



National
Endowment
for the
Humanities

Division
of
Education
Programs

Guidelines and
Application Instructions

Application Deadline:
May 1

**TEACHER-SCHOLAR
PROGRAM FOR
ELEMENTARY AND
SECONDARY SCHOOL
TEACHERS**

**THE NEH TEACHER-SCHOLAR PROGRAM
FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS**

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THE NEH TEACHER-SCHOLAR PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS

The Purpose of the Program

As part of its effort to improve the content and quality of humanities education in the nation's schools, the National Endowment for the Humanities invites applications to a special program for elementary and secondary school teachers. Under the Teacher-Scholar Program, teachers from across the country will receive support for an academic year of full-time independent study in the disciplines of the humanities.

The Teacher-Scholar Program is governed by the conviction that students benefit most when teachers have a firm grasp of their disciplines and are themselves actively engaged in learning. The program is designed to give selected humanities teachers an opportunity to spend a year studying the texts, topics, and issues bearing on the subjects they teach.

In addition to the individual opportunities it makes possible, the Teacher-Scholar Program (1) recognizes teachers as professionals committed to sustained and significant study of the humanities, (2) demonstrates to the nation that academic scholarship is a valuable means of professional self-renewal for teachers, and (3) raises the status of teachers both within the educational community and in society as a whole.

The stipend attached to each award is designed to replace the teacher's academic-year salary or supplement sabbatical pay up to the amount of the academic-year salary. The maximum award from NEH will be \$30,000. In addition, a \$500 honorarium will be provided for a mentor should the recipient elect to work with an expert in the field of his or her study.

The Program's Intellectual Focus

The Teacher-Scholar Program focuses on academic study of the humanities, with particular emphasis on history, English and American literature, and foreign languages and literature. An applicant's study plan should establish an intellectual rationale for the project and include intensive examination of significant primary and secondary humanities texts. To assure access to appropriate resources during the study period, an applicant may also wish to establish a working relationship with nearby scholars, academic libraries, archives, or museums. An applicant may plan

to enroll in as many as two college courses or other educational programs during the tenure of the award (provided such course work is directly relevant to the proposed project). In addition, an applicant may choose to work with an academic mentor. In all cases, the focus of the project should be independent academic study in a humanities discipline.

The Teacher-Scholar Program does not support projects in the creative or performing arts or projects that are concerned primarily with educational theory, educational research, educational psychology, school management, child development, counseling, or the acquisition of basic skills.

Example I

A teacher whose training was in American literature is now responsible for a wide range of English courses, including her school's advanced placement class. She proposes a study of Shakespeare's work, focusing on the relation of the plays to their cultural milieu. She wants to look closely, though not exclusively, at those plays she has taught and is likely to teach again. She plans the study in two phases. In the first, she will concentrate on acquiring a deeper understanding of Renaissance culture in general. During this period she will enroll in a "History of Elizabethan England" course at a nearby college and read from a supplementary bibliography of works on the social, cultural, and intellectual history of the times. In the second phase she will focus on a close reading of *Hamlet*, *Romeo and Juliet*, *The Taming of the Shrew*, *Antony and Cleopatra*, and *King Lear*, concentrating on the relationship of these works to their cultural environment. In addition to the plays themselves, she will read from a focused bibliography of secondary works on the plays. For her own use she will annotate the plays with background information about relevant aspects of the culture. Throughout the year, she will attend performances of the plays and view videotapes and films available at her local library. In her final report she will summarize the specific ways in which the year of study has improved her understanding of Shakespeare's plays and how this enhanced understanding will affect her teaching. In addition she will outline plans for sharing the results of her study with other teachers.

Example II

An elementary school teacher who currently teaches several units on mythology wants to enhance his knowledge of classical Greek mythology through a

study of Homer's *Iliad* and *Odyssey*. He intends to consider the poems both as works of literature and in relation to recent scholarly interpretations of mythology. He plans a four-part study with the following components. In the first phase, he will read the two works carefully, along with a few general studies on Homer and epic literature. In the second phase, he will review important literary and historical studies of the works. In the third phase, he will reread the poems in addition to other Greek sources, notably Hesiod and the tragedians of the fifth century B.C. He will also read a background work on Greek culture from the eighth through the fifth centuries B.C. In the final phase, he will explore a variety of interpretations of mythology, including literary, religious, anthropological, and psychological perspectives. Throughout the study year the teacher will consult regularly with his mentor, a classicist who teaches an advanced course on Greek mythology at a nearby college. He will visit several museum collections of Greek art and assemble a body of visual and other materials on ancient Greece and the Greek gods. In his final report, the teacher will discuss how he plans to introduce very young students to a culture in the distant past that continues to inform the world in which they live. He will also plan a series of workshops for teachers in his school district.

Example III

A high school social studies teacher whose primary responsibility is tenth-grade world history proposes to study the history and culture of Islam so that he can teach the history of the Middle East, Africa, and Asia more effectively. The teacher secures permission to use the local college library and arranges to consult periodically with his mentor, the history department's Middle Eastern scholar. During the first half of his independent study project, he will study the rise and spread of Islam, concentrating on the following topics: Muhammad, the Qur'an, Muslim theology, the Caliphate, Ali, Shi'ism, and the establishment of Islam as a world religion. In the second part of his project, he will build upon his reading and research by studying Islamic literature, art, and architecture. In addition to visiting several museums to examine Islamic art and working with his mentor, he will read important secondary texts such as Hodgson's *The Venture of Islam* (3 vols.) and Pickthall's *The Meaning of the Glorious Koran*. In his final report he will suggest books his school library may wish to purchase and describe his plans for working with other teachers to improve the world history courses in his school.

Example IV

A middle-school social studies teacher proposes to undertake a one-year study of the ideas and politics of the American founding. The study will emphasize the roots of the Constitution in European and American political philosophy, the debates surrounding the framing and ratification of the Constitution, and important political developments during the early national period. The teacher will begin the project by consulting with her mentor, a scholar noted for his work on eighteenth-century political thought, and by examining Locke, Montesquieu, and other sources from England, France, and Scotland that offer insight into the arguments posed in the Declaration of Independence. Next, after briefly examining the Articles of Confederation and several secondary studies of the Articles, she will focus on the work of the Constitutional Convention and the ratification debates. She will first read Farrand's *The Records of the Federal Convention of 1787* and Madison's *Notes of Debates in the Federal Convention, July 17 - September 17*. Then she will begin an in-depth study of *The Federalist* and Storing's edition of *The Antifederalist Papers*. She will then focus on the efforts of the First Congress to draft a Bill of Rights and to implement the new plan of government. In the last phase, she will turn to the issues of constitutional interpretation about which the Jeffersonians differed with Hamilton and Marshall. During most of the year, the teacher will be in residence at a major research university, where she will audit relevant graduate seminars and use the library and collections. Her final report will be a historical essay on political and intellectual developments during the founding period that could be useful to teachers and advanced high school students.

Conditions of Eligibility

Teachers may apply for a teacher-scholar award if they

a. are employed full-time in elementary, middle, or secondary schools and have teaching responsibilities primarily in one or more of the humanities disciplines—librarians may apply if they spend more than 50 percent of their time directly teaching humanities courses;

b. have completed at least three years of full-time teaching at the time of application and intend to return to teaching for at least two years after completing the project;

c. are U.S. citizens or are foreign nationals who have been residents of the United States or its territories for at least three years immediately preceding the application date. (American citizens teaching American students full-time in countries other than the U.S. may also apply.);

d. are not past recipients of the NEH Teacher-Scholar award.

Applicants should note:

- a. Only one submission per deadline is allowable.
- b. Collaborative proposals, i.e., proposals from more than one teacher, are not eligible.

Evaluation Criteria

The criteria for evaluating each application are

- a. the significance and intellectual quality of the proposed study plan;
- b. the organization, rigor, and feasibility of the proposed study plan;
- c. the likely impact of the study experience on the applicant's students and fellow teachers;
- d. the quality and availability of the academic and cultural resources needed to carry out the study plan;
- e. evidence that the applicant is an outstanding teacher of the humanities; and
- f. evidence that the applicant is well prepared to carry out significant independent study.

Applicants who have questions about the guidelines should feel free to call 202/786-0377 for assistance.

Application Review

Applications are reviewed by outside experts, who are asked to evaluate proposals against the criteria listed above. Their assessments are in turn reviewed by NEH staff, presented to the relevant committee of the National Council on the Humanities and then the full Council, which meets four times a year to advise the Chairman about the funding of applications. The

Chairman, taking into account the advice provided by the reviewers, the staff, and the National Council, will make the final decision.

Stipends, Tenure, and Conditions of Award

The following conditions will apply to each award.

1. The award will support one academic year of full-time study and is intended to replace the applicant's academic-year salary. The award period will begin in September, sixteen months after the May application deadline. Teachers may complement the stipend with sabbatical leave pay or other grants for independent study, so long as the NEH award and the sabbatical leave pay or grant support together do not exceed the teacher's annual salary. Stipends for the awards will be based on the applicant's academic-year salary at the time of the award, minus sabbatical pay or other grant funds, up to \$30,000. (Calculations based on the applicant's salary are not to include fringe benefits.)

2. Up to \$500 will be available as a stipend for an expert serving as the teacher-scholar's mentor.

3. During the tenure of the award, the teacher-scholar will be expected to devote full time to the proposed study. During this period the teacher-scholar may not accept any major remuneration other than sabbatical pay or grant support for independent study.

4. Each successful applicant will be expected to complete an acceptance form at the time the award is offered. Because a recipient must arrange for a year's leave, each applicant is encouraged to become fully informed about his or her school district's sabbatical and other leave policies before submitting a proposal.

5. Each recipient will be required to submit a final project report to the Endowment within three months of the end of the award period.

Calculation of Stipend

Example I

A teacher will earn \$25,000 in the school year. The teacher's district has no sabbatical program, and the teacher will not be receiving any support from other sources. The teacher is thus eligible for \$25,000 during the tenure of a teacher-scholar award.

Example II

Another teacher will earn \$32,000 in the school year. The teacher's district also underwrites sabbatical study by contributing 50 percent of the teacher's salary. The teacher is eligible for the following financial support under the Teacher-Scholar Program:

\$32,000 (salary)
-16,000 (salary underwritten by district)
\$16,000 (Teacher-Scholar award)

Example III

A third teacher will earn \$36,000 in the school year. The teacher's district has no sabbatical support program, but the teacher receives a \$4,000 fellowship from a local foundation with a commitment to improving the public schools. Because the sum of the teacher's two sources of support is less than her salary, the teacher is eligible to receive the full \$30,000 from the Teacher-Scholar Program:

\$ 4,000 (foundation grant)
+30,000 (Teacher-Scholar award)
\$34,000 (total support)

Note: Each award would be supplemented by an additional \$500 if support for a mentor is requested.

CALENDAR

May 1

Deadline for submitting the completed application to the Endowment.

December 1

Successful applicants notified.

January 15

Teacher-Scholars return acceptance forms.

February 1

Public announcement of awards.

September 1

Tenure periods begin.

September 30 (of following year)

Final reports due to the Endowment.

For further information about the Teacher-Scholar Program for Elementary and Secondary Teachers, write or call:

Teacher-Scholar Program
Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Ave., N.W.
Washington, D. C. 20506
202/786-0377

GENERAL INSTRUCTIONS

An applicant for the Teacher-Scholar Program must carefully complete the material included on the following pages and arrange for submission of two letters of recommendation. The material includes the following:

- Application Cover Sheet (one page)
- Biographical Information Form (four pages)
- Independent Study Plan (no more than eight pages, including a one-page bibliography)

It is important to follow the instructions provided and fill in each section with the required information so that the application is complete and can be forwarded to evaluators without delay. Additional information such as a resume, curriculum guides, and lesson plans should not be included. Supplemental material of this nature will be discarded.

The application should be typed. Use double spacing for the narrative portion of the Independent Study Plan. The timeline and one-page bibliography portions of the study plan may be single spaced. The study plan should be paginated and should not exceed eight pages in length. All other parts of the application should be single spaced.

A completed application must contain the following material and should be assembled and submitted to the Endowment in the order listed, with item a—the data cards—on top.

- a. The completed data cards from the inside back cover of this booklet.
- b. The original copy of the Application Cover Sheet, unattached and signed by the principal, headmaster, or head of school.
- c. Three additional, unattached copies of the Application Cover Sheet.
- d. The original copy of the application with a copy of the Application Cover Sheet, and ten additional copies of the application, each copy arranged and stapled together in the following order:
 - o the Application Cover Sheet,
 - o the Biographical Information Form, and
 - o the Independent Study Plan (including a one-page bibliography).

In addition, an applicant should arrange for two confidential letters of recommendation to be submitted directly to the Endowment by the respondents. Since letters of reference must comment on the applicant's ability to complete the proposed academic work, a copy of the study plan should be provided to the individuals preparing the letters. **One of these letters must be from the applicant's school principal, headmaster, or immediate supervisor.** The other may either be from someone inside the applicant's school, such as a colleague in the same department, or from someone outside the school, such as a scholar who can comment on the applicant's academic interests and abilities.

All of these materials must be received no later than May 1, and mailed to:

Teacher-Scholar Program
Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Avenue, N. W.
Washington, D.C. 20506

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; review and discussion by peer review advisory panels and, in some programs, evaluation by specialist reviewers, Endowment staff, and members of the National Council on the Humanities; 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

The Office of Management and Budget requires federal agencies to supply information on the time needed to complete forms and also to invite comments on the paperwork burden. NEH estimates the average time to complete this application is ten hours per response. This estimate includes the time for reviewing instructions; researching, gathering, and maintaining the information needed; and completing and reviewing the application. Please send any comments regarding the estimated completion time or any other aspect of this application, including suggestions for reducing the time to complete, to the Office of the Assistant Chairman for Operations, National Endowment for the Humanities, Washington, D.C. 20506; and to the Office of Management and Budget, Paperwork Reduction Project (3136-0122), Washington, D.C. 20503.

Block 1—Applicant

Item a. Enter your name and preferred mailing address.

Item b. In the space provided, enter the number corresponding to your preferred form of address:

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

Item c. Enter your social security number and date of birth.

Item d. Enter your work and home telephone numbers, including area code and, if applicable, extension.

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.

Item f. If you are a foreign national, check "other" and specify the month and year in which you came most recently to reside in the United States.

Blocks 2 and 4

These blocks have been preprinted with the appropriate information.

Block 3

Check the appropriate box.

Block 5

Indicate the school year for which you are requesting funding.

Block 6—Project Funding

Do not fill in this item. The information on which stipends are based will be requested from successful applicants when awards are announced.

Block 7—Field of Project

Indicate the category and code from the listing on the reverse side of the cover sheet that best describes the subject matter of your project.

Block 8—Descriptive Title of Project

Enter a brief title that clearly identifies your 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 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.

Block 9—Description of Project

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

Block 10—Other Funding Sources

This block has been preprinted.

Block 11—Institutional Data

Item a. Fill in the name and address of your school.

Item b. This block has been preprinted.

Item c. This block must be signed by your principal, headmaster, or head of your school.

Item d. This block has been preprinted.

Block 12—Certification

The Endowment is required to obtain from all applicants certification regarding federal debt status, debarment and suspension, and a drug-free workplace. By signing and submitting this application, the applicant provides these certifications. The certifications and the accompanying instructions, which are found in the appendix of this brochure, should be read before the application cover sheet is signed.

NEH APPLICATION COVER SHEET

OMB No. 3136-0122
Expires: 12/31/93

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./institution
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
Teacher-Scholar Program

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 \$ Up to 30,500.00
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): Not applicable

11. Institutional data

a. Institution or organization:

(name) _____
(city) _____ (state)

b. Employer identification number Not applicable

c. Name of authorizing official:

(last) _____ (first) _____ (initial) _____
(title) _____

d. Name and mailing address of institutional grant administrator:

Not applicable
(last) _____ (first) _____ (initial) _____

(city) _____ (state) _____ (zip code) _____

Telephone: _____ Form of address
(area code)

12. Certification

By signing and submitting this application, the individual is providing the applicable certifications regarding federal debt status, debarment and suspension, and a drug-free workplace as set forth in the appendix to these guidelines.

(signature)

(date)

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 1e and 7 of the NEH Applications 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

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

Humanities U8

Interdisciplinary U1

African Studies GI
 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 G1

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

Law/Jurisprudence Q1

Library Science H3

Linguistics J1

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

Museum Studies/Historic Preservation I2

Philosophy B1

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

Religion E1

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

Social Science U2

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

NEH TEACHER-SCHOLAR PROGRAM
BIOGRAPHICAL INFORMATION

Last Name _____ First _____ Initial _____

I hereby certify that I meet the eligibility requirements explained on page four of the guidelines.

Applicant's Signature _____ Date _____

A. Educational Background. (Please enter the information in reverse chronological order, starting with your most recent experience.)

Names and Locations of Colleges and Universities Attended	Dates Attended (Month and Year)		Major or Field of Study	Degree and Year
	From	To		

B. Teaching Experience. Starting with your most recent experience.

Names and Locations of Teaching Positions	Date of Appointment (Month and Year) From To	Major Subjects Taught
---	---	--------------------------

C. School. Please provide the following information about the school at which you currently teach:

TYPE: Public _____ Private _____

LOCATION: Urban _____ Suburban _____ Rural _____

LEVEL OF SCHOOL:

Elementary School _____
Middle School _____
High School _____
Other (describe) _____

ENROLLMENT:

Fewer than 100 _____
100 to 249 _____
250 to 499 _____
500 to 999 _____
1,000 to 2,499 _____
2,500 or more _____

D. Teaching Approach. Briefly describe your approach to teaching the humanities and cite illustrative examples of ideas, themes, topics, books, primary sources, and writing assignments that you use. Confine your comments to this page.

E. Activities and Achievements in the Humanities. On this page briefly describe any of your other activities in the humanities that will help reviewers evaluate your academic background, teaching experience, and contributions to humanities education. You should not attach a resume, curriculum outlines, or other supplements. Because of the number of applications, such supplemental material will be removed from the application and discarded.

INSTRUCTIONS FOR PREPARING THE INDEPENDENT STUDY PLAN

Your independent study plan is the principal evidence reviewers will have of the substance and quality of your project and the contribution it will make to your knowledge of the humanities. It is essential that you present an intellectual rationale for your project, cite the books you will read, and develop a coherent and carefully structured argument for undertaking the study. Include a timeline of activities, a one-page bibliography, and enough detail to demonstrate that the proposed study is significant, academically rigorous, and feasible.

You should bear in mind that some reviewers may not be expert in the field of the proposed study even though they will all be scholars and experienced teachers. Your description of the independent study plan should therefore be addressed to an audience of well-informed, intelligent nonspecialists.

The plan should be typed. Use **double spacing** for the narrative portion. The timeline and the one-page bibliography portions of the plan may be typed single spaced. The entire plan **should not exceed eight pages**.

Statement of Purpose

This section of the study plan should be a succinct statement of what you plan to study during the teacher-scholar grant and how that study would strengthen you as a teacher and increase your academic knowledge of the humanities. You should include relevant information about your school context, intellectual preparation, and scholarly interests.

Detailed Description

This section should provide a coherent and complete statement of your plan with citation of the major books to be read and issues to be examined. The following questions will suggest the kinds of information to include.

1. What is the overall subject or theme of the proposed study? What intellectual issues and scholarly problems will be addressed? What approaches to the subject will be taken?

2. What are the particular topics to be explored? How do they relate to the overall subject? What is the logic behind the order in which the topics will be addressed?

3. What books will be read? What primary and secondary sources will be consulted in connection with each topic? Why are these sources appropriate?

4. What scholarly resources will the study plan require? Are these resources available to you? If not, where can they be found, and how will you gain access to them?

5. If you propose to take formal course work as part of your study plan, what will the courses be, and how will they contribute to the plan? If you expect to work with a mentor, who will this person be, and what are his or her qualifications to aid your study?

6. How will the activities of the study plan be scheduled? What is your projected timeline?

Anticipated Outcome

The Endowment expects that your increased knowledge of the humanities will be the major outcome of the year's independent study, but you should explain how the project will improve education in your school and school district and what products will result from your study. (The final report, due three months after the completion of the project, will allow you to describe the actual consequences of the project.)

Bibliography

The one-page bibliography should include the major books you will read and the most important scholarly works you will consult. While it is probable that you will identify other sources as the project progresses, the original bibliography is most important because it reveals your initial thinking on the subject and your familiarity with the topic.

NEH TEACHER-SCHOLAR PROGRAM

LETTER OF RECOMMENDATION (1)

HEAD OF SCHOOL OR IMMEDIATE SUPERVISOR

(Applicant should complete the top portion of the form and
respondent should attach the form to his or her comments.)

Applicant's Name _____ State/Jurisdiction
of School _____

Telephone Number School _____ Home _____

Title of Project _____

Respondent's (Principal, Headmaster, or Immediate Supervisor)
Name _____ Title _____

School Address _____

A. Acquaintance with the Applicant (length of time, circumstances, and assessment of the applicant as a teacher of the humanities)

B. Evaluation (Use an additional sheet to evaluate the applicant according to the instructions on the reverse side. Do not include job performance appraisals or other kinds of supporting material.)

Signature (in black ink) _____

Date _____

**NEH TEACHER-SCHOLAR
PROGRAM**

**GUIDELINES FOR WRITING
LETTERS OF RECOMMENDATION**

The person named on the reverse side of this form is applying to the National Endowment for the Humanities for a Teacher-Scholar Program grant and is asking for a statement in support of his or her application. The Endowment would appreciate your assessment of the applicant's qualifications for the Teacher-Scholar Program.

The Teacher-Scholar Program is governed by the conviction that students benefit most when teachers have a mastery of their disciplines and are themselves actively engaged in learning. The program is designed to give recipients an opportunity to spend a year increasing their understanding of texts, topics, and issues bearing on the humanities subjects they teach.

The Teacher-Scholar Program (1) recognizes teachers as professionals committed to sustained and significant study of the humanities, (2) demonstrates to the nation that academic scholarship is a valuable means of professional self-renewal for teachers, and (3) raises the status of teachers both within the education community and in society as a whole.

Please evaluate the applicant, addressing the following criteria, and adding whatever other information might be helpful:

- a. evidence that the applicant is an outstanding teacher of the humanities;
- b. evidence that the applicant is well prepared to carry out significant independent study; and
- c. the likely impact of the study experience on the applicant's students and fellow teachers.

The statement should cite any previous accomplishments by the applicant that demonstrate initiative, self-discipline, and the intellectual capacity to complete the proposed study plan.

Please type your statement or write in black ink. Attach this form and mail the material before May 1 to:

Teacher-Scholar Program
Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Avenue, N. W.
Washington, D.C. 20506

NEH TEACHER-SCHOLAR PROGRAM
LETTER OF RECOMMENDATION (2)

(Applicant should complete the top portion of the form and
respondent should attach the form to his or her comments.)

Applicant's Name _____ State/Jurisdiction
of School _____

Telephone Number School _____ Home _____

Title of Project _____

Respondent's Name _____ Title _____

Institution and School Address _____

A. Acquaintance with the Applicant (length of time, circumstances, and assessment of the applicant as a teacher of the humanities)

B. Evaluation (Use an additional sheet to evaluate the applicant according to the instructions on the reverse side. Do not include job performance appraisals or other kinds of supporting material.)

Signature (in black ink)

Date

**NEH TEACHER-SCHOLAR
PROGRAM**

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National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

CHECKLIST FOR A COMPLETE APPLICATION

A completed application must contain the following material that should be assembled and submitted to the Endowment in the order listed, with the data cards on top.

- _____ The completed data cards from the inside back cover of this booklet.
- _____ The original copy of the Application Cover Sheet, unattached and signed by the principal, headmaster, or head of school.
- _____ Three additional, unattached copies of the Application Cover Sheet.
- _____ The original copy of the application with a copy of the Application Cover Sheet and ten additional copies of the application, each copy arranged and stapled together in the following order:
 - The Application Cover Sheet
 - The Biographical Information Form
 - The Independent Study Plan (including a one-page bibliography)

REMINDER: ALL OF THE ABOVE MATERIALS SHOULD BE MAILED TOGETHER IN ONE PACKAGE AND ARRIVE NO LATER THAN MAY 1. TWO LETTERS OF RECOMMENDATION, SUBMITTED SEPARATELY, SHOULD ARRIVE BY THE SAME DATE.

All material should be mailed to:

Teacher-Scholar Program
Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Avenue, N. W.
Washington, D.C. 20506

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The National Endowment for the Humanities is an independent grant-making agency established 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, Public Programs, Research Programs, and State Programs—and two offices—Challenge Grants and Preservation.

The Humanities

In the act establishing 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 painting, sculpting, acting, directing, composing or performing music, and writing fiction or poetry—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, and theoretical studies of the arts, however, are eligible for NEH support.

Studies 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 also eligible for NEH support.

Special Initiative

A special initiative is an undertaking by the Endowment to encourage proposals in all grant-making categories for projects relating to a specific subject or event. Proposals are currently solicited for the following initiative:

The Columbian Quincentenary

As part of the international observance of the 500th anniversary of Christopher Columbus's voyage of discovery to the New World, NEH invites proposals for original scholarship on related topics and for the

dissemination of both new and existing scholarship. Topics may include the expansion of European civilization and the establishment of new societies and new forms of cultural expression through encounters among native American, European, and African peoples. Proposals may also explore the ideas—political, religious, philosophical, scientific, technological, and aesthetic—that shaped the processes of exploration, settlement, and cultural conflict and transformation set into motion by Columbus's momentous voyage.

EQUAL OPPORTUNITY

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the Equal Opportunity Employment Officer, 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.

E91-1

APPENDIX

Instructions for Certification

1. The Endowment is required to obtain certifications from applicants who are individuals regarding federal debt status, debarment and suspension, and the requirements of the Drug-Free Workplace Act of 1988. By signing and submitting this application, the applicant provides these certifications.

2. If a prospective applicant is unable to provide the certification required by the Drug-Free Workplace Act, he or she is not eligible for funding from the Endowment. If a person is unable to provide the certification regarding federal debt status or debarment and suspension, an explanation must be attached to the proposal. The explanation of why the

certification on federal debt status or debarment and suspension cannot be submitted will be considered in connection with the Endowment's funding determination. Failure to furnish a certification or an explanation shall disqualify the applicant from receiving an award from the Endowment.

3. The certifications are material representations of fact on which reliance will be placed when the Endowment decides to fund the application. If it is later determined that the applicant knowingly provided an erroneous certification, in addition to other remedies available to the federal government, the Endowment may terminate the award for cause or default or, when applicable, may take action authorized under the Drug-Free Workplace Act.

4. The applicant shall provide immediate written notice to the director of the Grants Office if at any time he or she learns that the certifications were erroneous when submitted or have become erroneous by reason of changed circumstances.

5. The following definitions apply to the terms used in each of the certifications.

Definitions

Controlled Substance: A controlled substance in schedules I through V of Section 202 of the Controlled Substance Act (21 U.S.C. 812), and as further defined by regulation at 21 CFR 1308.11 - 1308.15.

Debarment: An action taken by a debarring official in accordance with 45 CFR Part 1169 to exclude a person from participating in covered transactions. A person so excluded is "debarred."

Delinquent: Represents the failure to pay an obligation or debt by the date specified in the agency's initial written notification or applicable contractual agreement, unless other satisfactory payment arrangements have been made by that date, or if at any time thereafter, the debtor fails to satisfy the obligation under a payment agreement with the agency.

Federal Debt: The amount of money or property that has been determined by an appropriate agency official to be owed to the United States by any person, organization, or entity. Examples of debts include delinquent taxes, audit disallowances, guaranteed and direct student loans, housing loans, farm loans, business loans, Department of Education institutional loans, benefit overpayments, and other miscellaneous administrative debts.

Grantee (in the drug-free workplace certification): A person who applies for or receives a grant directly from a federal agency.

Ineligible: Excluded from participation in federal nonprocurement programs pursuant to a determination of ineligibility under statutory, executive order, or regulatory authority, other than Executive Order 12549.

Primary Covered Transaction: This is normally any nonprocurement transaction between an agency and a person, regardless of type, including grants, cooperative agreements, scholarships, fellowships, contracts of assistance, loans, loan guarantees, subsidies, insurance, payments for specified use, donation agreements, and any other nonprocurement transaction between a federal agency and a person.

Suspension: An action taken by a suspending official in accordance with these regulations that immediately excludes a person from participating in covered transactions for a temporary period, pending completion of an investigation and such legal, debarment, or Program Fraud Civil Remedies Act proceedings as may ensue.

Certifications

1. Certification Regarding Federal Debt Status (OMB Circular A-129)

The applicant certifies to the best of his or her knowledge and belief that he or she is not delinquent in the repayment of any federal debt.

2. Certification Regarding Debarment and Suspension (45 CFR 1169)

The applicant certifies to the best of his or her knowledge and belief that he or she: (a) is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; (b) has not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against him or her for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; (c) is not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal,

state, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and (d) has not within a three-year period preceding this application/proposal had one or more public transactions (federal, state, or local) terminated for cause or default.

3. Certification Regarding Drug-Free Workplace Requirements (Drug-Free Workplace Act of 1988)

(a) The grantee certifies that, as a condition of the grant, he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant.

(b) If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, he or she will report the conviction, in writing, within ten calendar days of the conviction, to the grant officer or other designee, unless the federal agency designates a central point for the receipt of such notices. When notice is made to such a central point, it shall include the identification number(s) of each affected grant.

Program Year _____

NEH Teacher-Scholar Program Data Card

Applicant's Name (last name, first name, initial):

Descriptive Title of Project (same as Block 8 on the application cover sheet):

Institutional Affiliation:

School _____
Street _____
City/State/Zip _____

References (names, positions, institutions, and addresses):

Home Address:

1. _____

Telephone Numbers (with area codes):

School _____
Home _____

2. _____

Complete all blanks as follows:

1. Name: last, first, middle
2. Institutional Affiliation: school's name, street, city, state
3. Descriptive Title of Project: as in Block 8 of the application cover sheet

1. _____

2. _____

3. _____