

Access to Excellence emphasizes the Endowment's continuing commitment to make its programs in the humanities available to citizens in tribal, rural, urban, and minority communities.

The National Endowment for the Humanities is an independent agency of the U.S. government. It awards grants to support scholarship, research, education, and public programs in all disciplines of the humanities, including history, philosophy, languages, literature, archaeology, ethics, comparative religion, and those aspects of the social sciences that employ historical or philosophical approaches.

Both individuals and institutions are eligible to apply for grants from the Endowment. Opportunities for teachers, students, and administrators to receive Endowment support are described further in this flyer.

Currently, the Access to Excellence program has focused its outreach efforts at the pre-collegiate level. The examples that follow each program suggest the numerous ways in which Endowment programs serve the needs of pre-collegiate education in America.

To learn more about the more than thirty programs offered by the National Endowment for the Humanities, call or write—

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Access to Excellence
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W., Room 302
Washington, D.C. 20506
202/786-0384

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the director, Office of Equal Opportunity, National Endowment for the Humanities, Washington, D.C. 20506.

OPPORTUNITIES FOR TEACHERS

Summer Seminars for Secondary School Teachers

Grants provide support for full-time or regular part-time secondary school teachers to participate in summer seminars focused on significant texts in the humanities and directed by distinguished teachers and active scholars. Seminars are held throughout the country for a duration of four to six weeks with approximately fifteen participants per seminar. Eligible applicants are teachers of grades seven through twelve. Other school personnel, K-12, are also eligible to apply.

Example: High school teachers from around the country gather in Oregon to study political philosophy in a summer seminar on "Plato's Republic: The Moral Foundation of Politics."

Humanities Instruction in Elementary and Secondary Schools: Summer Institutes for Teachers and Administrators

Grants provide opportunities for teachers and administrators to learn more about the humanities disciplines by studying texts, topics and issues under the supervision and guidance of leading scholars and master teachers. Each institute includes up to fifty participants who study together over a four week period in the summer. In addition to an in-depth study of the humanities, participants examine issues and questions about what role the texts and themes of the institute play in the precollegiate classroom. After the institute concludes, participants are involved in a follow-up project during the school year.

Example: Thirty-five high school English teachers in New York City attend a summer institute to study literature from the following three categories: Spanish-American; English, American, and European; and Afro-American.

Authors include Aristophanes, Alejo Carpentier, and Athol Fugard.

Humanities Instruction in Elementary and Secondary Schools: Collaborative Projects

This grant category is designed to help school systems establish relationships with neighboring colleges and universities that will lead to improvements in the teaching of the humanities at the elementary and secondary levels. During the course of their collaboration, schools and colleges are expected to develop activities that will contribute to teachers' knowledge of the subjects they teach and their ability to teach them. Collaborative projects take place within a geographic region compact enough to permit frequent interaction among participants. Projects usually occur over a period of three years.

Example: Foreign language and social studies teachers in Oregon participate in a three-year collaborative project among state secondary schools, Reed College, and the University of Oregon. Teachers study the literature and history of specific countries or regions. State curriculum specialists help participants incorporate this new material into their teaching.

Travel to Collections

The purpose of the Travel to Collections Program is to enable Americans to travel to the research collections of libraries, archives, museums, or other repositories to consult research materials of fundamental importance for the progress of the individual's work. The grant program is intended to help meet the costs associated with a research trip to collections, anywhere in the world.

Example: A teacher from Oklahoma travels to Chicago to do research on nineteenth-century French prints at The Art Institute of Chicago.

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.

Example: A high school teacher from Wisconsin does a summer independent study project, "The Industrialization of England: Revolution or Evolution?"

For further information about this program, write to the Access to Excellence Coordinator or—

Council for Basic Education
c/o Independent Study in the Humanities
CN6331
Princeton, New Jersey 08541-6331

OPPORTUNITIES FOR STUDENTS

Younger Scholars

Grants provide support for students to conduct research and writing projects in the humanities for nine weeks during the summer under the supervision of a humanities scholar, who serves as a mentor. A college student who is below the level of senior or *any high school student* may apply. Students who are over twenty-one years of age must be pursuing an undergraduate degree, full time, at the time of application. Individuals who will have received or expect to receive a bachelor's degree by October 1 in the year the award is made are not eligible to apply.

Example: A high school junior from Louisiana,

under the guidance of his history teacher, undertakes an independent study project on "The Nature of Tragedy in *Oedipus Rex*, *Hamlet*, and *Death of a Salesman*."

Summer Humanities Programs for High School Juniors

In response to the President's Initiative for Historically Black Colleges and Universities set forth in Executive Order 12320, the National Endowment for the Humanities invites historically black colleges and universities to submit proposals to plan and carry out four-week summer humanities institutes for promising high school juniors. The institutes are held on the campuses of historically black colleges and universities, and they provide opportunities for up to thirty-five students to undertake rigorous studies in the humanities under the guidance of humanities scholars and master teachers.

Example: Thirty-two high school juniors from Tennessee attend a summer institute at Tennessee State University on "The Constitution and its Cultural Context."

STATE HUMANITIES PROGRAMS

State humanities councils are authorized to support any type of project that is eligible for support from the Endowment, including educational and research projects and conferences. The special emphasis in state programs, however, is to make focused and coherent humanities education possible in places and by methods that are appropriate to the citizens of the state. Within broad guidelines established by statute, each council develops its own guidelines, determines the emphasis of its own program, and awards its own grants.

State humanities projects focus on a wide variety of topics, themes, and disciplines. These projects typically have the following elements in

common:

- The content of the project is centered in one or more of the humanities disciplines cited in the Endowment's authorizing legislation.
- Each project is focused on a topic, idea, or text that is analyzed and discussed using the methodology of the humanities.
- The methods of the humanities—critical thinking and interpretation—are evident throughout the program. Humanities scholars are actively involved in the project, drawing upon their analytical, interpretive, and pedagogical skills.
- Scholars and the general public are involved in disciplined dialogue of benefit to both.

State humanities councils have supported projects in a wide variety of settings:

museums
libraries and college campuses
city parks and community centers
Indian reservations
traveling Chautauqua-style tents
church and grange halls

These projects frequently involve bringing together institutions in the state that have never joined forces before in cooperative programming efforts. Because state councils by law may support no more than half the cost of projects, every federal dollar provided by state councils is matched by local contributions of cash, goods, and services.

Each year more than 1,100 private citizens volunteer as members of state humanities councils. The councils support more than 4,000 humanities projects annually, reaching some 2 million citizens.

Example: Primary and secondary school teachers, school administrators, and other school officials in Utah organize a statewide network to develop an exemplary humanities curriculum.

Further information about state humanities programs may be obtained from the Access to Excellence coordinator.

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National Endowment for the
Humanities

ACCESS TO EXCELLENCE

Opportunities for Teachers,
Students, and Administrators in
Elementary and Secondary Schools

POSTAGE AND FEES PAID
NATIONAL ENDOWMENT FOR THE
HUMANITIES
NEH-636

