? How will the results of the evaluation be used?
- (11) Is there evidence that the participants' institutions will contribute to the costs of the project?
- (12) Are the project's activities accurately reflected in its proposed budget? How cost-effective is the project?

B. Collaborative Projects

This grant category is designed to help schools and school systems establish relationships with neighboring colleges or universities that will lead to improvements in the teaching of the humanities at the elementary and secondary levels. The Endowment's premise is that inter-institutional collaboration is more difficult to initiate than to sustain; support from the NEH is thus predicated on a commitment by the institutions to continue the collaboration after Endowment funding ends. During the course of their collaboration, schools and colleges are expected to develop activities that will contribute to the participants' knowledge of the subjects they teach and to their ability to teach them. Some activities should focus on expository writing and on the study of primary sources.

A collaborative project may involve schools, school systems, colleges, and universities (and perhaps libraries, museums, and other cultural institutions) within a geographical region compact enough to permit frequent interaction among the participants. Collaborative projects normally occur over a period of three years. Endowment support for such projects will

not normally exceed \$300,000 in outright funds. Additional support may be sought through Treasury matching funds, but in no event will Endowment funding exceed 60 percent of the total project costs. One of the institutions involved in the project should be designated as the applicant organization with responsibility for administering the project.

Example:

Scholars from a public university and teachers, principals, and the superintendent from a large neighboring school district develop a joint program to improve the schools' secondary literature and history courses. With funding from the school system, the university, a community foundation, and the Endowment, history and English faculty from the university work with high school teachers to design a three-year project for all history and literature teachers in the school system. During the summers, teachers attend an institute on the reform impulse in American society and complementary themes in American fiction from the nineteenth century to the present. The format incorporates practice in expository writing for the participants. During the school year, the teachers and scholars meet twice a month to pursue individual study topics, and members of the university faculty give guest lectures as a regular part of the schools' classroom activities. The institute's subject matter is incorporated into the required courses in American history and literature. The results of the project are disseminated throughout the state by means of professional journals and conferences. At the same time, the school district and the university commit themselves to continue the program for at least three years after NEH support ends.

Example:

Teachers and administrators from a large school district and a consortium of colleges and universities in the region plan and conduct a three-year project to provide high school literature and social studies teachers with training in the history and culture of the ancient world. The project focuses on the literature, art, and intellectual history of the period from Homer to Augustine. The program includes expository writing and the study of significant documents. The school district's Latin teachers also participate and study selected literature in Latin. The 100 participants (teams of four from twenty-five selected schools) engage in an intensive summer institute. A lecture series each summer is given by two classics scholars from the consortium and a curator of ancient art at a local museum. During the school year, this lecture series is modified and presented to the students of the school district. In addition, the participants incorporate their new knowledge into expanded curriculum segments on the ancient world. The new segments are disseminated in the twenty-five schools through staff development programs led by the institute's participants. The school district agrees to increase the amount of instruction in Latin available to the district's students.

Criteria for Review of Applications

- (1) Is the application conceptually sound?
- (2) Is the focus of the project clearly on history, literature, foreign languages, or another humanities discipline?
- (3) How well does the project contribute to the basic academic rigor of the regular curriculum, in contrast to being an additional option within, or an "enrichment" of, the regular curriculum?
- (4) How deeply are classroom teachers and school leaders involved in the development and implementation of the proposed project?
- (5) How effectively will the proposed activities contribute to the participants' knowledge of the subject and their ability to teach it?
- (6) How will the follow-up activities sustain intellectual and pedagogical exchange among college and school personnel?
- (7) What evidence does the application give that the new relationships between schools and colleges are likely to continue after the project funding ends?
- (8) How well do the plans for selecting participants serve the purposes of the project?
- (9) Does the proposal provide an adequate dissemination plan?
- (10) Is there evidence that interested parties, such as foundations, corporations, and participating institutions, will contribute to the costs of the project?
- (11) Are the project activities in consonance with the proposed budget? How cost-effective is the project?
- (12) How will the success of the project be determined? What use will be made of the results of the evaluation?

C. Planning Grants

Occasionally, planning grants will be awarded for the early stages of work in developing collaborative projects. Funds in modest amounts may be requested to support planning meetings, consultant services, and other activities. Funds may not be requested for the development of subsequent grant proposals; planning grants support only activities that have intrinsic value independent of any subsequent requests for Endowment support.

D. Independent Study in the Humanities

The Endowment has awarded a grant to the Council for Basic Education to support a program of summer fellowships for high school teachers with at least five years of teaching experience. The intent of this program is to

provide an opportunity for teachers to improve their knowledge of the subjects they teach. Fellowships of \$3,000 are available for experienced teachers who wish to spend two months of independent study in one of the disciplines of the humanities. For information about this program, write to

Independent Study in the Humanities
Council for Basic Education
725 15th Street, N.W.
Washington, D.C. 20005

III. Exemplary Projects in Undergraduate and Graduate Education

This program supports colleges, universities, cultural institutions, and professional organizations in their efforts to strengthen the knowledge and thus the teaching of faculty in the humanities. Projects proposed for funding in the Exemplary Projects Program must build upon the best of scholarship and teaching in the humanities and must be of demonstrable value either in and of themselves or as models in undergraduate or graduate education. Support is available under three broad headings: institutes, consortial projects, and other initiatives. These categories are not intended to be thought of as mutually exclusive; they are designed to foster a range of activities that includes but is by no means limited to institutes, conferences, and workshops. Among other things, they are designed to encourage institutions or organizations in collaborative efforts that promise to bring about significant and broadly applicable improvements in the teaching of the humanities.

A. Institutes for College and University Teachers

Institutes for college and university teachers are designed to bring faculty members together for several weeks of intensive study on a subject central to the humanities. By providing an opportunity for faculty to study under recognized scholars and to collaborate with colleagues from other institutions, such institutes encourage them to approach their teaching with fresh perspectives, new resources, and a working knowledge of the most significant scholarship on an important topic in the humanities.

Institutes may be proposed by colleges, universities, or professional associations. They should be conducted at institutions with libraries and other facilities adequate for advanced work and collegial exchange in the subject under study. The institute's staff should be composed of scholars who are noted for both their research and their teaching. The instructional staff may be drawn from several institutions and may be supplemented by guest lecturers.

Institutes are usually held in the summer for periods of four to eight weeks, but they may also be conducted for more extended periods during the academic year. Participants are expected to be full-time faculty members at universities and two- or four-year colleges, and their institutions are usually expected to contribute \$200 to \$300 toward the cost of their participation, the exact sum depending on the length of the institute. Participants receive stipends that vary according to the length of the institute. The number of participants in a given institute is determined by the sponsoring institution, but it normally does not exceed thirty. One of the sponsoring institution's responsibilities is to devise an appropriate method for selecting participants.

Example:

Because of the significance of the *Divine Comedy* for study of the culture and literature of the Middle Ages and the Renaissance, a group of leading

Dante scholars from five universities collaborate to offer a six-week institute on this fourteenth-century masterwork. The institute comprises two related activities: morning sessions in which the *Divine Comedy* is studied in its entirety, and afternoon lectures that focus on aspects of the classical and medieval background, with special attention to the theory of language. The institute is intended for thirty undergraduate teachers who are not Dante specialists and whose teaching would benefit from intensive study of Dante's work and of the best recent scholarship in the field.

Example:

Several scholars whose work has shed new light on Afro-American religious history offer an institute that will enable those who teach religion and religious history to study new approaches to the subject. The forty faculty participants who complete the institute will be able to revise their courses to reflect recent scholarship.

Example:

A college offers a four-week summer institute on American federalism from 1781 to 1860. The institute is directed primarily toward professors responsible for teaching prospective social studies teachers. The thirty-five participants read and discuss the principal documents and the most significant contemporary commentaries from the Federalist Papers to de Toqueville. They also hear lectures from eminent scholars. At the conclusion of the institute, the professors discuss the importance of urging social studies teachers to include such reading in their schools' curricula.

B. Consortial Projects

Applications in this category may propose workshops and other forms of inter-institutional collaboration to enhance the quality of humanities teaching on more than one campus. Such projects should focus on issues of substance in the disciplines and should examine how the most significant scholarship in a given field informs undergraduate and graduate instruction. Because consortia typically are more successful as devices for increasing services than for reducing costs, the Endowment especially welcomes proposals for consortial projects that do promise greater cost-effectiveness than the participating institutions could achieve on their own. The normal application procedure is for one institution to be designated as the prospective grantee and to administer the grant on behalf of all the members of the consortium.

Example:

A museum possesses an extraordinary collection of nineteenth-century French art. In a two-part project, the museum first organizes a conference and workshop for faculty in history, art history, and French at colleges and universities in its vicinity. Then, in the second phase, faculty capitalize on the museum's collections to enhance their teaching of those courses that deal with nineteenth-century France and its art.

Example:

Noting the gap between recent research in the history of early Christianity

and the content of the standard course on the subject, faculty at a small private college decide to introduce students to the fruits of current archaeological and art historical scholarship. They invite several scholars from other institutions in their region to collaborate. They produce a model syllabus, teach the exemplary course, and share the results of their experience with colleagues around the country through newsletters and presentations at professional meetings.

Example:

A regional consortium of nine public and private universities recognizes that some of its members have thriving undergraduate programs in classics while others have programs that are declining in quality and enrollment. The consortium organizes a summer conference in which faculty members from the nine institutions compare perspectives on the teaching of the classics. During the following academic year, these faculty members hold monthly seminars in which distinguished scholars advise them on ways to strengthen the content of courses and revise the classics major at the institutions whose programs have experienced decline.

C. Other Initiatives

Under this heading, the Endowment supports a variety of activities that promise to increase the effectiveness with which the humanities are taught in a large number of institutions. Among the kinds of projects that are eligible for support are the collaborative development of model courses and the organizing of inter-institutional faculty development programs in the humanities. Applicants must demonstrate that available personnel and institutional resources are appropriate to the goals of the proposed project and that the project has strong potential for extension to a broad range of institutional settings.

In exceptional circumstances, the Endowment will provide partial support for the development of teaching materials. Such materials must reflect the highest standards of recent scholarship and must address a widely recognized need. The Endowment will not support the writing or revision of textbooks, the preparation of materials that would substitute for more challenging reading or analytical work, or the creation of materials that have the potential for commercial production and distribution.

Example:

At a graduate institution that historically has been extremely successful at training young scholars for careers in undergraduate teaching, English faculty are concerned that their present graduate students are frequently handicapped, when they enter the job market, by insufficient teaching experience. The institution therefore arranges an exchange program with a consortium of small colleges. Under this program, each graduate student teaches for a year under the tutelage of a senior faculty member at one of the colleges. Meanwhile, regular faculty members from the colleges spend a year at the graduate institution doing research, teaching one course, and participating in a post-doctoral seminar with the graduate faculty.

Example:

In an effort to attract more highly qualified students to secondary school teaching and to improve the humanities content of teacher education programs, a university's honors program and college of education join forces to develop a special sequence of courses in history and English. These courses emphasize the critical reading of classical works and examine major cultural themes.

Example:

A historically black college in a rural area is concerned about its students' lack of understanding of other cultures and has found packaged materials on intercultural education to be ineffective. The college now believes that a comparative literature program based on American, French, and Caribbean literatures will provide a more systematic and rigorous approach to the task of educating students about other cultures. The college requests a grant to engage consultants to help design the program, which may be adaptable to other historically black colleges, and to support faculty travel to two established centers of Francophone studies.

Example:

A consortium of colleges agrees to share in the cost of creating a single Chinese language and culture program for students at all the colleges. While the institutions are ready to support an ongoing program, they seek Endowment support for special activities connected with starting the project. The Endowment provides for the creation of a common catalogue of the Chinese holdings in the consortium's libraries and assists in the purchase of books to fill gaps in these holdings. In order to provide students and faculty at the member institutions with an introduction to the new program, support is also provided for a series of lectures and exhibits on Chinese literature and history.

Criteria for Review of Applications (in all three categories of the Exemplary Projects in Undergraduate and Graduate Education Program)

- (1) In what respects is the project intellectually and educationally significant?
- (2) What evidence does the application provide of the intellectual quality of the proposed activities? Does the project incorporate the results of the best scholarship in the field?
- (3) How convincingly does the proposal justify the content and method it seeks to advance?
- (4) How cost-effective will the project be?
- (5) What are the qualifications and experience of the staff in relation to the project's goals?
- (6) How persuasively is the case made for the proposed activities in contrast to other possibilities? For example, is an institute called for, or does the subject lend itself more appropriately to the publication of a course guide?

- (7) What have been the results of evaluations of preparatory work, whether or not supported by NEH?
- (8) How thoroughly has the project been planned?
- (9) How attractive are the proposed activities likely to be to those for whom they were designed?
- (10) How will the results of the project be apparent in other institutions? Does the applicant provide a convincing plan to share the results of the proposed activities with other appropriate institutions and organizations?
- (11) If teaching materials are involved, is there little or no potential for commercial production and distribution of the materials? Why?
- (12) How will the effects of the project be evaluated? How will the results of the evaluation be used?

IV. Humanities Programs for Nontraditional Learners

Designed for institutions interested in making humanities education more accessible to nontraditional learners, this program is intended to help colleges, libraries, museums, and other cultural institutions improve the quality of the instruction they provide. Projects that endeavor to increase the rigor of instruction or to lower the unit costs of instruction are especially attractive, particularly when they promise to offer lasting benefits to the participating institutions.

Applicants may request as much as \$150,000 from the Endowment, but in no case will the Endowment's contribution exceed 75 percent of the total project costs. Priority will normally be given to programs of instruction for credit. A grant may cover the costs of consultants, workshops, course materials, bibliographies, and other teaching materials, as well as released time for additional training in the humanities for faculty members.

Example:

The continuing education division of a public university branch campus has a persistent but small demand for basic instruction in Russian and Arabic. To strengthen its offerings in these subjects, the division receives support to conduct two summer workshops: the first to review and revise the existing self-paced learning modules, the second to instruct faculty in use of the new materials for teaching adult and part-time students.

Example:

A public university in a western state in which low population density precludes the establishment of branch campuses develops a program of humanities courses to be delivered by a combination of self-paced learning, television coursework, and teleconferences. Local libraries serve as the focus of operation. The Endowment supports released time for faculty members to locate and select existing instructional materials and to develop additional materials for the program. Endowment funds also provide a modest amount for library acquisitions.

Example:

An educational television station wants to meet more closely the academic standards and requirements of the colleges, universities, and school systems with which the station deals. The station receives Endowment support to revise four of its televised courses in American and European history and to develop additional materials to be used in conjunction with the program.

Criteria for Review of Applications

- (1) Is the project intellectually substantial and thoroughly grounded in the scholarship of the humanities?
- (2) What evidence of experience and prior success in nontraditional programming does the applicant provide? Has the applicant reviewed the experience of other institutions in developing similar programs?

- (3) How convincing is the evidence of need for these activities or materials in a continuing education setting? How convincing are the claims that the activities or materials are suitable for nontraditional learners?
- (4) Does the application demonstrate that the strengthening of the humanities content of the proposed project is of more importance than the technical innovation involved?
- (5) To what extent does the proposal emphasize intellectual rigor as a proper expectation rather than focusing only on broader dissemination?
- (6) If the application concentrates on education in the humanities in a single institution, what guarantees does the applicant offer for continuing support of the proposed activities after the grant ends?
- (7) Does the applicant provide persuasive evidence of cost-effectiveness in the mode of instruction chosen for these nontraditional programs?
- (8) How will the results of the project be evaluated?

V. Special Initiatives

A. Improving the Preparation of Teachers in the Humanities

The Endowment supports efforts to improve the preparation of teachers of the humanities in elementary and secondary schools. This initiative goes beyond the Endowment's programs for teachers who are already established in their careers and seeks to increase the effectiveness with which the humanities are taught by beginning teachers. The initiative is grounded in the Endowment's conviction that a beginning teacher should possess a sound general education and a solid understanding of the major ideas, texts, and issues that comprise the academic disciplines from which the school curriculum is derived. It is a given that the teacher must be effective in working with young people. But the teacher must also master the subject content of a discipline of the humanities, as well as the pedagogical methods necessary for imparting knowledge and skills to students.

A wide range of activities may be proposed. In order to be successful, an applicant must demonstrate that the proposed project will enable new and prospective teachers both to deepen their knowledge of the humanities and to acquire knowledge and skills that will lead to more effective performance in the classroom. Where appropriate, an applicant should detail the ways in which the project will bring together humanities scholars, teacher educators, experienced schoolteachers, and school administrators in truly collaborative and sustained activities.

Each application should document the support of the appropriate state education agency. Such documentation should address both the goals of the project and the willingness of that agency to help attain those goals. This means, among other things, that prospective teachers who successfully participate in the project and who satisfy all of the institution's requirements should be eligible for certification.

In this initiative, Endowment funds may support a variety of costs, if the costs are part of an efficient, realistic plan requiring high standards of intellectual attainment and professional performance. This initiative is not intended to provide basic or compensatory support for ongoing programs that may have been adversely affected by recent state and local budget decisions.

Applicants interested in this special initiative should contact the director of the Division of Education Programs.

Example:

The English department of a college arranges with six nearby school districts to work with outstanding language arts teachers from those districts and with students at the college who plan to become language arts teachers. The purpose of the collaborative effort is to provide both students and teachers with an opportunity for detailed study of major works of English and American literature. The plan calls for bimonthly seminars on the literary works, followed by a two-week summer workshop on the teaching of expository writing. Education majors who intend to become language arts teachers participate in the project activities after they have completed

their practice teaching, which now occurs a year earlier than in the past. The district superintendents and the state commissioner all pledge to exert their influence to assure that graduates of this program are given high priority when teaching positions are filled.

Example:

Four small colleges joined in a consortium had produced large numbers of new teachers before the state education department began requiring additional methods courses that the colleges were unable to offer. The consortium now proposes to develop a model undergraduate curriculum in the humanities as part of a new program for the training of elementary and secondary school teachers. With support from the Endowment, the tentative approval of the state education department, and the cooperation of many local school districts, the colleges develop a rigorous program in the humanities based on the systematic study of major texts and topics. At the same time the colleges design new methods courses that concentrate on the most effective ways of teaching the humanities to elementary and secondary school students. Project activities also include a detailed assessment of the entire program and its impact on the participants. After Endowment funding ends, this undergraduate humanities curriculum will become an important part of the consortium's teacher training program.

Example:

A state university's college of education collaborates with the college of arts and sciences to revise the standard required course in the historical, philosophical, and sociocultural foundations of education. The new year-long course will be divided into segments and offered by outstanding arts and sciences faculty members from the departments of history, philosophy, and sociology. The course will focus on the works of writers such as Plato, Rousseau, and Dewey.

Example:

Faculty in the humanities and in education at three universities are challenged by their state boards of education to develop more rigorous B.A. and M.A. curricula in the humanities for prospective teachers. The universities are also asked to develop a better method of evaluating the prospective teachers' preparation. After extensive consultation with a national teacher education association, an educational testing service, the administrators of several school systems, and the state certification agencies and higher-education governing boards of the three states, the universities agree on a higher set of standards in the humanities for graduating seniors. These standards become the basis for the universities' revision of their teacher education curricula in the humanities and for an examination in the humanities that each university administers to prospective teacher education graduates. The results of this examination are used both by the universities to recognize promising prospective teachers and by many of the school systems to hire new teachers.

B. High School Humanities Institutes at Historically Black Colleges and Universities

In response to the president's Executive Order 12320 regarding historically black colleges and universities, the Division of Education Programs has developed a special High School Humanities Institutes Program. These four-week summer institutes, held on the campuses of historically black institutions, are designed to enable promising high school juniors to study under the direction of scholars and to explore topics in greater depth than is usually feasible in the high school curriculum.

Up to three institutes for approximately thirty-five students each will be funded each year. The combination of courses, seminars, and related activities is left to the applicant institutions, but a principal criterion for evaluation will be the extent to which the proposed project identifies able high school juniors and provides them with an intellectually demanding and rewarding program. Students selected for the summer institutes will receive a stipend of \$200 per week and will be expected to live on campus for the duration of the institute. Additional information on the High School Humanities Institutes Program can be obtained by contacting a staff member in the Humanities Instruction in Elementary and Secondary Schools Program.

C. The Bicentennial of the Constitution

In anticipation of the 200th anniversary of the U.S. Constitution, the Division of Education Programs invites proposals for projects that would better educate students at any level about the philosophical, literary, historical, and political origins of the Constitution and the relation of the structure of the Constitution to American political, social, and intellectual life.

The division particularly welcomes proposals from scholars interested in conducting institutes on the Constitution for secondary school teachers. These institutes should provide opportunities for teachers of history, civics, American civilization, and social studies to learn more about the history and principles of the Constitution and the nature of constitutional government. The institutes may be held either in the summer or during the school year and may employ a variety of formats. Applicants interested in this special initiative should contact a member of the staff of the program for Humanities Instruction in Elementary and Secondary Schools. Scholars interested in proposing institutes on the Constitution for teachers of undergraduates and graduate students should contact a member of the staff of the program for Exemplary Projects in Undergraduate and Graduate Education.

VI. Eligibility

Projects designed to strengthen teaching and learning in the humanities and submitted by nonprofit organizations or institutions are eligible to be considered for grants from the Division of Education Programs. Applicants are encouraged to correspond with the Endowment staff early in their planning. Applicants should also bear in mind that eligibility does not insure that an application will be competitive in the review process.

The Endowment does not usually provide support for:

- Renovation or restoration costs, except in the Challenge Grants Program;
- Museum or library acquisitions, except for modest amounts in the context of applications with other main purposes;
- The preparation of textbooks or other teaching materials usually supported by a commercial publisher;
- Projects that focus on writing skills development, pedagogical theory, research in educational methods, tests and measurements, cognitive psychology, or remedial education;
- Research undertaken in pursuit of an academic degree;
- The purchase of computer equipment; or
- The development of instructional computer software, unless such materials are integral to a project with other main purposes.

VII. Application Procedure

After reading these guidelines, a prospective applicant should draft a two- or three-page description of the project for which the institution wishes to seek support. This description should be sent to the program officer for the category that seems most appropriate. If the project's place within the division's categories of support is unclear, the applicant should send the description to the director of the Division of Education Programs, who will refer it to the appropriate program officer. So that staff members have sufficient time to give the project thorough attention, this correspondence should begin at least two or three months prior to the formal application deadline. Applicants should not attempt to prepare a full proposal using only the general guidelines provided in this brochure.

Upon receipt of the short description, the Endowment staff will assess the eligibility and competitiveness of the project and will contact the applicant about the proposal. If the project is eligible, the Endowment staff member will send application forms and instructions and will encourage the applicant to submit a draft of the proposal for further informal comment, if the applicant desires. After this additional contact with the staff, the applicant should prepare a formal application using the appropriate forms.

Receipt of the application will be acknowledged by post card within two weeks after the application deadline. Applicants who do not receive such an acknowledgment should contact the Endowment as soon as possible. The review of formal applications requires approximately six months. Applicants are notified by letter once a decision has been reached.

VIII. The Review Process

Grants made by the Division of Education Programs are awarded competitively through a peer review process. When an application is received, it is assigned an identifying number and classified according to subject matter, type of institution, and other characteristics that suggest the appropriate review. Proposals that include a large number of disciplines or that entail an unusually long grant period, a high cost, an extreme degree of specialization, or institutional interrelationships of an extraordinary nature are sent to specialist reviewers outside the Endowment for their written comments.

Simultaneously, program officers assemble a panel whose members are familiar with the subjects and types of institutions represented by the applications. Although no single panel of seven to twelve individuals can be fully representative, the division's panels in the course of a year have a membership reflecting the varied nature of humanities teaching in the nation's schools and colleges. A new panel is constituted for each cycle of applications; there are no standing panels. Each panel is chaired by a member of the Endowment staff, and Endowment staff members participate in the panel discussions. Panelists are asked to read a group of applications, prepare written comments on them, and offer preliminary qualitative judgments several weeks before the panel convenes. These reviews and judgments are then discussed at the panel meeting and lead to individual and collective recommendations regarding the merits of the proposed projects. Panelists sometimes offer advice for improving projects and for remedying the defects of projects denied funding.

The reviewers' and panelists' recommendations are forwarded, together with additional information compiled by the staff, to the National Council on the Humanities, a board of twenty-six individuals appointed by the president of the United States and charged by law to advise the chairman of the Endowment about all applications. The National Council holds a two-day meeting four times each year.

By law, the chairman of the Endowment makes the final decision on each application, drawing on the advice of the reviewers, the panels, the staff, and the council.

IX. General Advice

Reviewers ask three basic questions about all eligible applications to the Endowment: (1) Does the application present a sound intellectual justification for the project? (2) Are the means set forth in the application likely to be successful in meeting the project's purpose? (3) Are the means presented in a coherent manner? Reviewers and panelists dislike jargon, clichés, pedantry, and general sloppiness of prose. Titles of proposals should be brief, descriptive, and suggestive of the humanities content of the proposals. Experience suggests that almost any project can be described fully in twenty-five or fewer double-spaced pages, with appendices used to provide appropriate illustrative material. Because proposals that are written by school administrators or grants officers without faculty participation usually encounter problems in the review process, the project director should be well qualified in the humanities and the principal author of the proposal.

It is an applicant's obligation to explore other sources of support. These sources may be used to supplement Endowment grants, if awarded, or may be used in place of Endowment support. Applicants are encouraged to consider seeking matching support for all or part of their projects.

Consultants

In any of the division's categories of support, applicants may request a small grant for consultant assistance. Members of the Endowment staff will be happy to discuss the areas in which consultation is likely to be necessary or valuable and to recommend appropriate consultants. Applicants should be aware of the National Board of Consultants, a register of some of the most experienced and successful directors and evaluators of curriculum improvement projects in humanities education. Applicants are, of course, welcome to select other individuals to serve as consultants.

X. Application Postmark Deadlines

<i>Program</i>	<i>Application Postmark Deadline</i>	<i>Notification Date</i>
Central Disciplines in Undergraduate Education	April 1, 1985 October 1, 1985	October 1985 April 1986
Humanities Instruction in Elementary and Secondary Schools	May 15, 1985 January 7, 1986	January 1986 July 1986
Exemplary Projects in Undergraduate and Graduate Education	May 15, 1985 December 1, 1985	January 1986 July 1986
Humanities Programs for Nontraditional Learners	April 1, 1985 October 1, 1985	October 1985 April 1986

XI. Staff

Staff members are listed here according to the grant programs with which they are principally affiliated. Every member of the staff is familiar with the division's programs, however, and potential applicants may contact any staff member and be assured that their inquiries will be routed promptly to the most appropriate program.

ACTING DIRECTOR	John F. Andrews	(202) 786-0373
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Central Disciplines in Undergraduate Education		
Acting Assistant Director	John P. Walters	(202) 786-0380

Improving Introductory Courses

Donald D. Schmeltekopf
Glen M. Johnson
Lyn Maxwell White

Promoting Excellence in a Field

Martha A. Crunkleton

Fostering Coherence Throughout an Institution

Eugene Garver

Humanities Instruction in Elementary and Secondary Schools		
Assistant Director	Carolynn Reid-Wallace	(202) 786-0377

Jayme A. Sokolow
John H. Hale
Stephanie Quinn Katz
Judith Ginsberg

Exemplary Projects in Undergraduate and Graduate Education		
Assistant Director	William J. McGill	(202) 786-0384

Charles J. Meyers
Peter C. Patrikis

Humanities Programs for Nontraditional Learners

Christine M. Kalke

The address is: Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Other Endowment Programs

In addition to the Division of Education Programs, the National Endowment for the Humanities has other major divisions and offices: the Division of Fellowships and Seminars, the Division of General Programs, the Division of Research Programs, the Division of State Programs, the Office of Challenge Grants, and the Office of Preservation.

For more information on any program, write or call:

Public Affairs Office
National Endowment for the Humanities, Room 409
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
202/786-0438

Equal Opportunity

The Code of Federal Regulations, Title 45, Part 1110, implements provisions of Title VI of the Civil Rights Act of 1964 and, along with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, provides that the National Endowment for the Humanities is responsible for ensuring compliance with and enforcement of public laws prohibiting discrimination because of race, color, national origin, sex, handicap, and age in programs and activities receiving federal assistance from the National Endowment for the Humanities. Any person who believes he or she has been discriminated against in any program, activity, or facility receiving federal assistance from the Endowment should write to the director of the Office of Equal Opportunity, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

Note: If a proposed project relates to American Indians, Aleuts, Eskimos, or native Hawaiian people and artifacts, an applicant should obtain from the Endowment a copy of its Code of Ethics concerning native Americans. The code establishes certain standards of conduct in research, publication, and public programs involving native American peoples.

National Endowment for the Humanities
Division of Education Programs
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Washington, D.C. 20506

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