# NEH
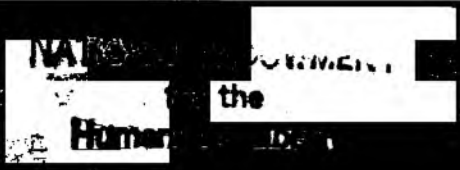
National
Endowment
for the
Humanities

Division
of
Education
Programs

Guidelines and
Application Instructions

*July 1987*

# Division of Education Programs

CONTENTS

# INTRODUCTION

## The National Endowment for the Humanities

The National Endowment for the Humanities is an independent grant-making agency created in 1965 to support research, education, and public projects in the humanities. The Endowment supports work in the humanities through programs administered by five divisions-- Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs--and two offices, the Office of Challenge Grants and the Office of Preservation.

In the act that established the Endowment, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology, jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Work in the creative or performing arts--such as the writing of fiction or poetry, painting, sculpture, musical composition or performance, acting, directing, and dance--is not eligible for support by the National Endowment for the Humanities. Persons interested in support in these areas should write or call the National Endowment for the Arts. Critical, historical, or theoretical studies of the arts, however, are eligible for NEH support.

Projects in the social and natural sciences that are historical or philosophical in approach, or that attempt to cast light on questions of interpretation or criticism traditionally in the humanities, are eligible for NEH support.

# The Division of Education Programs

Work in the humanities gives students an opportunity to develop insight and imagination through the study of our language and its rich literature; cultural perspective through the study of foreign languages and literatures; historical consciousness through the study of the ideas, events, and institutions that have shaped the world in which we live; thoughtfulness about fundamental questions through the study of philosophical and religious reflections on the human condition; aesthetic sensibility through the study of human achievements in the arts; and civic awareness through the study of our political traditions and institutions.

The Endowment's efforts in support of humanities education are based on the following premises:

1. The humanities should be central to the curriculum for students in all programs and at every level.

2. All students should have an opportunity for direct encounter with the most significant literary texts, historical documents, philosophical writings, artistic masterpieces, and cultural artifacts that civilization has produced.

3. Instructors in the humanities should have a thorough knowledge of their subject matter, based on strong preparation in the humanities disciplines prior to their becoming teachers and renewed by ongoing study of material relevant to their teaching.

4. Informed by their own direct acquaintance with the humanities, educational leaders should set forth coherent, rigorous instructional goals in humanities education and should work closely with all who have a stake in the outcome--teachers, parents, and members of the community--to ensure that these goals are achieved.

5. Courses and programs in the humanities should focus on intellectual content of enduring importance, not merely on the acquisition of skills.

To encourage education based on these premises, the Endowment supports endeavors by educational and cultural institutions to improve the teaching of the humanities for all students. To this end the Endowment supports a wide range of activities, involving a variety of participants, formats, and project goals. Projects may be restricted to a single discipline or area of the humanities;

they may draw together two or more of the humanities disciplines; or they may relate the humanities to other parts of the curriculum. They may involve one institution, or many working in partnership. And they may be local, regional, or national in scope.

Activities funded through the Division of Education Programs include but are not limited to

- institutes and workshops designed to give teachers and educational leaders an enhanced understanding of the humanities;

- curricular revision to strengthen the intellectual content of course offerings and to promote the coherence and centrality of humanities education;

- projects to improve the humanities content of teacher preparation programs;

- broad-based efforts to improve the substance and rigor of instructional materials in the humanities; and

- endeavors to bring about more effective curricular coordination among the different levels and components of the educational system.

The particular activities may vary, but every project submitted to the division should:

- derive from a clear concept of the objectives of humanities education and show how the proposed program would achieve those objectives;

- focus on one or more of the disciplines of the humanities;

- center on significant works, topics, and commentary in the humanities;

- reflect the best scholarship in the humanities; and

- include a commitment by the applicant institution or institutions to sustain and build on the benefits to be expected from the proposed activities.

# FUNDING OPPORTUNITIES IN THE DIVISION OF EDUCATION PROGRAMS

The Division of Education Programs is organized under two major program headings: (1) Elementary and Secondary Education in the Humanities, and (2) Higher Education in the Humanities. These headings are designed to permit the division to review each proposal in terms of the audience and educational level with which it is principally concerned. A proposal from a college wishing to offer a series of workshops for its own faculty would be reviewed under the Higher Education category. However, a proposal from a college wishing to sponsor a summer institute for secondary school teachers would be reviewed under the Elementary and Secondary Education category. In the case of projects designed to benefit more than one audience or more than one level of humanities education, the division staff will work with individual applicants to determine the proper heading under which to apply.

The division encourages applicants to work closely with its staff throughout the process of preparing an application. After reading the relevant portions of these guidelines, a prospective applicant is invited to call or write the division with an idea for a project. To permit extensive discussion, this initial contact should occur several months prior to the formal application deadline.

If the project is eligible, the staff will encourage the applicant to prepare a preliminary draft of the proposal and submit it for informal comment approximately two months ahead of the application deadline. The division will give this draft a careful reading and offer advice about any matters that should receive particular attention in the final application. The purpose of such a preliminary reading is to help the applicant develop a competitive proposal. This advice is provided as a courtesy and is not part of the formal review process.

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## Elementary and Secondary Education in the Humanities

The Elementary and Secondary Education in the Humanities program supports efforts to improve the quality of humanities education in the nation's schools. Under this program the Endowment encourages broad-based efforts to strengthen the humanities curriculum and to provide opportunities for teachers and administrators to deepen their knowledge and understanding of the disciplines of the humanities. The ultimate beneficiaries for all projects in this program should be students, and the ultimate purpose of any project must be to provide them with the best possible education in the humanities.

The Endowment views curricular review and faculty development as related activities. Thus, curricular changes should be based on familiarity with the best scholarship in the disciplines involved. And faculty development activities should have an impact on the curriculum as well as on the classroom.

While the formats below--institutes, collaborative projects, masterwork study grants, conferences, and planning grants--have proved successful in the past, the description of them here is not meant to be limiting. Other approaches to achieving the goals set forth above are also welcome.

## Institutes for Teachers and Administrators

One of the most effective ways of improving humanities instruction is to provide opportunities for teachers and educational leaders to increase their knowledge and understanding of the disciplines they impart to their students. To achieve this goal, the Endowment sponsors institutes for teachers and administrators. These institutes provide an opportunity for intensive summer residential study, promote collegial exchange, and foster the kind of intellectual renewal that leads to revitalized teaching.

An institute should focus on important works, topics, and ideas in the humanities and on the most effective ways to teach them. It should provide a rigorous intellectual program that includes reading and writing about major works under the guidance of leading scholars. Its schedule should provide ample time for thorough treatment of the selected subject. And its plan should include follow-up activities to ensure that the summer's work is applied to the school setting.

Typically, an institute is organized by two or more faculty in higher education and one or more master teachers in elementary and secondary education. They plan the program together, secure commitments from other faculty and from visiting lecturers, and

make arrangements for such details as meeting space and housing for participants. Usually an institute is conducted by a college or university, but school systems and cultural institutions are also encouraged to apply.

Example

A small liberal arts college with a program in mythology that includes both introductory and advanced courses offers a four-week institute for forty elementary school teachers from the surrounding area. Through the intensive study of Ovid's Metamorphoses, the participants become familiar with the study of mythological stories of the ancient Greek and Roman tradition and current scholarly approaches to the study of mythology. The staff and participants meet several times in the following academic year to devise ways of introducing mythology into the elementary school curriculum.

Example

A national association of school administrators, believing that a solid background in the humanities is critical for effective educational leadership, offers a two-year program of three-week summer institutes and periodic follow-up conferences for twenty secondary school principals. The program focuses on major texts and themes of Western civilization. The participants read and discuss such writers as Plato, Aristotle, Augustine, Dante, Machiavelli, Shakespeare, Bacon, Locke, Jefferson, Marx, and Arnold. During summer sessions and follow-up meetings they also focus on the role of the principal as academic leader and consider ways to strengthen the teaching of the humanities in their own schools.


## Collaborative Projects

Collaborative projects are designed to promote ongoing partnerships between schools and institutions of higher education. They bring scholars together with teachers, often for a two- to three-year period, to study materials central to their disciplines, to revise curricula, and to address problems in humanities education common to the schools of a given area. Collaborative projects should focus on specific curricular or educational issues, and they should address these issues in light of the best scholarship available.

Collaborative projects may include seminars, colloquia, and other activities. They may also include conferences, meetings, or

working groups to address issues in humanities education. They should involve school administrators, curriculum specialists, and other educational leaders responsible for educational policy in the subjects under consideration. Above all else, they should establish relationships that promise to continue after the conclusion of the activities supported by the grant.

Example

A large state university, responding to secondary school teachers in its area who want to be better prepared to teach advanced high school courses on French language and culture, develops a three-year collaborative project. More than a hundred French teachers participate in in-service workshops, scholar-in-residence programs, and monthly colloquia on Continental and Francophone literature and culture. At the university's urging, master teachers and key administrators from throughout the state visit the project regularly as they plan a thorough reform of the state's foreign language program.

Example

Teachers and curriculum specialists from a large school district work with college professors from a neighboring college on a three-year project to provide middle and high school social studies teachers with a rigorous course of study on the origins and development of the Constitution. The project focuses on the examination of primary and secondary materials and on critical writing about the materials. The hundred participants (teams of three teachers plus curriculum specialists from twenty-five selected schools) engage in an intensive summer institute, which includes independent research activities in the state archives. During the school year the participants, working closely with participating curriculum specialists, incorporate their new knowledge into an expanded curriculum on the U.S. Constitution. The curriculum is disseminated in the twenty-five schools through staff development programs led by the institute's participants. The school district agrees to monitor the progress of the revised program and to incorporate the new material into other district schools over a five-year period.

## Masterwork Study Grants

Teachers from a particular school or school system may find it beneficial to meet for a period of time with scholars at nearby colleges or universities to study important texts, topics, and issues in the disciplines of the humanities. Such activities may be funded by masterwork study grants.

Example

Eight English teachers in a large urban high school find that
they have been neglecting the English Romantic poets in the
school curriculum because they believe themselves inadequately
prepared to teach that literary period.  The teachers arrange
to hold a series of seminars on a regular basis during the
academic year.  The seminars are conducted by faculty from the
local university.  As a result of the project, the teachers
select works to include in the curriculum and plan a coherent,
month-long unit on the Romantics.

## Conferences

Conference grants are available for institutions and
associations that wish to address important issues in humanities
education.  Conferences may be local, state, or national in scope.
They may involve a single meeting or a series of meetings.  Their
participants may be teachers, professors, school administrators, or
other educational leaders.  And they may be sponsored by colleges,
school systems, professional associations, or other kinds of
educational or cultural institutions.

A proposal for a conference should be addressed to specific
issues in humanities education and should reflect the highest
standards of scholarship.  The proposal should include a plan for
disseminating the results of the conference.

Example

A national professional organization seeks support from the
Endowment to host a conference in a state that is in the
process of major educational reform.  The conference includes
state education department officials, representatives of the
governor's office, representatives of the state teachers' and
administrators' organizations, and former teachers and scho-
lars who have participated in NEH institutes and seminars.
They meet for three days to discuss such topics as planning a
coherent curriculum from grades K through 12 and developing
substantive in-service opportunities for elementary and
secondary school teachers.

## Planning Grants

Some projects are of such scope and complexity that they
require extensive planning.  The Endowment provides funds in modest
amounts to support meetings, consultant services, and other

planning activities.  Endowment support may not be requested solely for the purpose of designing grant proposals.  Planning grants must have intrinsic value independent of any subsequent requests for Endowment support.  The award of an NEH planning grant does not imply that the Endowment will necessarily provide support for im- plementation of the full project.

Example

A school district is in the process of revising its entire English program in order to include more literature in the earliest grades and to coordinate instruction in literature and in the English language from grades K through 12. Understanding that its current teachers need additional training if they are to conduct such a program, the district proposes a long-term project with a nearby university.  By way of preparing for this project, the district applies for a planning grant to enable five teachers each from the elementary, junior high, and senior high school levels to participate in a short-term study project on Mark Twain that will serve as a model for the long-range project.  The study group, which forms the board of directors of the large project, includes the fifteen teachers, four university faculty, the school system's English and language arts supervisors, and representatives of the superintendent of the system and the president of the university.

# Higher Education in the Humanities

Through this program the Endowment seeks to assist institutions of higher education in their efforts to improve the teaching of the humanities. Whether interdisciplinary or centered in a single discipline, projects submitted to this program should be firmly grounded in the study of humanities texts and materials.

The Endowment believes that colleges and universities should take greater responsibility for the quality of education in the elementary and secondary schools. Consequently, the Endowment encourages proposals (1) to revise undergraduate and graduate curricula in ways that will offer prospective teachers a stronger foundation in the content of the humanities, and (2) to contribute to a more coherent progression of study in the disciplines of the humanities from precollegiate to collegiate levels.

The Endowment recognizes that nearly half of today's undergraduate students are adults who take courses outside the normal undergraduate schedule or sequence. The Endowment welcomes proposals from institutions seeking to extend their regular programs to these new audiences. In every case, however, courses should meet the same qualitative standards that apply to an institution's regular undergraduate or graduate programs.

Proposals that aim at developing skills in writing or critical thinking are not competitive for funding unless they involve a strong emphasis on humanities texts. Also not competitive are faculty development activities that focus too narrowly on specialized or highly theoretical topics, and projects that concentrate on pedagogy, educational technology, or methods of assessment. All projects should be related to the content of the undergraduate humanities curriculum and should lead to the effective engagement of students in the study of important works and ideas.

A proposal may be submitted by a single academic institution, by two or more institutions working collaboratively, or by an association or consortium. A cultural organization such as a museum or library may apply independently or in conjunction with a college or university.

The formats below--institutes, humanities projects in individual institutions, collaborative projects, and conferences--have worked well in the past to improve humanities education in colleges and universities. Their description here is not meant to be limiting, however. The Endowment welcomes a variety of approaches to improving the quality of undergraduate education.

## Institutes for College and University Faculty

An effective means for improving the quality of humanities instruction is to provide college and university faculty with opportunities for intensive study of important materials in the humanities under the guidance of leading scholars in a field. For this purpose, the Endowment supports national and regional institutes in which college and university faculty come together to study texts related to a theme, issue, major figure, period, or cultural movement. The topic of an institute should be clearly focused, and it should be broadly applicable to subjects frequently taught at the undergraduate level.

An institute can be sponsored by a university or college, a research library, a museum, a professional association, or any other cultural institution with research facilities and collections appropriate to the institute topic. Institutes may vary in length, but each should allow sufficient time for a thorough examination of the topic. Typically, institutes involve twenty to thirty participants who come together for four to eight weeks during the summer or meet at regular intervals during an academic year. The distinguished scholars who serve as faculty for an institute may be drawn from throughout the country and, where appropriate, from abroad.

An individual institution or group of institutions may also employ the institute format for internal use in preparing their own faculty to teach in an improved curriculum.

Example

A research library with important collections of documents in early American history hosts a three-year series of summer institutes on texts and documents from the colonial through the federalist period. The institute faculty includes the library's archivist as well as several distinguished American historians. The thirty participants have an opportunity for joint study of major texts such as The Federalist, individual research in the collections leading to the identification of materials for their own courses, and individual assistance from the institute faculty in revising their own syllabi. The archivist and reference librarians assist participants during the institute and, just as important, help locate and obtain materials for participants.

Example

A university observes that, while Chaucer has maintained a significant place in graduate study and in academic scholarship, his Canterbury Tales are now taught less

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frequently (and more often in translation) in undergraduate programs. The university, which has strong holdings and outstanding faculty in medieval English literature and cultural history, proposes a six-week summer institute on Chaucer and his age. The institute program centers on a close reading of each of the Tales in morning sessions, guided by faculty from the university. The afternoons are devoted to lectures and related activities conducted by guest faculty exploring the medieval contexts of Chaucer's poetry. Such efforts are expected to reinforce Chaucer's position in the undergraduate literature curriculum.

Example

In response to requests from faculty at other institutions, a major research university with an Asian studies center offers a regional institute. The institute focuses on themes, texts, and comparative methodologies that will permit Asian topics to be incorporated into core curriculum courses in the humanities. Twenty faculty from the region meet over a four-week period to study texts from the Confucian tradition and relate them to their historical context. During the final week they explore ways of integrating these materials into core courses in the history of civilization.

## Humanities Projects in Individual Institutions

Individual institutions may propose projects to strengthen their curricula or to improve their faculties' knowledge of the disciplines and materials they teach. Each proposal should be based on a coherent plan for the teaching of the humanities in the institution applying for support. It should emphasize the close examination of primary texts and sources. It should provide syllabi for any proposed courses and reading lists for any faculty development activities. It should identify all participants, including visiting scholars, and provide evidence of their commitment. And it should include brief resumes for key project personnel.

Because the Endowment does not fund regular operating costs, a proposal must be based on activities that go beyond the usual responsibilities of faculty for course revision and professional development and beyond the regular responsibility of the institution to its faculty and students.

The Endowment will provide released time or stipends for faculty to collaborate on curriculum change or to examine works outside their specialties with the help of visiting scholars. The

Endowment will also support related costs, such as library
acquisitions, travel for visiting scholars, travel for faculty to
visit model programs, and adminstrative costs specifically related
to the project activities.  Only rarely will the Endowment support
new positions or teaching costs.

The Endowment expects an institution to maintain a project
developed under a grant after the grant period has ended.  The
proposal should include a letter from the chief academic officer of
the institution documenting the institution's long-term commitment
to the program and explaining how the improvements will be main-
tained financially after the grant period.

Example

A branch state university in a rural area designs a new
curriculum for its teacher preparation program.  The previous
emphasis on educational theory and pedagogy is replaced by a
sequence pairing education courses with courses in the
humanities.  The humanities courses focus on four general
topics:  "Heroes and Heroines," "Law and Justice," "The Idea
of Progress," and "The Life of Reason."  Texts include such
works as Gilgamesh, the Odyssey, Plato's Republic, The
Adventures of Marco Polo, Locke's Second Treatise on Civil
Government, Austen's Pride and Prejudice, and Camus's The
Stranger.  Two of the courses are introduced in each of two
years.  The faculty responsible for each course meet in the
summer with leading scholars to study key texts and other
materials.  The courses are developed in consultation with
elementary and secondary school teachers and curriculum
specialists.

Example

A community college in a suburban setting recently initiated
courses in Latin and desires to build a classics program that
will also serve the needs of a general education program.
Nine faculty from humanities disciplines survey classics
programs at other institutions and develop a classics cluster
with the general theme "The Individual and the City in the
Ancient World."  Courses in the cluster focus on six topics:
(1) the hero, (2) tyranny and democracy, (3) war and peace,
(4) religion and mythology, (5) slavery and empire, and
(6) personal freedom and the "big state."  In each of these
courses, students are required to write several critical
papers about the materials studied.  NEH supports visiting
scholars in classical civilization and provides released time
for faculty to study the key texts to be incorporated in the
course.  These include Homer's Iliad, the poems of
Archilochus, Solon, and Tyrtaeus, Plato's Apology and Crito,

Vergil's _Aeneid_, and Horace's _Roman Odes_.  Students also study
ancient religion, art, and architecture as manifestations of
classical culture.

Example

A small private college wishes to design a humanities core
program offering its students a thorough grounding in the
foundations of Western civilization.  The college proposes a
sequence of four core courses ranging from the ancient world
through the modern era, with an emphasis on the key texts,
issues, and ideas of three distinct periods:  "The Classical
World," "The Rise of European Civilization," and "The Modern
World."  The fourth course, "The Individual and Society," is a
capstone seminar that draws together themes and materials from
the earlier courses.  During the summer, faculty meet with
visiting scholars to study central texts to be used in the
courses, among them _The Oresteia_, _Sir Gawain and the Green
Knight_, _The Inferno_, _Henry IV, Part 1_, _Gulliver's Travels_,
_Middlemarch_, _The Trial_, and _Civilization and its Discontents_.
The faculty teaching in the core hold biweekly seminars during
the academic year to continue joint study of course materials.

Example

A technological institution decides to strengthen its foreign
language program as part of an effort to improve its
curriculum in the humanities.  The primary goal of the project
is to enable students to study masterworks of the humanities
in a foreign language.  A thematic organization of the
masterworks courses highlights cross-cultural comparisons at
an advanced level.  For example, in a segment centered on the
treatment of time, students of French read Marcel Proust,
students of German read Thomas Mann, and students of Spanish
read Jorge Luis Borges--all in the original languages.  These
courses meet for a common lecture and discussion session based
on selected reading of texts in translation.  NEH supports
summer workshops for faculty to study common materials outside
their own field and provides released time during the semester
for faculty teaching the masterworks course together for the
first time.

## Collaborative Projects

Two or more institutions may request support for collaborative
activities that will benefit the teaching of the humanities.  Such
projects may be proposed by cultural institutions such as libraries
and museums, by schools, by universities, or by any combination of

institutions. Proposals for collaborative projects may be submitted either by existing consortia or by institutions that come together for the purpose of a particular endeavor. A proposal should provide evidence that all of the participating institutions are fully involved in and committed to the project.

Example

Faculty at a regional consortium of colleges propose to study the French Revolution as a way of enriching their introductory and advanced courses in history, philosophy, literature, and political science. They plan a four-week institute, to be held at a major research institution with strong library holdings on the French Revolution. The institute's activities include lectures by leading authorities in several disciplines and seminar papers prepared by participating faculty. Emphasizing key texts and cultural materials, each week's activities are related to such topics as the pre-revolutionary world of the encyclopedistes; the statements of revolutionary goals from the Declaration of the Rights of Man to Napoleon's memoirs; the responses to the revolution in philosophy, literature, art, and political thought; and the legacy of critical interpretation exemplified by successive generations of scholars. Follow-up activities include monthly workshops on teaching and reports on research activities that have developed from the institute; they also include a program of exchange lectures among participants.

Example

Eminent scholars in three major universities undertake a multi-year collaborative project to clarify the role of religious studies within the liberal arts curriculum and to provide resources for stronger and more coherent offerings in the discipline. Over three summers they offer (a) an institute focusing on scholarly assessment of the field of comparative religion and of the resources available for introductory courses; (b) a workshop for college teachers on the introductory course in religious studies; and (c) an institute on approaches to religious studies in the general education curriculum. Meanwhile, they also prepare a sourcebook of sample syllabi, bibliographies, and reflective essays to aid teachers.

Example

A museum in a major city has joined with the continuing education division of a nearby college to offer a degree in art history. Because most of the students to be served by the program are adults who work full time, the courses leading to

the degree are taught in the evenings and on Saturdays. Most of the classes are conducted at the museum, with faculty drawn both from the museum's curatorial staff and from the university's participating departments. The museum and the university receive grant funds to help support the initial costs of establishing the program. Among other things, the grant supports (a) released time for the museum staff and university faculty designated to plan and teach the courses for the program, (b) summer workshops in which these staff members and university faculty study the museum's collections and explore ways of integrating them effectively into the program, and (c) administrative costs associated with the implementation and promotion of the new program.

## Conferences

The Endowment provides support for conferences that have as their goal the improvement of teaching in the humanities in particular disciplines or in particular types of institutions. The goals of the conference should be clear and specific, the materials under consideration should be substantial, and as many as possible of the participants should be identified. The applicant for a conference may be an academic or cultural institution, an association, or a group of institutions.

### Example

Recognizing the critical importance of strong humanities preparation for secondary school teachers of the humanities, a consortium of ten leading private and public colleges hosts a three-day conference. Each institution sends a team that includes faculty from the humanities disciplines and education departments. The secondary schools are represented by recent graduates of the participating institutions; these graduates are in their first three years of teaching and are accompanied by their school curriculum advisers. All of the activities planned during the three days are directed toward the formulation of recommendations for closer partnerships among those responsible for the professional and intellectual training of aspiring teachers. The conference also results in recommendations for closer curricular coordination, relating the texts and topics in the student's major concentration to those included in the teacher preparation program. At the end of the conference, each participant prepares a model program for teacher preparation in the disciplines of the humanities. These model programs are incorporated into the final report on the conference.

Example

   A historical association conducts an invitational conference
   for forty college and university faculty members from
   throughout the country.  At a time when many colleges and
   universities are returning to the practice of requiring
   introductory history courses, the participating historians
   discuss "what every American should know" and reassess
   introductory history courses in light of this question.  The
   grant supports the conference itself, the dissemination of a
   conference report, and follow-up activities designed to help
   the profession focus its attention on this issue.


## Summary

   Projects using any of the above formats may include <u>planning</u>,
<u>implementation</u>, and <u>dissemination</u> activities, or they may focus on
any one of these stages of development.  Thus, one project may
involve planning with the help of visiting scholars; another may
involve implementation of a project that has already been carefully
planned; a third may involve dissemination of an excellent program
that is already in place; a fourth may involve both the implemen-
tation of a well-developed plan and the dissemination of the
results of that implementation process.

   Planning projects should outline a strong educational
rationale and provide information about all participants, including
visiting scholars.  Projects requesting funds for implementation
should provide detailed information about courses or other products
to be developed, about the readings and other activities for
faculty development workshops or institutes, and about everyone who
will participate in the grant-supported activities.  Dissemination
projects should provide detailed descriptions of the program to be
disseminated, external evaluations or other means of documenting
the program's success, strong evidence that such a program is
needed and would be applicable elsewhere, and convincing plans for
making information about the program available in new settings.

## Special Endowment Initiatives

In order to encourage applications in specific subject areas, the Endowment will, from time to time, announce special initiatives. Proposals are currently solicited for the following initiatives.

## The Foundations of American Society

Within its existing programs, the Endowment continues to encourage study, research, and discussion about the history, culture, and principles of the American founding, an emphasis that began with the initiative on the bicentennial of the U.S. Constitution. Proposals may deal directly with the events and achievements of the founding, including the ratification of the new Constitution; the establishment of the federal government; and the works of philosophy, politics, literature, and art that were produced during this period. They may also treat later events, achievements, and works that have resulted or developed from the founding or that reflect or respond to its concerns and principles.

In the Division of Education Programs, an application responding to this initiative and focusing on humanities education may be submitted under the normal guidelines for either the Elementary and Secondary Education program or the Higher Education program.

## The Columbian Quincentenary

As part of the international observance of the 500th anniversary of Christopher Columbus's voyage to the New World, NEH invites proposals for study of this and related topics and for the dissemination of both new and existing scholarship. Topics may include the expansion of European civilization through the efforts of the Spanish and Portuguese crowns; the establishment of new societies and new forms of cultural expression through encounters among native American, European, and African peoples; and the ideas--political, religious, philosophical, scientific, technological, and aesthetic--that shaped the processes of exploration, settlement, and cultural conflict and transformation set in motion by Columbus's momentous voyage.

In the Division of Education Programs, an application responding to this initiative and focusing on humanities education may be submitted under the normal guidelines for either the Elementary and Secondary Education program or the Higher Education program.

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## Special Programs for Historically Black
## Colleges and Universities

### Summer Institutes for High School Juniors
### at Historically Black Colleges and Universities

In response to the President's Executive Order 12320 regarding historically black colleges and universities, the Endowment has established a special High School Humanities Institutes Program. Under this program, which is administered by the Division of Education Programs, four-week summer institutes, held on the campuses of historically black institutions, provide an opportunity for promising high school juniors to study under the direction of scholars and to explore topics in greater depth than is usually feasible in the ordinary high school curriculum.

Up to three institutes for approximately thirty-five students each are funded annually.  The combination of readings, discussion formats, and related activities is left to the applicant institutions.  A principal criterion for evaluation is the extent to which the proposed project identifies able high school juniors and offers them an intellectually demanding and rewarding program. Students selected for the institutes receive stipends of $200 per week and are expected to live on campus for the duration of the program.  For additional information about these institutes, and for application forms specific to them, a prospective applicant should write or call the division's Elementary and Secondary Education program.

### Faculty Projects for Teachers at Historically
### Black Colleges and Universities

In response to the President's Executive Order 12320 regarding historically black colleges and universities, the Endowment has also established a special program of Faculty Projects for Teachers at Historically Black Colleges and Universities.  This program is. designed to respond to the specific needs of an institution by providing opportunities for faculty at that institution to engage in the substantive study of significant works, topics, and issues in the disciplines of the humanities.

Projects that can be supported include summer workshops lasting three or four weeks, workshops series during the academic year, and combinations of the two.  The most important component of a project is its focus on the study of significant works in the humanities.  Projects must make provision for the participants to contribute actively through small-group discussions and oral presentations and must also provide opportunities for the writing

of expository essays.  The director of each project should be a recognized scholar in the humanities; the staff of each project should include other accomplished scholars in the discipline and topic under study.  Scholars from institutions other than the host institution may serve as project directors and be included as consultants for such projects.

For additional information about these faculty projects, and for application forms specific to them, prospective applicants should call or write the division's Higher Education program.


## 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.

Information about this program may be obtained from the Council for Basic Education, 725 15th Street N.W., Washington, D.C. 20005.

# Institutions That May Apply and Costs That May Be Supported

An application to the Division of Education Programs may be submitted by any U.S.-incorporated nonprofit organization or institution with a commitment to the improvement of humanities education. The division regularly considers applications from schools, school systems, two- and four-year colleges, universities, college and university systems, libraries, museums, educational associations, professional organizations, public radio and television stations and networks, research centers, units of state and local governments, and educational and cultural consortia. When two or more institutions or organizations join together in an application, the normal procedure is for one of them to serve as the prospective grantee and administer the project on behalf of all the participating units.

Project activities may be of various types, and they may focus on a grant period as short as three months or as long as three years. What matters is that they represent a cogent response to a clearly defined need or objective in humanities education.

Eligible expenses include (a) salaries, wages, and fringe benefits for project directors and support personnel; (b) fees for project consultants; (c) travel and subsistence costs for project personnel and consultants; (d) supplies and materials required for the conduct of project activities; (e) services required for specified project activities; (f) other direct costs related to project activities; and (g) indirect costs applicable to the project.

The Endowment does not usually provide support for (a) activities that focus exclusively on reading or writing skills, pedagogical theory, cognitive psychology, remedial education, research in educational methods, or research on tests and measurements; (b) research undertaken in pursuit of an academic degree; (c) individual requests for travel to professional meetings or to research institutions; (d) the purchase of equipment; or (e) the production of the audio or visual components of telecourses.

For many of the projects supported by the Division of Education Programs, applicants are expected to bear a significant share of the total costs. These cost-sharing expectations vary with the type and complexity of particular projects and are determined with the assistance of the division as each application is developed. For most projects applicants are expected to share at least 20 percent of the total costs. For some projects, particularly those that require a substantial institutional commitment to assure the long-term success of the grant-funded program, applicants are expected to share as much as 50 percent of the total costs.

# THE APPLICATION PROCESS

## The Components of an Application

A complete application consists of six parts: (1) a cover sheet, (2) a table of contents, (3) a one-page summary of the proposed project, (4) a detailed description of and rationale for the proposed project, (5) a project budget, and (6) appendices.

1. In preparing the cover sheet an applicant should follow the Instructions for Completing the Application Cover Sheet (see page 34).

2. After the cover sheet, an applicant should provide a table of contents listing all the sections, subsections, and appendices that comprise the application.

3. Following the table of contents, an applicant should supply a one-page summary of the proposed project, outlining as clearly as possible what it seeks to accomplish and why, who its audience would be, who would conduct it, what its intellectual content would be, and how it would relate to a larger educational or institutional context.

4. A detailed description of and rationale for the proposed project should follow the summary. In this, the most important section of the proposal, an applicant should provide a lucid and concise statement about (a) why the project is needed and what its purpose would be; (b) who its participants would be and how they would be selected; (c) what format or formats it would employ and how they would relate to the project's purpose; (d) what the intellectual focus of the project's activities would be; (e) who would conduct and administer the project; (f) how the project would relate to a larger educational or institutional context; (g) how the project would be evaluated; (h) how the benefits of the project would be continued after the conclusion of the grant-funded activities; and (i) how the results of the project would be disseminated.

For example, an applicant proposing to conduct a study project (an institute or a faculty workshop) should present a detailed discussion of the educational rationale and intellectual substance of the activities to be included in the project. The discussion should provide enough information about the works, topics, and issues to be studied to give reviewers a clear understanding of the organizing principles and methodologies to be employed in the project. Somewhere in the proposal the applicant should take particular care to indicate what materials would be examined and how they would be approached. And the applicant should provide at

least a tentative schedule of activities.  In the section on educational or institutional context, the applicant should show how the study project relates to the institution's curriculum and what curricular changes, if any, would derive from the project.  The applicant should also describe the administrative structure under which the project would be conducted and evaluated (with a clear indication of the lines of authority for those responsible for various aspects of the project, and documentation of the commitment of both the institution and the personnel key to the success of the project), and the measures that would be taken to ensure that the project has long-term benefits for the institution.

In similar fashion, an applicant for an institute should show that there is a substantial educational need for the activities that would focus the institute's program (for example, by citing studies by professional associations to indicate that teachers in certain types of institutions are deficient in their preparation in the subject area that would be dealt with by the institute) and that there are potential participants who would welcome the opportunity for intensive study of the material that would be explored in the institute (for example, by citing letters from a number of teachers suggesting that the applicant institution offer a program to help them acquire more knowledge and expertise in the subject area of the institute).

The applicant should then describe, with as much precision as possible, exactly what the participants would do (for example, what they would read and discuss, what presentations they would be expected to make, what projects they would be expected to complete) and in what formats (for example, lecture-discussion sessions, small-group seminars, task-oriented workshops), and what topics and problems would be addressed.  The applicant should go on to identify those who would conduct and administer the institute (appending brief resumes for each to indicate what publications and other professional experience make them appropriate for the institute), and show how the institute would relate to a larger educational or institutional context (for example, by providing a brief survey of the present state of knowledge in the field to be. served by the institute, and by describing the applicant institution's prior efforts to address that field through its institutional and human resources).

The applicant should then describe the procedures that would be employed to evaluate the success of the institute (for example, questionnaires to be completed by participants, or site visits by qualified consultants), the follow-up activities that would ensure that the benefits of the project continue after the conclusion of the grant-funded activities (for example, workshops that would bring participants back together during the subsequent academic year), and the steps that would be taken to ensure that the results of the institute are widely disseminated (for example, newsletters,

journal articles, and presentations at professional meetings in the field of the institute).

5.  Following the project description an applicant should provide a project budget, presented on the NEH budget form (see page 42) and prepared in accordance with the budget instructions. Before completing the budget form, the applicant should review the information elsewhere in this booklet about types of grant support, eligible and ineligible project costs, cost-sharing expectations, and the period for which funding may be requested.  The applicant should discuss with division staff any questions not fully addressed either in this booklet or in the budget instructions attached to the budget form.

Project directors for institutes should receive salary compensation both for the time they spend directing an institute and for the time they spend preparing for it and directing appropriate follow-up activities.

There are special arrangements for calculating the cost-sharing expectations for institutes that involve participants from a number of institutions.  For these projects applicants must include in the cost-sharing line cash contributions from the home institutions of the participants.  Under Elementary and Secondary Education in the Humanities, this contribution is calculated on the basis of $200 per participant.  Under Higher Education in the Humanities, the contribution ranges from $250 to $350, depending on the length of the institute.  These contributions, which are intended as a way of ensuring the commitment of participants' home institutions, should be included in the total of project cash contributions on the Summary Budget page and should be used by the applicant to support the budgeted costs of the project.

Stipends for participants in an institute should be listed under section A, Item 7, Other Costs, on the budget form.  The stipends should be the same for all participants in a given institute, but the stipend for a particular institute will be determined by the length of the institute.  Normally, institutes under the heading of Elementary and Secondary Education in the Humanities provide travel, room and board (if required), and a stipend of $250 per week.  Institutes in Higher Education carry stipends of $2,500 for four weeks, $2,750 for five weeks, $3,000 for six weeks, $3,250 for seven weeks, and $3,500 for eight weeks. Participants in Higher Education institutes are expected to use a portion of their stipends to pay for their own travel and room and board.

Tuition fees are not normally charged to participants in activities for which the Endowment is supporting the costs usually covered by tuition.  Credit may be awarded, however, at the discretion of a college or university sponsoring an NEH-funded program.  If an institution awarding credit for participation in

grant-funded activities is required to charge tuition, it should do so only for those participants wishing to receive credit, and at the lowest tuition charge possible.

An explanatory text should accompany the project budget, providing the computational basis for all entries that are not specifically itemized, such as the cost per page for photocopying, monthly long-distance telephone charges, travel expenses (including per diem allowances), and per unit cost for any materials produced in connection with the project.

6. Appendices should be used to provide supplementary but essential materials: syllabi, course descriptions, schedules of activities, bibliographies, resumes of project personnel, and the like. All items included in the appendices should be cited by letter in the text of the project description, and each appendix should have at its head a reference to the page on which the citation appears.

Letters of support are often useful means of demonstrating the kinds of planning and the types of institutional commitment that stand behind a project, including an institution's commitment to providing the resources necessary to secure the long-term benefits of the project. Any letters that are included should be specific to the proposed project and should indicate the promise of financial or other support where that is appropriate.

When reviewers will need a great deal of information about the institutional context for an application, the applicant should append descriptive material. Applicants for grants focused on a single institution should append copies of college or university catalogs or lists of course offerings related to the project.

# Questions for the Review of Applications

An applicant preparing a proposal should remember that applications to the Division of Education Programs are evaluated by reference to the following questions:

1. Does the application provide enough detail to demonstrate that the project will focus on the humanities in a rigorous, substantive way and engage participants in a consideration of major issues in humanities education? Does it provide a list of the works, topics, and issues that will focus the project? Does it provide a clear indication of the intellectual substance of the project?

2. Does the application demonstrate a significant educational need for the project?

3. Does the proposed project offer a coherent, persuasive plan for addressing the need that furnishes its rationale?

4. Are the project personnel qualified to conduct the activities called for in the project plan? Do they have solid backgrounds in the humanities? Do they have experience relevant to the demands of the proposed project?

5. Is there clear evidence that all of the parties to the plan--both individual and institutional--have been involved in its development and have committed themselves to its implementation?

6. Is the plan consonant with the educational purposes and resources of the institution or institutions that will conduct the project? Is it clear from the proposal that the institution or institutions that will conduct the project have a well-formulated view of the nature and role of the humanities?

7. Does the application show that the activities of the project will lead to more effective teaching of the humanities? Does it show how those results will be brought about? Does it show how they will be measured?

8. Does the application focus on a project that will go beyond the regular activities, responsibilities, and operating costs of the institution or institutions proposing it? Does the budget demonstrate that the applicant institution is committing an appropriate share of its own resources to the goals of the project? Does the budget indicate that the project is cost-effective?

9.  Does the evaluation plan offer a realistic, feasible means of assessing the success of the project?

10.  Does the application offer convincing evidence that the benefits of the project will be both far-reaching and long-lasting?  If the application concentrates on education in the humanities in a single institution, for example, does the applicant offer any guarantees that the improvements to be implemented with grant funds will be sustained after the grant ends?

# Types of Grant Support

The Endowment provides three types of funding: federal matching funds, outright funds, and a combination of the two.

## Matching Funds

The Endowment is authorized to match gifts made to NEH or gifts that are given directly to an applicant and that will be used to support budgeted project activities during the grant period. Applicants are encouraged to identify potential sources of gift funds at the time they make an application to the Endowment.

The Endowment matching funds are awarded on an up to one-for-one basis. The purpose of matching funds is to stimulate private support for projects in the humanities by offering potential support for projects in the humanities by offering potential donors the incentive of doubling the impact of their gifts. Because matching funds enable NEH to provide support to a wider range of significant but often costly projects, institutional applicants are encouraged to consider requesting complete or partial funding in the form of a matching grant. An applicant who is applying for matching funds support should refer to page 32 for information on eligible gifts and donors.

## Outright Funds

An outright grant is one in which the award of Endowment funds is not contingent on the applicant's raising gifts for the project.

## Combined Funds

An applicant may request a combination of outright and matching funds from the Endowment. For example, if a project will cost $85,000 and $20,000 in gifts will be raised from eligible third parties, the applicant should request $20,000 in matching funds from the Endowment. The applicant may then request support for the balance of project expenditures ($45,000) in outright funds.

It should be noted that, under certain circumstances, the Endowment may offer total or partial matching support to an applicant requesting only outright support.

## Cost Sharing

Cost sharing consists of the cash contributions made to the project by the applicant and third parties as well as third-party in-kind contributions, such as donated services and goods. Cost sharing includes gift money that will be raised to release federal matching funds. Normally, Endowment support will not exceed 80 percent of a project's total costs; the balance of the project costs are to be covered by non-federal sources.

## Grant Period

The grant period encompasses the entire period for which Endowment support funding is requested in an application. All project activities and all expenditures of project funds--that is, grant funds and cost-sharing contributions--must occur during the grant period.

In determining the beginning date of a proposed grant period, an applicant should refer to the schedule of application deadline dates and project beginning dates on page 48 of these guidelines. The maximum period for which funding may be requested in an application to the Division of Education Programs is thirty-six months.

# Grantee Responsibilities

If funding is approved by the Endowment, the applicant organization will be responsible for ensuring that the grant is administered in accord with the following general grant provisions:

- The grantee must have a financial management system that records separately within its general accounting system the receipt and disbursement of grant funds and cost-sharing contributions and that monitors the expenditure of these funds against the approved budget.

- All commitments and obligations of grant funds and cost-sharing contributions must occur during the grant period.

- Project activities must be carried out in accordance with the schedule provided in the approved application.

- Changes in the scope and objectives of the project must be approved in advance by the Endowment.

- The replacement of the project director, the co-director, or other professional staff members who are specifically named in an award notice must be approved in advance by the Endowment, and adequate documentation of the time spent by all project personnel on grant activities must be maintained by the grantee.

- All procurement transactions must be conducted in a manner that provides, to the maximum extent practical, open and free competition; for purchases in excess of $10,000, any use of sole-source contracts must be fully justified and documented.

- Unless otherwise notified in writing, grantees must acknowledge Endowment support in all materials resulting from grant activities.

- A grantee who earns income from grant activities or products that result from grant activities must understand that the Endowment reserves the right to recover a portion of the program income.

## Eligible Gifts and Donors

Only gifts of money (including the net proceeds from the sale of non-cash gifts) that will be used to support budgeted project activities during the grant period are eligible to be matched with federal matching funds. The source, date of transfer, and amount of the gift or net proceeds from the sale of a non-cash gift must be documented in the applicant's records.

Both restricted gifts (gifts that are given specifically in support of a project) and unrestricted gifts (gifts that may be used at the recipient's discretion) are eligible to be matched if the donors give the gifts directly to the applicant.

If a gift of money is given to an individual or organization associated with the project rather than directly to the applicant, that gift normally will not be deemed eligible to release federal matching funds. The only exception is when the donor has given the gift specifically in support of the project and the gift funds and control over the expenditure of these funds are transferred to the applicant.

Applicants should note that the following items are not eligible to be matched with federal funds: federally appropriated funds, deferred and non-cash gifts, income earned from gifts after they are transferred to the applicant, and income received from any fees for participation in project activities.

Ineligible donors include the applicant who will carry out the project and any institution or individual who is involved in project activities and who will receive some sort of remuneration from project funds. To avoid any possibility of conflict of interest, a gift should not be used to release federal matching funds when there is the appearance that the donor might benefit in any way by giving a gift to the project.

# Things to Bear in Mind When Preparing an Application

Successful applications to the Division of Education Programs are usually written by the person or persons who will be central to a project if it is funded. The grants or research office can assist project personnel in handling the administrative and budgetary procedures involved in the submission of the proposal; but competitive proposals normally reflect the ideas, plans, commitment, and prose of those who will actually be involved in the grant activities.

The Division of Education Programs considers it the responsibility of the applicant institution or organization to determine priorities if it plans two or more initiatives that might compete with one another for NEH support. Ordinarily an institution or organization cannot expect to receive more than one grant in a given category at a time.

An applicant should bear in mind that proposals are judged on the basis of quality, not weight. Each application should present a cogent but concise argument for federal support. The project description (not including appendices) should be no more than twenty double-spaced pages in length, typed on 8 1/2 x 11-inch sheets of standard white paper on one side only.

Each copy of the application should be stapled or bound securely and assembled in the following order:

1. The Cover Sheet
2. The Table of Contents
3. The Project Summary
4. The Project Description and Rational
5. The Project Budget
6. Appendices

An applicant should submit twelve copies of the application, along with the original of the cover sheet (unattached) bearing the original signature of the authorizing official, and one extra copy of the budget. The "Checklist for a Complete Application" should be placed at the top of the application package.

# National Endowment for the Humanities
## Washington, D.C.

The following pages include:

— Instructions for Completing the Application Cover Sheet
— The Application Cover Sheet
— Field of Project Categories and Codes

Please read the instructions before completing applicable questions. Please print or type.

---

Purpose: The National Endowment for the Humanities uses a single cover sheet for all of its programs. This cover sheet gathers information that is necessary in one of two ways:

(1) The information is necessary for efficient consideration of the application during the review process and in the administration of the grant if an award is made.

(2) The information is *required of the Endowment* in various reports to Congress, other federal agencies, and the public. The Endowment must provide reports that involve statistical information or descriptions that can be obtained quickly from the cover sheet. Information is recorded in a computer, which stores the data for subsequent compilation and reporting.

Please read the instructions for each question carefully. Answer each question by typing or printing your reply. Please verify your answers to be certain that they are correct and complete.

**You will find it helpful to complete the cover sheet last, after all other parts of the application have been prepared.**

---

Privacy Act: The following notice is furnished in compliance with the Privacy Act of 1974:

The information is solicited under the authority of the National Foundation on the Arts and Humanities Act of 1965, as amended, 20 U.S.C. 956. This information is needed to process the grant application and for statistical research and analysis of trends. The routine uses which may be made of this information are: general administration of the grant review process; statistical summaries; congressional oversight; and analysis of trends. Failure to provide any of the requested information will result in the delay or rejection of the application.

# Instructions for Completing the Application Cover Sheet

## Block 1--Individual applicant or project director

Item a.  If the application is submitted through an institution or organization, enter the name and mailing address of the person who will carry out the project or be chiefly responsible for directing it.  (Information about an institution also is requested in Blocks 2 and 11.)

Item b.  In the space provided, enter the number corresponding to the applicant's or project director's preferred form of address:

|            |          |             |
|------------|----------|-------------|
| 1-Mr.      | 3-Miss   | 5-Professor |
| 2-Mrs.     | 4-Ms.    | 6-Dr.       |

Item c.  Enter the social security number and date of birth of the project director.

Item d.  Enter the applicant's or project director's full telephone number with area code and extension.  Whenever possible, one of the telephone numbers listed should be a number at which a message can be left.

Item e.  If possible, indicate the code for the appropriate major field from the list of Field of Project Categories and Codes on the reverse side of the Application Cover Sheet.

## Block 2--Type of applicant

Check b.

Identify Type of institution.  for example, religious, museum, historical society, government (state, local, etc.), public media (TV, radio, newspaper, etc.), educational (elementary/secondary, school district, 2-yr. college, 4-yr. college, etc.), library (public, research, etc.), center (advanced study, research, etc.).

Identify Status as either Private Nonprofit or Unit of State or Local Government.  Example:  Type: Historical Society. Status: Private Nonprofit.

## Block 3--Type of application

Check appropriate type:

Item a.  New--application for this project submitted to NEH for the first time.

Item b. Revision and Resubmission--a version of the application for this project was submitted to NEH previously but not funded.

Item c. Renewal--application for funding a new grant period for a project previously funded by NEH.

Item d. Supplement--application for additional funding to a current NEH grant.


## Block 4--Program to which application is being made

This information should be preprinted on your form. Preprinted forms ensure that the applicant has the correct instructions for the specific program.

If application is being made under one of the Endowment's initiatives described on page 18 of the guidelines, please indicate the number corresponding to the initiative in the space provided after Endowment Initiatives:

    03C--The Foundations of American Society
    03M--Columbian Quincentenary


## Block 5--Requested grant period

Grant periods begin on the first day of the month and end on the last day of the month. Project activities need not begin on the first day, but all project activities must take place within the requested grant period.


## Block 6--Project funding

Enter here the appropriate figures from the Project Budget that is part of your application.


## Block 7--Field of project

Indicate the category and code from the listing on the reverse side of the cover sheet to indicate the specific humanities field that best describes the content of the project.


## Block 8--Descriptive title of project

Enter a brief title that clearly identifies the project and its humanities content. This title should be informative to a nonspecialist. NEH is obliged to be as clear as possible to the

public about awards that it makes.  The descriptive title will be used for this purpose whenever possible, but the Endowment staff may assign a different working title to the project.

NOTE:  The descriptive or working title does not need to be the title of the product (film, article, book) that may result from the project.  The applicant retains complete authority and responsibility for choosing titles for project products.


## Block 9--Description of project

Provide a brief description of the proposed project.  Do not exceed the space provided.


## Block 10--Will this proposal be submitted to another government agency or private entity for funding?

This information is sought without prejudice to the application. NEH frequently co-sponsors projects with other funding sources.  If not applicable, indicate "N/A."


## Block 11--Institutional data

Item a.  Indicate the name of the institution and the city and state of its official mailing address.

Item b.  Indicate the name and title of the person who is authorized to submit applications on behalf of the institution or organization.  That person must sign and date the application.

Item c.  Indicate here the name, mailing address, form of address (see instructions for Block 1b), and telephone number of the person who will be responsible for the financial administration of the grant if the award is made.  For example, at many universities the provost, vice president, president, or chancellor will be the person "authorized" to submit an application (see item b), but the actual administration of the project--e.g., negotiating the project budget, ensuring compliance with the terms and conditions of the award--will be the responsibility of a grants or research officer. It is the latter person who should be listed here.


## Block 12--Federal debt status

Only one signature is required.  If Block 2 box "a" was checked, then the individual named in Block 1 shall certify that he or she is not delinquent in repayment of any federal debt.  If Block 2 box "b" was checked, then the authorizing official named in Block 11b shall

certify that the institution is not delinquent in repayment of any
federal debt.

Federal debt is defined as an amount of money or property that
has been determined by an appropriate agency official to be owed to
the United States from any person, organization, or entity, and is
interpreted to include such debts as guaranteed student loans, FHA
loans, SBA loans, Department of Education institutional loans, and
all other federally backed loans and debts.  Delinquent means any
account 30 days past due.

In cases where the applicant (either individual or institution)
is delinquent on a federal debt, a statement may be attached
explaining the circumstances.

NOTE:  Federal law provides criminal penalties of up to $10,000
or imprisonment of up to five years, or both, for knowingly
providing false information to an agency of the U.S. government.
18 U.S.C. Section 1001.

# NEH APPLICATION COVER SHEET
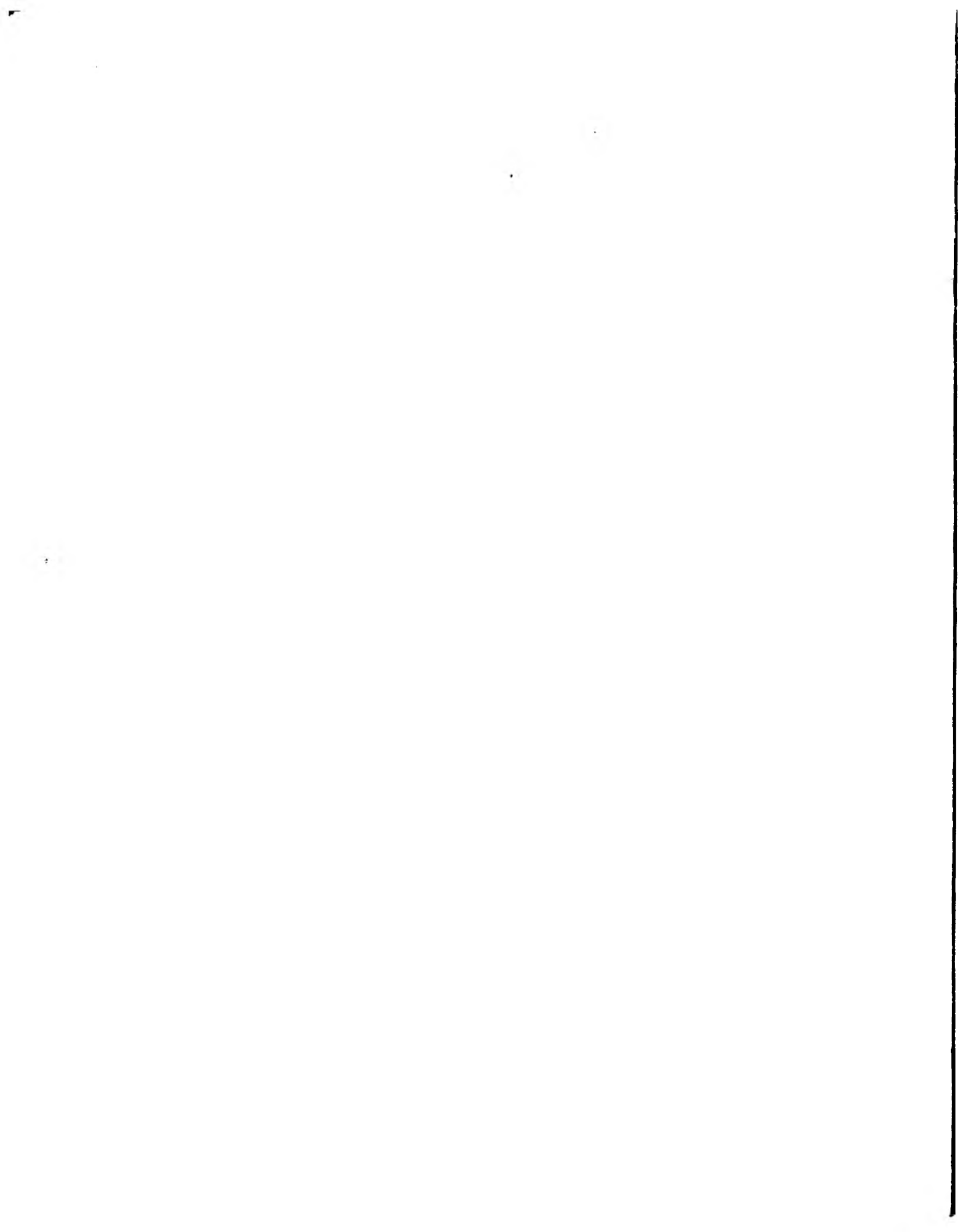
**1. Individual applicant or project director**

a. Name and mailing address

Name _____
    (last)       (first)      (initial)

Address _____

_____

_____
  (city)    (state)    (zip code)

b. Form of address: [____]

c. Social Security # _____ Date of birth _____
    (mo /day/yr.)

d. Telephone number
Office: _____ / _____ Home: _____ / _____
   (area code)    (area code)

e. Major field of applicant or project director _____ [____]
    (code)

f. Citizenship ☐ U.S.
    ☐ Other _____
     (specify)

**2. Type of applicant**

a. ☐ by an individual    b. ☒ through an org./institute

If a, indicate an institutional affiliation, if applicable, on line 11a.

If b, complete block 11 below and indicate here:

c. Type

d. Status

**3. Type of application**

a. ☐ new           c. ☐ renewal

b. ☐ revision and resubmission    d. ☐ supplement

If either c or d, indicate previous grant number:

_____

**4. Program to which application is being made** [____]

_____

Endowment Initiatives _____
    (code)

**5. Requested grant period**

From: _____ To: _____
   (month year)    (month year)

**6. Project funding**

a. Outright funds    $ _____

b. Federal match     $ _____

c. Total from NEH   $ _____

d. Cost sharing      $ _____

e. Total project costs $ _____

**7. Field of project** [____]

**8. Descriptive title of project**

**9. Description of project (do not exceed space provided)**

**10. Will this proposal be submitted to another government agency or private entity for funding?**
(if yes. indicate where and when):

**11. Institutional data**

a. Institution or organization:

_____
(name)

_____
(city)           (state)

b. Name of authorizing official:

_____
(last)    (first)    (initial)

_____
(title)

_____
(signature)      (date)

c. Name and mailing address of the institutional grant administrator

_____
(last)    (first)    (initial)

_____

_____
(city)    (state)    (zip code)

Telephone: _____ Form of address [____]
   (area code)

**12. Federal debt status**

I certify that I am not delinquent on repayment of any federal debt.

**Not applicable**

_____
(signature, person named in Block 1)

This institution certifies that it is not delinquent on repayment of any federal debt.

_____
(signature, authorizing official named in Block 11b)

Note: Federal law provides criminal penalties of up to $10,000 or imprisonment of up to five years, or both, for knowingly providing false information to an agency of the U S government 18 U.S.C. Section 1001.

**For NEH use only**
Date received
Application #
Initials

# Field of Project Categories and Codes

The following categories and codes should be used to complete blocks 1d and 7 of the NEH Application Cover Sheet. If no exactly appropriate category is provided, please select the larger category that would include the more precise one. (This listing is strictly for use by the NEH staff to help retrieve information about applications and grants by subject matter field. The listing is not comprehensive and *is not meant to define the disciplines of the humanities*. For that definition and advice about eligibility for Endowment awards, please consult elsewhere in these application materials. The hierarchical arrangement is for convenience.

---

### *Anthropology* L1

Archaeology  U6

---

### *Archival Management/Conservation* I1

---

### *Arts, History and Criticism* MA

Architecture: History & Criticism  U3
Art: History and Criticism  M1
Dance: History & Criticism  M3
Film: History & Criticism  M4
Music: History & Criticism  M5
Theater: History & Criticism  M2

---

### *Communications* P2

Composition & Rhetoric  P1
Journalism  P4
Media  P3

---

### *Education* H1

---

### *Ethnic Studies* K1

Asian American  K5
Black/Afro-American  K4
Hispanic American  K3
Jewish  K6
Native American  K2

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### *History* A1

African  A2
American  A3
Ancient  AC
British  A4
Classical  A5
European  A6
Far Eastern  A7
Latin American  A8
Near Eastern  A9
Russian  AA
South Asian  AB

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### *Humanities* U8

---

### *Interdisciplinary* U1

African Studies  G1
American Studies  G3
Area Studies  GH
Asian Studies  G5
Classics  G7
Folklore/Folklife  R1
History/Philosophy of Science,
  Technology or Medicine  GA
International Studies  GG
Labor Studies  G4
Latin American Studies  GJ
Medieval Studies  G8
Regional Studies  GF
Renaissance Studies  G9
Rural Studies  GC
Urban Studies  G2
Western Civilization  GB
Women's Studies  GI

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### *Languages* C1

Ancient  CC
Asian  CA
Classical  C2
Comparative  C9
English  CE
French  C3
German  C4
Italian  C5
Latin American  C6
Near Eastern  CB
Slavic  C7
Spanish  C8

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### *Law/Jurisprudence* Q1

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### *Library Science* H3

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### *Linguistics* J1

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### *Literature* D1

African  DK
American  DE
Ancient  DC
Asian  DA
British  DD
Classical  D2
Comparative  D9
French  D3
German  D4
Latin American  D6
Literary Criticism  DI
Near Eastern  DB
Slavic  D7
Spanish  D8

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### *Museum Studies/Historic Preservation* I2

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### *Philosophy* B1

Aesthetics  B2
Epistemology  B3
Ethics  B4
History of Philosophy  B5
Logic  B6
Metaphysics  B7
Non-Western Philosophy  B8

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### *Religion* E1

Comparative Religion  E5
History of Religion  E2
Non-Western Religion  E4
Philosophy of Religion  E3

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### *Social Science* U2

American Government  F2
Economics  N1
Geography  U7
International Relations  F3
Political Science  F1
Psychology  U5
Public Administration  F4
Sociology  S1

National Endowment for the Humanities
# BUDGET INSTRUCTIONS

Before developing a project budget, applicants should review those sections of the program guidelines and application instructions that discuss cost-sharing requirements, the different kinds of Endowment funding, limitations on the length of the grant period, and any restrictions on the types of costs that may appear in the project budget.

## Requested Grant Period

Grant periods begin on the first day of the month and end on the last day of the month. All project activities must take place during the requested grant period.

## Project Costs

The budget should include the project costs that will be charged to grant funds as well as those that will be supported by applicant or third-party cash and in-kind contributions.

All of the items listed, whether supported by grant funds or cost-sharing contributions, must be reasonable, necessary to accomplish project objectives, allowable in terms of the applicable federal cost principles, auditable, and incurred during the grant period. Charges to the project for items such as salaries, fringe benefits, travel, and contractual services must conform to the written policies and established practices of the applicant organization.

When indirect costs are charged to the project, care should be taken that expenses that are included in the organization's indirect cost pool (see Indirect Costs) are not charged to the project as direct costs.

## Fringe Benefits

Fringe benefits may include contributions for social security, employee insurance, pension plans, etc. Only those benefits that are not included in an organization's indirect cost pool may be shown as direct costs.

## Travel Costs

Less-than-first-class accommodations must be used and foreign travel must be undertaken on U.S. flag carriers when such services are available.

## Equipment

Only when an applicant can demonstrate that the purchase of permanent equipment will be less expensive than rental may charges be made to the project for such purchases. Permanent equipment is defined as an item costing more than $500 with an estimated useful life of more than two years.

## Indirect Costs (Overhead)

These are costs that are incurred for common or joint objectives and therefore cannot be readily identified with a specific project or activity of an organization. Typical examples of indirect cost type items are the salaries of executive officers, the costs of operating and maintaining facilities, local telephone service, office supplies, and accounting and legal services.

Indirect costs are computed by applying a negotiated indirect cost rate to a distribution base (usually the direct costs of the project). Organizations that wish to include overhead charges in the budget but do not have a current federally negotiated indirect cost rate or have not submitted a pending indirect cost proposal to a federal agency may choose one of the following options:

1. The Endowment will not require the formal negotiation of an indirect cost rate, provided the charge for indirect costs does not exceed 10 percent of direct costs, less distorting items (e.g., capital expenditures, major subcontracts), up to a maximum charge of $5,000. (Applicants who choose this option should understand that they must maintain documentation to support overhead charges claimed as part of project costs.)

2. If your organization wishes to use a rate higher than 10 percent or claim more than $5,000 in indirect costs, an estimate of the indirect cost rate and the charges should be provided on the budget form. If the application is approved for funding, you will be instructed to contact the NEH Audit Office to develop an indirect cost proposal.

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# SAMPLE BUDGET COMPUTATIONS

| Salaries and Wages | | | NEH Funds (a) | Cost Sharing (b) | Total (c) |
|---|---|---|---|---|---|
| Jane Doe/Project Director | [  ] | 9 months x 100% @ $27,000/academic yr. | $13,500 | $13,500 | $27,000 |
| Jane Doe | [  ] | 1 summer month x 100% @ $3,000 | 3,000 | | 3,000 |
| John Smith/Research Assistant | [  ] | 6 months x 50% @ $25,000/yr. | 6,250 | | 6,250 |
| Secretarial Support | [ 1 ] | 3 months x 100% @ $14,000/yr. | 3,500 | | 3,500 |

| Fringe Benefits | | | | |
|---|---|---|---|---|
| 11 % of $36,250 | | 2,503 | 1,485 | 3,988 |
| 8 % of $ 3,500 | | 280 | | 280 |

| Travel | no. of persons | total travel days | subsistence costs | + | transport. costs = | | | |
|---|---|---|---|---|---|---|---|---|
| New York City/Chicago | [ 2 ] | [ 4 ] | $300 | | $430 | 730 | | 730 |
| Various/Washington D.C. conf. | [ 5 ] | [10 ] | $750 | | 500 | 1,250 | | 1,250 |

| Consultant Fees | | | | | |
|---|---|---|---|---|---|
| Serbo-Croatian Specialist | 5 | $100 | 500 | | 500 |

| Services | | | | |
|---|---|---|---|---|
| Long Distance Telephone | est. 40 toll calls @ $3.00 | 120 | | 120 |
| Conference Brochure | 50 copies @ $3.50/copy | 175 | | 175 |
| TOTAL DIRECT COSTS | | $31,808 | $14,985 | $46,793 |

| Indirect Costs | | | | |
|---|---|---|---|---|
| 20% of $46,793 | | $ 6,362 | $ 2,997 | $ 9,359 |
| TOTAL PROJECT COSTS (Direct and Indirect) | | $38,170 | $17,982 | $56,152 |

OMB No. 3136-0071

# BUDGET FORM

| Project Director | If this is a revised budget, indicate the NEH application/grant number: |
|---|---|
| Applicant Organization | Requested Grant Period<br><br>From _____ to _____<br>mo/yr    mo/yr |

The three-column budget has been developed for the convenience of those applicants who wish to identify the project costs that will be charged to NEH funds and those that will be cost shared. FOR NEH PURPOSES, THE ONLY COLUMN THAT NEEDS TO BE COMPLETED IS COLUMN C. The method of cost computation should clearly indicate how the total charge for each budget item was determined. If more space is needed for any budget category, please follow the budget format on a separate sheet of paper.

When the requested grant period is eighteen months or longer, separate budgets for each twelve-month period of the project must be developed on duplicated copies of the budget form.

## SECTION A — budget detail for the period from _____ to _____
mo/yr                                             mo/yr

### 1. Salaries and Wages

Provide the names and titles of principal project personnel. For support staff, include the title of each position and indicate in brackets the number of persons who will be employed in that capacity. For persons employed on an academic year basis, list separately any salary charge for work done outside the academic year.

| name/title of position | no. | method of cost computation (see sample) | NEH Funds (a) | Cost Sharing (b) | Total (c) |
|---|---|---|---|---|---|
| _____ | [    ] | _____ | $_____ | $_____ | $_____ |
| _____ | [    ] | _____ | _____ | _____ | _____ |
| _____ | [    ] | _____ | _____ | _____ | _____ |
| _____ | [    ] | _____ | _____ | _____ | _____ |
| _____ | [    ] | _____ | _____ | _____ | _____ |
| _____ | [    ] | _____ | _____ | _____ | _____ |
| _____ | [    ] | _____ | _____ | _____ | _____ |
| _____ | [    ] | _____ | _____ | _____ | _____ |
| | | SUBTOTAL | $_____ | $_____ | $_____ |

### 2. Fringe Benefits

If more than one rate is used, list each rate and salary base.

| rate | | salary base | (a) | (b) | (c) |
|---|---|---|---|---|---|
| _____ % | of | $_____ | $_____ | $_____ | $_____ |
| _____ % | of | $_____ | _____ | _____ | _____ |
| | | SUBTOTAL | $_____ | $_____ | $_____ |

### 3. Consultant Fees

Include payments for professional and technical consultants and honoraria.

| name or type of consultant | no. of days on project | daily rate of compensation | (a) | (b) | (c) |
|---|---|---|---|---|---|
| _____ | _____ | $_____ | $_____ | $_____ | $_____ |
| _____ | _____ | $_____ | _____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ | _____ |
| | | SUBTOTAL | $_____ | $_____ | $_____ |

## 4. Travel

For each trip, indicate the number of persons traveling, the total days they will be in travel status, and the total subsistence and transportation costs for that trip. When a project will involve the travel of a number of people to a conference, institute, etc., these costs may be summarized on one line by indicating the point of origin as "various." All foreign travel must be listed separately.

| from/to | no. of persons | total travel days | subsistence costs + | transportation costs = | NEH Funds (a) | Cost Sharing (b) | Total (c) |
|---|---|---|---|---|---|---|---|
| _____ | [    ] | [    ] | $_____ | $_____ | $_____ | $_____ | $_____ |
| _____ | [    ] | [    ] | _____ | _____ | _____ | _____ | _____ |
| _____ | [    ] | [    ] | _____ | _____ | _____ | _____ | _____ |
| _____ | [    ] | [    ] | _____ | _____ | _____ | _____ | _____ |
| _____ | [    ] | [    ] | _____ | _____ | _____ | _____ | _____ |
| _____ | [    ] | [    ] | _____ | _____ | _____ | _____ | _____ |
| _____ | [    ] | [    ] | _____ | _____ | _____ | _____ | _____ |
|  |  |  |  | SUBTOTAL | $_____ | $_____ | $_____ |

## 5. Supplies and Materials

Include consumable supplies, materials to be used in the project, and items of expendable equipment; i.e., equipment items costing less than $500 or with an estimated useful life of less than two years.

| item | basis/method of cost computation | (a) | (b) | (c) |
|---|---|---|---|---|
| _____ | _____ | $_____ | $_____ | $_____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
|  | SUBTOTAL | $_____ | $_____ | $_____ |

## 6. Services

Include the cost of duplication and printing, long distance telephone, equipment rental, postage, and other services related to project objectives that are not included under other budget categories or in the indirect cost pool. For subcontracts over $10,000, provide an itemization of subcontract costs on this form or on an attachment.

| item | basis/method of cost computation | (a) | (b) | (c) |
|---|---|---|---|---|
| _____ | _____ | $_____ | $_____ | $_____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
|  | SUBTOTAL | $_____ | $_____ | $_____ |

## 7. Other Costs

Include participant stipends and room and board, equipment purchases, and other items not previously listed. Please note that "miscellaneous" and "contingency" are not acceptable budget categories. Refer to the budget instructions for the restriction on the purchase of permanent equipment.

| item | basis/method of cost computation | NEH Funds (a) | Cost Sharing (b) | Total (c) |
|---|---|---|---|---|
| | | $_____ | $_____ | $_____ |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | SUBTOTAL | $_____ | $_____ | $_____ |

## 8. Total Direct Costs (add subtotals of items 1 through 7)

| | NEH Funds | Cost Sharing | Total |
|---|---|---|---|
| | $_____ | $_____ | $_____ |

## 9. Indirect Costs [This budget item applies only to institutional applicants.]

If indirect costs are to be charged to this project, check the appropriate box below and provide the information requested. Refer to the budget instructions for explanations of these options.

☐ Current indirect cost rate(s) has/have been negotiated with a federal agency. (Complete items A and B.)

☐ Indirect cost proposal has been submitted to a federal agency but not yet negotiated. (Indicate the name of the agency in item A and show proposed rate(s) and base(s), and the amount(s) of indirect costs in item B.)

☐ Indirect cost proposal will be sent to NEH if application is funded. (Provide an estimate in item B of the rate that will be used and indicate the base against which it will be charged and the amount of indirect costs.)

☐ Applicant chooses to use a rate not to exceed 10% of direct costs, less distorting items, up to a maximum charge of $5,000. (Under item B, enter the proposed rate, the base against which the rate will be charged, and the computation of indirect costs or $5,000, whichever sum is less.)

A. _____        _____
   name of federal agency                  date of agreement

B.
| rate(s) | base(s) | NEH Funds (a) | Cost Sharing (b) | Total (c) |
|---|---|---|---|---|
| _____% of | $_____ | $_____ | $_____ | $_____ |
| _____% of | $_____ | | | |
| | TOTAL INDIRECT COSTS | $_____ | $_____ | $_____ |

## 10. Total Project Costs (direct and indirect) for Budget Period

| | | |
|---|---|---|
| $_____ | $_____ | $_____ |

# SECTION B — Summary Budget and Project Funding

## SUMMARY BUDGET

Transfer from section A the total costs (column c) for each category of project expense. When the proposed grant period is eighteen months or longer, project expenses for each twelve-month period are to be listed separately and totaled in the last column of the summary budget. For projects that will run less than eighteen months, only the last column of the summary budget should be completed..

| Budget Categories | First Year/ from: to: | Second Year/ from: to: | Third Year/ from: to: | | TOTAL COSTS FOR ENTIRE GRANT PERIOD |
|---|---|---|---|---|---|
| 1.  Salaries and Wages | $_____ | $_____ | $_____ | = | $_____ |
| 2.  Fringe Benefits | _____ | _____ | _____ | = | _____ |
| 3.  Consultant Fees | _____ | _____ | _____ | = | _____ |
| 4.  Travel | _____ | _____ | _____ | = | _____ |
| 5.  Supplies and Materials | _____ | _____ | _____ | = | _____ |
| 6.  Services | _____ | _____ | _____ | = | _____ |
| 7.  Other Costs | _____ | _____ | _____ | = | _____ |
| 8.  **Total Direct Costs (items 1-7)** | $_____ | $_____ | $_____ | = | $_____ |
| 9.  Indirect Costs | $_____ | $_____ | $_____ | = | $_____ |
| 10.  **Total Project Costs (Direct & Indirect)** | $_____ | $_____ | $_____ | = | $_____ |

## PROJECT FUNDING FOR ENTIRE GRANT PERIOD

| Requested from NEH:[1] | | Cost Sharing:[2] | |
|---|---|---|---|
| Outright | $_____ | Cash Contributions | $_____ |
| Federal Matching | $_____ | In-Kind Contributions | $_____ |
| | | Project Income | $_____ |
| TOTAL NEH FUNDING | $_____ | TOTAL COST SHARING | $_____ |

Total Project Funding (NEH Funds + Cost Sharing)[3] = $_____

[1]Indicate the amount of outright and/or federal matching funds that is requested from the Endowment.

[2]Indicate the amount of cash contributions that will be made by the applicant or third parties to support project expenses that appear in the budget. Include in this amount third-party cash gifts that will be raised to release federal matching funds. (Consult the program guidelines for information on cost-sharing requirements.)

*Occasionally, in-kind (noncash) contributions from third parties are included in a project budget as cost sharing; e.g., the value of services or equipment that is donated to the project free of charge. If this is the case, the total value of in-kind contributions should be indicated.*

When a project will generate income that will be used during the grant period to support expenses listed in the budget, indicate the amount of income that will be expended on budgeted project activities.

[3]Total Project Funding should equal Total Project Costs.

**Institutional Grant Administrator**

Complete the information requested below when a revised budget is submitted. Block 11 of the application cover sheet instructions contains a description of the functions of the institutional grant administrator. The signature of this person indicates approval of the budget submission and the agreement of the organization to cost share project expenses at the level indicated under "Project Funding."

_____     Telephone ( _____ ) _____
Name and Title (please type or print)                                    area code

_____     Date _____
                    Signature

                    NEH Application/Grant Number: _____

# Checklist for a Complete Application

<u>Twelve copies</u> of the application should be assembled in this order:

_____ Application Cover Sheet (along with four additional copies detached from the assembled applications)

_____ Table of Contents

_____ One-Page Summary

_____ Detailed Description of and Rationale for the Project

_____ Project Budget (a completed NEH budget form, plus any explanatory text required to provide the computational basis for entries not specifically itemized in the budget form)

_____ Appendices

    _____ Resumes for all project personnel

    _____ Documentation of the commitment of key project personnel not affiliated with the applicant institution (for example, visiting lecturers or outside consultants)

    _____ Other relevant material

_____ The original application cover sheet with the official signature of the authorizing official (detached from the assembled applications)

_____ One unattached copy of the completed NEH budget form

Please attach this checklist to the copy of the application cover sheet that bears the official signature of the authorizing official. Also included in this detached packet should be (a) the four additional copies of the application cover sheet and (b) the unattached copy of the NEH budget form.

# THE REVIEW PROCESS

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality of proposed projects. Nearly 1,000 scholars and professionals in the humanities serve on approximately 150 Endowment panels during the course of a year. On occasion the judgments of panelists are supplemented by individual reviews solicited from experts who have extensive knowledge related either to the intellectual content or to the educational and institutional context of an application.

In the Division of Education Programs, as soon as all the proposals for a given cycle have arrived, the staff designates one or more panels whose members are familiar with the subjects and types of institutions represented by the applications.

Members of a panel are asked to read a group of applications, prepare written comments on them, and arrive at preliminary judgments before the panel convenes. Once they gather for the panel meeting, they discuss each application in detail, modify their preliminary judgments, if appropriate, in the light of matters that come forward during the panel's deliberations, and settle on a group of final recommendations. Frequently they offer advice for improving projects recommended for funding and for remedying the defects of projects denied funding.

Once the peer review of a cycle of applications is completed, the advice of the panels and of any outside reviewers who have been asked to evaluate proposals is analyzed by the staff of the Endowment and presented to the National Council on the Humanities, a board of twenty-six members appointed by the President to advise the Chairman of the Endowment about all applications. The National Council then forwards its recommendations to the Chairman.

The Chairman, taking into account the advice provided by this review process, makes the final decision about funding.

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## APPLICATION RECEIPT DEADLINES

| Program | Receipt Deadline | Notification Date |
|---|---|---|
| Elementary and Secondary Education in the Humanities | January 8, 1988<br>May 16, 1988 | July 1988<br>January 1989 |
| Higher Education in the Humanities | October 1, 1987<br>April 1, 1988 | April 1988<br>October 1988 |
| Special Initiatives for Historically Black Colleges and Universities | March 15, 1988 | September 1988 |

# STAFF OF THE DIVISION OF EDUCATION PROGRAMS

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

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| Director | Jerry L. Martin | 202/786-0373 |
|---|---|---|
| Deputy Director | John F. Andrews | |

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Elementary and Secondary Education
  in the Humanities

| Assistant Director | To Be Announced | 202/786-0377 |
|---|---|---|

Stephanie Quinn Katz
Jayme A. Sokolow
Thomas Gregory Ward

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Higher Education
  in the Humanities

| Assistant Director | Lyn Maxwell White | 202/786-0380 |
|---|---|---|

Thomas M. Adams
Barbara A. Ashbrook
Frank Frankfort
Judith Jeffrey Howard
Linda B. Spoerl
Elizabeth Welles

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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:

## Division of Fellowships and Seminars

NEH Fellowships afford scholars, teachers, and other
individuals opportunities to undertake study, research, or
independent work for periods ranging from several weeks to one
year.  The division also offers summer seminars for secondary
school and college teachers, small grants that support travel to
research collections, fellowships covering one year of graduate
study for faculty at historically black colleges and universities,
and support for younger scholars engaged in independent summer
research projects.

## Division of General Programs

This division fosters public understanding and appreciation of
the humanities by supporting efforts to bring the insights of these
scholarly disciplines to general audiences.  Projects include
interpretive exhibitions, radio and television programs, lectures,
symposia, printed materials, and reading and discussion groups.
Although primarily interested in projects for general adult
audiences, the division encourages programs for youth, particularly
those of juniot and high school age.

## Division of Research Programs

Grants in this division support interpretive scholarship in
the humanities, the organization and conservation of resources for
scholarship, and the preparation of reference works that add to the
store of scholarly knowledge.  Most of the awards made through the
division are for collaborative projects involving a great diversity
of scholarly activities.  The majority of these grants result in
published products.

## Division of State Programs

The division provides support to state humanities councils in
the fifty states, the District of Columbia, Puerto Rico, and the
U.S. Virgin Islands.  Groups and individuals interested in
receiving funds under this division should apply directly to the
appropriate state council.  State councils support a wide variety
of projects in the humanities, including library reading programs,

speaker discussion series, conferences, seminars and institutes for teachers, media presentations, and museum and traveling exhibitions.

## Office of Challenge Grants

Challenge grants enable educational and cultural institutions and organizations to increase their financial stability and to preserve or improve the quality of their programs in the human-ities.  Applicant institutions must raise at least three dollars in new or increased donations from non-federal sources to receive each federal dollar.

## Office of Preservation

Grants in this program support projects that address the problem of the disintegration of major humanities materials, particularly books and newspapers, but also other media such as film.  Such projects include cooperative and selected microfilming. training for curators in preservation management, and the improvement of preservation technology.

For more information on any programs, write or call

    Office of Publications and Public Affairs
    National Endowment for the Humanities
    1100 Pennsylvania Avenue, N.W., Room 409
    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 of 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 immediately to the director, 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, the 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.

E87-4