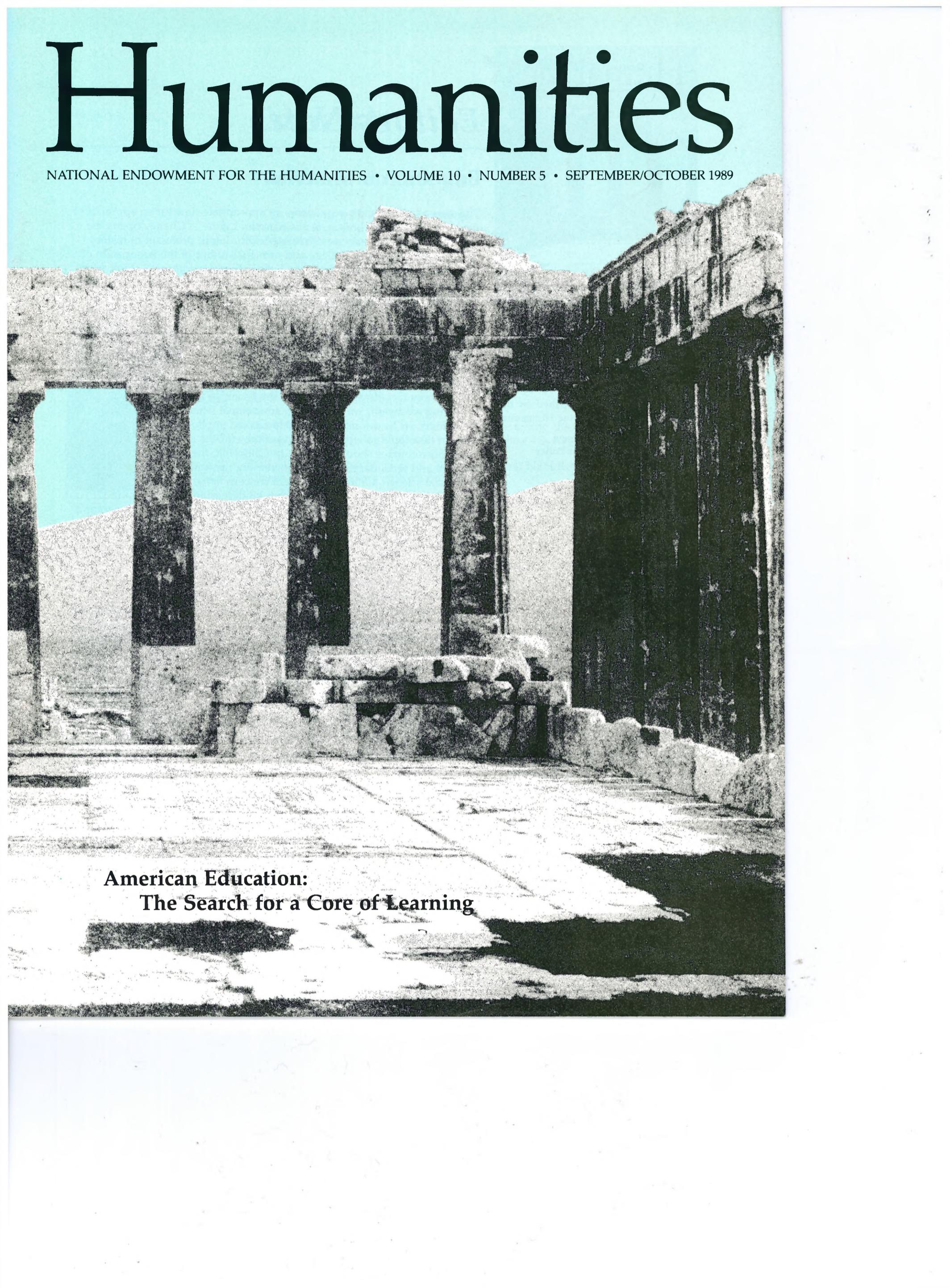
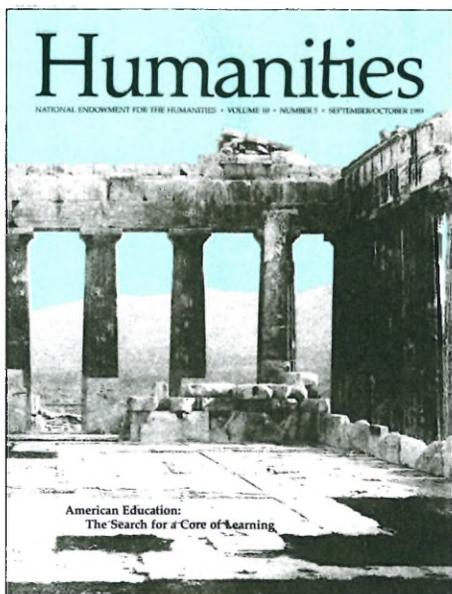


Humanities

NATIONAL ENDOWMENT FOR THE HUMANITIES • VOLUME 10 • NUMBER 5 • SEPTEMBER/OCTOBER 1989



**American Education:
The Search for a Core of Learning**



A symbol of the intellectual and artistic glory of fifth-century Greece, the Parthenon (448–432 B.C.) was dedicated to Athena, for whom the city-state of Athens was named. (Library of Congress)

Humanities

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Editor's Note

Education in America

The start of an academic year seems an appropriate time for an appraisal of American education. Endowment Chairman Lynne V. Cheney opens the discourse in a conversation with Frederick Rudolph, professor of history emeritus from Williams College and principal author of the Association of American Colleges report, *Integrity in the College Curriculum*. "I think what happens," offers Rudolph, "is that members of the faculty want to do their own thing and the students want to take what they care about, and that leads to a shopping enterprise rather than a directed curricular enterprise." The thread is picked up by Ethyle R. Wolfe of Brooklyn College, who describes her own institution's journey, in a time of financial crisis and faculty cutbacks, to arrive at a coherent curriculum for undergraduates. Wolfe, who rose from professor of classics to provost and vice president of academic affairs during a forty-year career at the school, was honored this past June with an honorary doctorate voted by the Brooklyn College faculty.

Moving westward, we look at two educational situations that could set precedents. In Texas, the legislature has asked public colleges and universities to develop a core curriculum, and the effort is under way to determine what those courses should include. In California, the state is focusing on the primary and secondary levels and increasing the hours devoted to history and social science. California's current concern is the creation of new textbooks to link the learning process from kindergarten through grade 12. And we visit a reading program in Kentucky where an adult literacy program is writing its own texts.

This fall marks the start of a year of independent study for one group, the first teacher-scholars supported by NEH and a fund established by DeWitt Wallace, founder of *Reader's Digest*. In what is intended to enrich their teaching on their return to the classroom, the fifty-three teachers, from the fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, will pursue subjects ranging from William Wordsworth and English Romanticism to philosophy and children's literature.

And finally, if we include the Americanization of citizens under the rubric of education, it is only appropriate to take note of Jane Addams's Hull-House, which celebrates its centennial this month. Now a museum on the campus of the University of Illinois at Chicago, Hull-House for more than five decades ministered to the city's immigrant population and set patterns in modern urban sociology and public health. We look at Jane Addams herself, the privileged daughter of a state senator, who broke from her class tradition to found a settlement house that dealt with the often difficult transition from an old world to a new one.

—Mary Lou Beatty

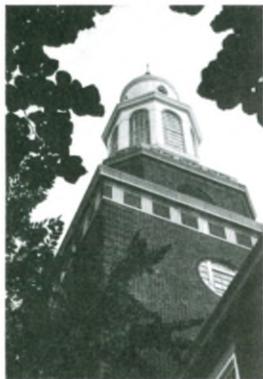
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A Conversation with...

Chairman Lynne V. Cheney and historian Frederick Rudolph

American higher education was the topic when Endowment Chairman Lynne V. Cheney talked recently with Frederick Rudolph, Mark Hopkins Professor of History Emeritus at Williams College in Williamstown, Massachusetts. His works include *Curriculum: A History of the American Undergraduate Course of Study Since 1636*, and *The American College and University: A History*.

Lynne V. Cheney: I've read your books with great interest, and with some discouragement as well. At one point you seemed to indicate that the college curriculum has undergone a long process of disintegration and that people who have tried to halt that process from time to time haven't had much effect. Is that accurate?

Frederick Rudolph: If you look at the nineteenth century, you see that people who made dramatic curricular statements and even set out definitions of their own campuses were not copied. Think of the efforts of people like Jefferson to send higher education in a particular direction. Virginia did it for a while; Amherst did the same thing. On the other hand, there's no question that there's been a lot of change, but it's been gradual. My discovery, at least as far as the nineteenth century was concerned, was that it was the students who made the changes by creating organizations that would offer intellectual food for their appetites. In the end the colleges adopted curricular changes because the students were already doing things with science, literature, and so forth.

Cheney: What kind of intellectual organizations?

Rudolph: The literary magazines, the science clubs, the debating societies were the repository of such



Photo by William H. Tague

subjects as English literature, American literature, biology, botany. Before those subjects were matters of very much interest and importance in the curricula, the students were pursuing them. The difference between now and then is that then the students were bringing the humanities into the curriculum. Now they're telling whether they'll take them or not, or which ones, if any.

Cheney: Interesting.

Rudolph: I have a little difficulty understanding today's students, partly because I haven't been teaching since 1982, but partly because the institutions themselves are so organized, maybe even over-organized from the point of view of learning, that there's not much room for the students to listen to themselves.

Cheney: I assume you had a large hand in writing the Association of American Colleges report, *Integrity in the College Curriculum*.

Rudolph: I wrote it for the committee, but there wasn't anything in there that was just me.

Cheney: The report was rather strong-minded and eloquent about the students being in charge of the curriculum, about the way that turns higher education into a marketplace.

Rudolph: We allow them to shop, and what they demand, they get. That's part of the problem. There's very little definition from the top of what there ought to be. I think what happens is that members of the faculty want to do their own thing and the students want to take what they care about, and that leads to a shopping enterprise rather than a directed curricular enterprise.

Cheney: It sounds to me that even as a historian, you've got a preference.

Rudolph: I do. I think that when I look at a college catalogue these days, as much as I sympathize with members of the faculty who would like to teach some very small thing that they really know about, my impression nonetheless is that there's too much choice and not enough direction of the institutions, of the students, of the selection of courses.

Cheney: I'm sure you've read the statistics that more than 90 percent of the institutions in the country are involved in curricular reform of some kind or another. I was interested to read that and compare it with a survey that we did not long ago which showed that even though there does seem to be a consensus that students don't know enough about the humanities, the progress toward increasing general education requirements in the humanities is moving at glacial pace. Over a course of five to six years, maybe two-tenths of an hour had been added to specific humanities requirements in general education. This seems to support your idea that any change is going to be slow.

Rudolph: It's going to be slow. The minute you start talking about what should be going on in the colleges, before you know it you're talking about what should be going on in the high schools. One of the problems in this country, it seems to me, is that colleges have no certainty about what they're getting when they get students, in contrast to the rather clear secondary school curriculum that exists in European countries. There's very little opportunity to deviate there, and colleges receive students who have been drilled in what we think of as the basics. Colleges here, which seem to be all competing for the best students—I mean Harvard, Yale, Princeton, Stanford, Colorado College—colleges haven't said to the high schools, "We won't take the students unless they have X years of English, X years of science, X years of history." If they don't have the guts to say, "We know what we want," they have less control than they think they have over what they can do themselves.

Cheney: I've been struck by a survey the Endowment funded that showed how little students finishing up high school know about history and literature. There are some appalling gaps in their knowledge. Two-thirds don't know when the Civil War was, for example.

Rudolph: Yes, and sometimes I get into big discussions on matters of that sort with people, and they want to know what difference does it make if they know when the Civil War was.

Cheney: Well, that's a question that drives me crazy. I take it you think it matters.

Rudolph: Of course it matters. Unless it's possible for people to communicate in terms of some organic sense of who they are and where they come from as a people, decisions aren't possible, policies aren't possible.

Cheney: Given the irrefutable fact that our high school students are coming into college and university

without knowing things that they should, I observe two very different reactions. The one reaction is to say, "Well, we've got to make sure in general education that they have opportunities to gain the broad and comprehensive knowledge that they're lacking," and the other reaction is to say, "Hey, that's not our job. The high school should be doing that."

Rudolph: It seems to me it is the high schools' job. It was the high schools' job and it was accepted as the high schools' job in the so-called college preparatory division of the high schools in the 1930s and early forties. When I went to college, I arrived on the Williams College cam-



Photo by Rudolph Vetter

pus with a bunch of people who had all had the same experience, essentially, regardless of where they'd gone to school. Now, was that true when you went to Colorado College?

Cheney: I'm certain more so than today. Nevertheless there was a requirement that you take a year of Western civilization; there was a requirement that you take a course in science; a requirement that you take a course in math; and much of that has disappeared.

Rudolph: Another thing that's disappeared, I've noticed here at Williams,

is the prerequisites for courses in the same field.

Cheney: Yes.

Rudolph: There is no sense that one history course is a useful step toward another history course. They're all equal. It's like picking up a magazine in which there's no need to read one article before you read another. What's the explanation for it?

Cheney: I think that the 1960s were part of it. Having let the idea dominate that students would learn best by studying exactly what they thought was most important, it's very difficult to change back.

Rudolph: I think that's part of it, but I think another part of it is a faculty that's more concerned with expressing its own concerns, and being allowed to teach what it wants as opposed to being prepared to give some sense to what makes sense for the whole institution, for the students in general. I was always impressed by the degree to which departments seldom, in my experience, were prepared to think college-wide, and individuals in the department were less likely to think in terms of the department than in terms of themselves. Whether that's a new phenomenon, I'm not sure, but I think it is.

Cheney: Or at least it has increased.

Rudolph: It's increased. I was having lunch with a colleague the other day and I said, "Tell me, are there any members of this faculty today who generally have the respect of most of the faculty?" The answer was he couldn't think of anybody. That tells me something about the kind of people who populate faculties these days. Back when I first taught here there were a certain number of so-called elder statesmen who had the respect of their own peers and of younger people. They were thought of as people who would think in behalf of the college and who could be counted on to hold the community together. I use words like *community* and talk about the organic relationships of people. These days I think, wherever I was, I'd be told, "Oh,

come on, get off it," that it just doesn't exist anymore. And it could go back to the 1960s, as you suggest. It's a free-wheeling atomic, rather than organic, kind of world we're living in.

Cheney: When your colleague said that there wasn't one person who stood out as someone who generally had the respect of the rest of the faculty, did you take that as a reflection on the kind of people who are in institutions, or does it reflect the way higher education has evolved? Many people have observed that the reward system of higher education makes the respect of others in your field on other campuses much more important than the respect of colleagues in various disciplines at your school.

Rudolph: That's a problem we've had with us for a century. Maybe everything's coming to the point at which the price is being paid now. Again, this is an observation based upon one institution, and I don't think Williams is that different from others. We're competing for the same kind of faculty.

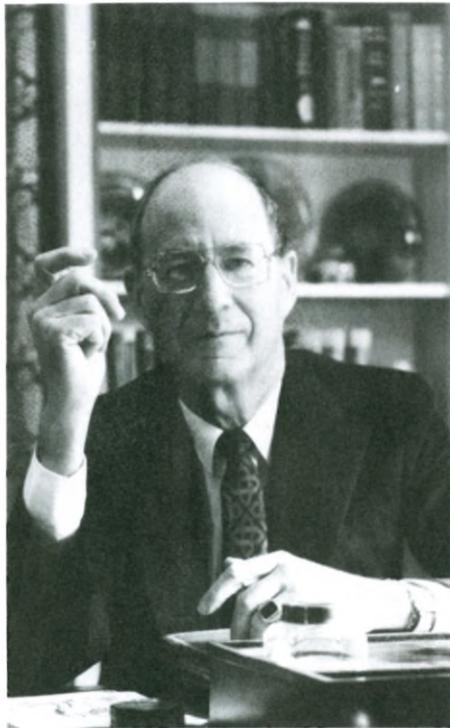
Cheney: And when you compete for faculty, what is valued in that competition? Who are the stars?

Rudolph: I'm getting the impression there is a greater interest in publication than there is in teaching, and that's more recent. I'd say that the faculty that I knew was good. Maybe they got their dissertations published, but the rest of their lives were caught up with teaching and keeping up with their field but not having to produce unnecessary articles—I don't know, who am I to say what's necessary?—but I do think a lot of material gets written today that doesn't get read.

Cheney: When I argue that we need to find ways to reward teaching that we don't now have, I sometimes will hear back an argument that goes like this: "What you're doing, Mrs. Cheney, is threatening excellence; the best possible objective standard for judging someone's intellectual merit is his or her publications, and if you try to move the judgment into a field

that's as vague as good teaching, that's a threat to excellence."

Rudolph: That may be a hard kind of statement to disprove. First of all, when it comes to the scholarship there could even be disagreement about how excellent it is.



Courtesy of Frederick Rudolph

Cheney: Every monograph is not as valuable as every other monograph. Just counting books and articles is hardly a sufficient test of excellence. But when you do more than that, when you begin to evaluate them, subjectivity clearly comes into play.

Rudolph: I think there is evidence that a teacher who keeps himself or herself intellectually alive through scholarship benefits from that, but one of the things that impresses me is that the greater the emphasis on scholarship, the less teaching the scholars are likely to do and the less likely they are to put effort into the encouragement of students or the imaginative planning of teaching.

One of the things we sometimes forget is that what we should be interested in is learning and what helps learning. I have the impression that the so-called impressive scholars are more likely to get up in front of a

room and give lectures. While some lectures may encourage learning, I think that the evidence would suggest that the students would have been better off if they'd been sent to a library in order to work up something.

Cheney: You once wrote that we know more about almost any minor Civil War skirmish than we do about the whole history of education in this country. Why is that? Why hasn't the history of education been a focus?

Rudolph: I think there are a lot of other subjects that are comparable—the history of medicine and the history of women and so forth. The good news is that in the last twenty-five to thirty years there's been a lot of good scholarship in the history of American education. It took a while—I think educational history was wrapped up in social history, and that was looked upon as being inferior to what really mattered, which is the history of people who get things done.

Cheney: Because I often have to speak on the topic of education, I wonder if part of the problem hasn't been that our words are so dull. Sometimes even the word *education* makes people's eyes glaze over, and then if you try *curriculum* on them. . . .

Rudolph: Why don't we use the word *learning*?

Cheney: That is a nice substitute.

Rudolph: We know people are learning all the time, and the question is how are they learning? What are they learning? What is the result of what they do learn? There's no question in my mind that you don't have to go to school to learn; the question is what happens in a school that benefits the way you learn what you learn, and what you do with what you learn. As far as higher education is concerned, we live with a tradition that says that going to college is much more important than what you do in the classroom when you get there.

Cheney: Why is that?

Rudolph: The evidence in a way supports that view. But there's one thing I think we forget, and that is that for a long time we had in this country, if I can say this, a governing class of educated people who had gone to college and had a liberal arts education and who developed the insights and responsibilities that went with that experience. I think that in this country we've shied so far away from having a so-called class that assumes these responsibilities, we're running out of the benefits of what we once had in terms of an educated—and I'm using the word here, I guess, the way it has to be used—governing class. There are remnants, but I think that in some ways we're paying the consequences of an uncontrolled kind of egalitarianism—and I don't mean to sound undemocratic because I don't think it is undemocratic.

I once gave a talk at your college—the last time I think I said I would ever talk about liberal education—and among the things I said, as I recall, was that we need liberally educated people to conduct the affairs of this country, and we have some around but I don't think we have enough of them.

Cheney: I saw a statistic just a few weeks ago that said that a college degree by age thirty means a 49 percent increase in income, which is really astonishing. I guess the point is that a college degree means a lot financially. The question is whether it means anything intellectually.

Rudolph: That requires us to go back and look at the curriculum and people's experiences. There's less of the humanities, less of that kind of intellectual experience that seems to me has traditionally led to a certain kind of wisdom. Wisdom doesn't just come from books, but books—a learning experience—contribute to the way a person looks at the life he or she experiences. That's been the justification through time, it seems to me, for a liberal education.

Cheney: You wrote in one of your books that "the curriculum tells us who we are." To the extent that's

true, to the extent that the curriculum reflects the society, what does the current state of the curriculum tell us about our society?

Rudolph: The degree to which we allow students to do what they want to do, the degree to which we encourage faculty to teach what they want to, and the extent to which we shy away from any kind of basic learning program, I think says something about the degree to which we've allowed the self to get out of control at the expense of society and

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the community. I know there were times in this country, given the wealth we do have, that we wouldn't have accepted the idea that the homelessness, the poverty, the educational story that the cities present, would have been accepted as something just too expensive to do anything about.

Cheney: But, if you look at the numbers, if you want to talk about schools for a minute, the spending per student has gone up more than 25 percent in the last six years, since *A Nation At Risk* came out. And you certainly don't see a 25 percent improvement. I have a problem with thinking that money is the answer.

Rudolph: It's not just money, I agree. But I don't find some of the people who ought to be doing something saying, "Now look, this condition cannot go on."

Cheney: I think education has a primary place on the national agenda. There is a realization that we are all harmed if we don't do something about our schools, in particular about our inner-city schools.

Rudolph: Well, I'm for getting it on the agenda and keeping it there.

Cheney: Let me ask you one final question about higher education. You probably have the best perspective of anyone I can think of on what has happened and where we are now. Projecting from everything you know, what will the state of the curriculum be in the year 2000?

Rudolph: I think the slowly dawning recognition that we're in a worldwide environmental crisis is going to have an impact on higher education. Slowly we're getting some sense that the environment has met its match in man or that man has met its match in the environment, and that the problem of the next fifty years is going to be: Who's going to win here? What it means for the colleges and universities is the same thing it's going to mean for the country as a whole, and that is we're going to have to pay attention and it's going to cost a lot of money to save ourselves and the environment. Taxes are going to go up because I don't see where the money comes from to do these things. One consequence for the colleges will be a financial bind. In some ways, that's going to be good news because a lot of frills will go, a lot of simplification will enter the picture, and before you know it a college is going to be a place for students and teachers. □



The Dialogues of Plato
TRANSLATED BY BENJAMIN JOWETT
THE THIRD EDITION COMPLETE
AND UNABRIDGED IN TWO VOLUMES
RANDOM HOUSE BOOK

$$\nabla^2 \psi + \frac{8\pi^2 m}{h^2} (E - V) \psi = 0$$

C. Hoffmann

CASE STUDY IN BROOKLYN

How a Common Core Serves a Diverse Student Population

BY ETHYLE R. WOLFE

IN ANSWER TO those who interpret a core curriculum as nostalgia for a lost world and unsuited to the complexity of modern life, the case can be made that it is exactly the complicated and multicultural society that most needs some shared education and a common culture if discourse is to be possible on critical human questions.

The case history of my own institution, Brooklyn College, provides a powerful argument for a coherent general education requirement as the most fruitful route to addressing problems of student diversity.

To cite some statistics: Brooklyn College's population is more than 40 percent minority—25.2 percent black, 9.3 percent Hispanic, 6.6 percent Asian, and 1.2 percent native American. The college's historical tradition of attracting immigrants and the children of immigrants remains strong, and significant minorities are native speakers of twenty-eight languages. Not only has the college been successful in attracting minority students; the record shows that they graduate. A survey taken

in 1986 indicated that the population of graduating seniors was 60.9 percent white, 22 percent black, 9 percent Hispanic, 5.5 percent Asian, and 1.1 percent native American. These figures, which accord with the student population as a whole, attest to the college's considerable success in retention of minority students.

The college ranks fourth in the nation in awarding baccalaureate degrees to blacks. The participation carries over to the college's honors-level programs, which are 17 percent minority. A Ford-funded project to attract students to the professoriate is 25 percent minority. The campus chapter of the National Black Science Students Organization is the largest in the country.

While each institution must tailor its curriculum to its own historical traditions, educational philosophy, and student constituency, I have learned from visiting faculty that we have more than enough in common to make exchange fruitful.

It may be useful to provide some institutional background: Brooklyn College, founded more than fifty-nine years ago as an independent offshoot of the Brooklyn branches of City and Hunter Colleges, is now one of nine senior colleges comprising the City University of New York (CUNY), which also embraces a number of community colleges, a graduate center, a medical school, and a law school. A public institution funded by the state of New York, Brooklyn College has an en-

rollment of 16,000 students, of whom more than 4,000 are graduate students at the master's level. The college offers Ph.D. programs on campus in the sciences and experimental psychology and participates in others at CUNY's 42nd Street graduate center. Brooklyn College ranks high in the number of graduates who have acquired doctorate degrees, eleventh in the country, outranking six Ivy League institutions. It provides 40 percent of New York City's kindergarten through twelfth-grade teachers.

In 1986, in a *Time* magazine cover story on Harvard's 350th anniversary evaluating the institution's role, Brooklyn College's core was described as "more focused and demanding" than Harvard's; and in Ernest L. Boyer's 1987 Carnegie Study, *College: The Undergraduate Experience in America*, Brooklyn College was named along with Chicago and Harvard as "one of the top five institutions" (and the only public one) most frequently cited as successful in general education. The praise, while welcome, does not lessen our concern about the program's living up to its reputation.

Achieving consensus about the content and form of a uniform core was not an easy task. In retrospect, the birth of a common and integrated core program for 12,000 undergraduates at our beleaguered institution in 1980 seems to have been a miracle. While Brooklyn College like others had been affected during the

During her four decades at Brooklyn College, Ethyle R. Wolfe has been provost and vice president for academic affairs, dean of the school of humanities, and chairman of the Department of Classics and Comparative Literature. She is at work on a report on the place of science in the liberal arts for the American Association for the Advancement of Science.

turbulent sixties by the erosion of liberal arts requirements and the focus on specialization and careerism, at the beginning of the seventies it was shocked by another set of events. City University's sudden imposition of an open admissions policy brought massive expansion of the college's student body from 16,000 to 36,000. In response to the deluge of students, the college was restructured into seven separate schools to provide smaller enclaves and diversified curricula, but the costs to unity of purpose and educational coherence were high.

Massive recruitment of a specialized faculty trained for remedial, developmental, and English as a Second Language (ESL) instruction and counseling, together with the establishment of a separate department to house them, spawned programs for the educationally underprepared, the financially disadvantaged, the newly immigrated.

Before the pilot programs had a chance to mature and be assessed, there came another series of shocks. The near bankruptcy of the city of New York, which was our funding agency, caused enrollments to be halved from 36,000 to 18,000; the senior colleges' open admissions policy was discontinued followed by retrenchment of faculty, takeover by the state, and imposition of tuition. The noble experiment in open admissions and its aftermath left our faculty exhausted and demoralized.

In that identity crisis, our faculty summoned courage to create a core curriculum program, risking a further drain on the budget and a possible disadvantage in competitive recruitment. The joint faculty of the separate schools, in a near-unanimous vote, called for the creation of a college-wide core curriculum with one set of general education requirements for all students, regardless of their choice of majors.

However, tackling the nature and content of a prescribed core curriculum proved to be a highly divisive issue. The first proposal, combining some existing required courses with distribution choices, was resoundingly rejected as cosmetic. Clearly, after three years no consensus existed about the content and structure

of any new college-wide requirements. At the same time, the faculty chose a new committee to try again and submit at least two core models.

I was one of the five faculty members elected. In several months, consulting with student leaders and academic representatives along the way, we devised three options. Our task was not made easier by our recognition that the two usual paradigms for curricular coherence—the interdisciplinary and the thematic—were for historical reasons not viable options at Brooklyn College. Memories of failed experiments with an interdisciplinary and a thematic core in the sixties and seventies would not fade, and faculty consensus would not support such initiatives. We also decided, out of conviction rather than expediency, not to consider a traditional Great Books model, which a vociferous handful of colleagues had already characterized as obsolete and elitist for the pluralistic society of the 1980s.

While our task would have been easier with a core designed around masterworks, coming as it does armed with the ready-made rationale of invoking the authority of tradition and successful examples of hallowed places such as Columbia, Chicago, and St. John's, we chose instead to design a model based on the needs of our own institution and the character of our student and faculty constituencies. This decision required the development of a rationale so persuasive that our large and diverse faculty would agree to accept the risk of major change in the face of declining enrollments, of perceived threats to academic fiefdoms, and of often conflicting personal and departmental priorities.

The first task the architects of the core model addressed was to decide on the goals and fundamental areas of knowledge to be covered. The question about the impact of our choices on departments did not come into play until after we had agreed on a conception of the goals, structure, and general content of the model. By our preliminary exercise of hammering out a consensus on what we believed all holders of the

Brooklyn College baccalaureate degree should have in common by the time of graduation, we had already established an intellectual order as a guide to determine the nature and ultimate content of the kind of core we preferred as appropriate for a student population diverse in academic and cultural backgrounds.

This model was to provide all students a common foundation on which to build their majors and electives. We also gave ourselves the assignment of designing a program that would provide both for horizontal cross-referencing and for vertical progression in content and level of sophistication.

Through a set of ten new courses that we identified only by name, description, and rationale, we structured our model into two tiers with the second tier of five courses to draw on the first. This ordering by tiers was intended as a pedagogical device so that "advanced" courses once again would *be* advanced.

Because the courses had to be created from scratch, an opportunity existed to make them complement one another and to represent different modes of inquiry. We added a universal writing-across-the-core requirement, with higher expectations in analytical skills assumed for the second tier. We also identified five criteria each core course would have to meet, rejecting the inevitably thin surveys. We deliberately designed some courses as disciplinary, others interdisciplinary, others modular, and one multidisciplinary because we believed that students would benefit from this variety of approaches.

"Studies in African, Asian, and Latin American Cultures," the multidisciplinary course whose goal is to promote understanding of other cultures, is taught by teams of three specialists from more than twenty departments. This ambitious non-Western component of the core, conceived eight years before the Stanford contretemps, was to be complemented by inclusion of non-Western elements and the concepts of cultural relativism and ethnic diversity in other core courses, such as "Introduction to Art" and "Introduction to Music," "People, Power, and Poli-



Photo by George Bing

An English class meets outdoors at Brooklyn College.

Brooklyn College's Core Curriculum

First tier

- Core Studies 1**
Classical Origins of Western Culture
- Core Studies 2**
Introduction to Art (2.1)
Introduction to Music (2.2)
- Core Studies 3**
People, Power, and Politics
- Core Studies 4**
The Shaping of the Modern World
- Core Studies 5**
Introduction to Mathematical Reasoning and Computer Programming

Second tier

- Core Studies 6**
Landmarks of Literature
- Core Studies 7**
Science in Modern Life I: Chemistry (7.1) and Physics (7.2)
- Core Studies 8**
Science in Modern Life II: Biology (8.1) and Geology (8.2)
- Core Studies 9**
Studies in African, Asian, and Latin American Cultures
- Core Studies 10**
Knowledge, Existence, and Values

tics," and "The Shaping of the Modern World" in tier one, and "Landmarks of Literature" in tier two. Although our motives were purer, our inclusion of non-Western and Latin American material in the core program did ward off the poised opponents of Western-civilization programs who had already torpedoed the previous proposal.

While our core does not follow the Great Books model, three of the

courses, "Classical Origins of Western Culture," "Landmarks of Literature," and "Knowledge, Existence, and Values," have from inception included as many fundamental texts as the Columbia or Chicago models. That seminal works are subversive by nature is attested by the degree to which other great books have insinuated themselves into some of the thematic courses as well. Our "People, Power, and Politics" course orig-

inally rejected readings from major figures in the social sciences and created a common text of contemporary essays contrasting conservative and liberal positions. After six years the faculty formed a new consensus around a common reader of primary sources that has students reading Marx, not only about him.

One of our most provident decisions was to label the new courses Core Studies 1 through 10, rather than history, math, philosophy, etc., so that they are by birthright considered college offerings, not departmental property, whose integrity must be safeguarded as a college-wide responsibility.

The next step was to have syllabi for the new courses. Naturally, the process encountered varying degrees of controversy, difficulty, and compromise. The important point is that the actual content of the courses was determined by consensus of each course's potential teaching faculty, who were then delegated to prepare draft syllabi for consideration by the college's governing body.

Armed with tentative syllabi, we presented our three core possibilities to the faculty council, which to our relief enthusiastically endorsed our new common-core requirement—believe it or not, the only one offering no choice. That body also accepted three recommendations:

1. Establishment of a standing faculty committee on the core, including two student members, to oversee and monitor its implementation, evaluation, and continuing revision.
2. Annual appointment by the president of ten coordinators for each of the ten core courses, which are not the responsibility of department chairs, to serve as a network across the disciplines.
3. A mandate to the core committee to conduct periodic college-wide seminars for discussion and refinement of the core and its content.

Once the common-core model was endorsed, a college-wide seminar under the guidance of the core committee went into high gear in the form of public hearings in which more than 400 faculty across the dis-

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More than 90 percent of American colleges and universities are engaged in reform of their teaching programs, according to studies by Alexander Astin, professor of education at the University of California, Los Angeles. Only 2 percent, however, are achieving what Astin would characterize as a "core" curriculum.

The necessity of a core and what constitutes it are major topics in academic circles, no more so than in Texas where a 1987 law mandating a core curriculum is to take effect this academic year. This past spring, program officers from the National Endowment for the Humanities conducted seminars in five Texas cities to offer what help they could in finding sources of funding and answers to questions about creating a coherent curriculum.

"It is not possible for an undergraduate education to be comprehensive in the sense of touching on every domain of human thought and experience," Jerry Martin, NEH assistant chairman for studies and evaluation, told educators in San Antonio. "But it is not too much to ask that the student be acquainted with a wide breadth of knowledge—of different times and places, of different aspects of the human and natural worlds, and of different modes of analysis, inquiry, and expression."

The questions were many: What are the ramifications for research universities? Four-year institutions? Two-year institutions? What might a one-year program look like? A two-year program? What courses might be revised and/or developed for a new core program? What themes might be addressed in interdisciplinary courses? What is the role of the humanities in core curricula? What is the role of senior faculty? How will new faculty be involved?

The staff members of NEH hoppedscotched from Arlington to Huntsville, San Antonio, El Paso, and Lubbock, meeting with hundreds of educators from college vice presidents to deans, department chairmen, and professors. NEH conducted the sessions in cooperation with the Texas Association of Deans of Liberal Arts and Sciences and the Texas Committee for the Humanities.

Central to the discussions was finding a working definition of core itself. NEH's Martin offered some

"CORE" IN TEXAS

Educators Face Legislative Mandate

samples of core and "counterfeit core." Core is not, he said, simply a set of distribution requirements, guaranteeing that no student takes too many courses in a single field. Indeed, he said, the sampling approach might well mean that an English major would be exposed to an anthropology course but could still graduate knowing nothing about government, economics, psychology, or sociology.

"The key point," Martin told the educators, "is that core courses should be developed for the core—for the purpose of liberal education. They should not just be a selection of introductions to the disciplines."

The Texas plan has been called far-reaching in its attempt to strengthen higher education. Those working on core plans this past spring and summer have steered clear of prescribing a uniform curriculum across the state. "Each community college and university has its own individual mission and its own constituency," an advisory committee has said in its recommendations to the Texas Higher Education Coordinating Board. "Moreover, each institution of higher learning has developed a tradition which animates and guides its academic efforts. The core curriculum components proposed . . . are in-

tended to be an instrument by which individual faculties can create and promote an academically capable and knowledgeable student body statewide."

In Texas, each institution's core curriculum is to consist of a minimum of forty-five semester hours. Initially the advisory committee had planned to recommend hours broken down by subject, of which thirty-three of the forty-five would be in the humanities; the final plan, expected to be approved by the coordinating board, will not be so specific.

"It was dropped in order to give each institution more flexibility and to build on institutional strengths and allow more creativity on the local level," says James F. Veringa, executive director of the Texas Committee for the Humanities, who has been following the situation.

Under the plan, institutions would follow "exemplary educational objectives" prescribed by the commission covering both knowledge and skills. The core would be spread across the humanities, social sciences, natural sciences, and mathematics.

Every five years each institution would evaluate its curriculum and report the results to the coordinating board. A board it appoints would review the curricula and those not approved would be returned for revision and resubmission. Also to be worked out is a program to assure that the basic courses are transferable among public institutions. Colleges and universities are now at work on developing core plans, but implementation is expected to take several years.

While some state educators have described the proposed curriculum changes as "reinventing the wheel," one who regards the effort favorably says the revamping involves "not so much reinventing the wheel as understanding the terrain in which that wheel must operate."

The NEH meetings gave the Texas educators new perspective on devising a core. One San Antonio participant came away saying: "We have nine hours of mandatory social sciences—each from a different discipline—but nothing hangs together."

"Some of what we have is a core," said another, "but it could be improved. We have some core but we could have so much more." □

—M.H.S.

THE CALIFORNIA FRAMEWORK

Rewriting the Textbooks for a New Way of Teaching

BY ELLEN FICKLEN

IT HAS BEEN SAID that when California sneezes, the rest of the United States catches cold. Certainly, since the California State Board of Education's adoption of a bold new kindergarten through twelfth-grade history and social science framework, there has been interest from throughout the country.

Key questions have been raised: Will the framework become the turning point for social studies reform, perhaps even a new national model? Or, as some skeptics postulate, will California falter and find itself unable to put the change into classrooms by the September 1990 deadline?

Everything "is right on schedule," according to Bill Honig, California's superintendent of public instruction. New textbooks are being created to meet an April 1990 textbook submission deadline. Although publishers are closemouthed because of the highly competitive nature of textbook publishing, McGraw-Hill's western regional manager, Bill Jarrett, says his company is developing texts at the K-6 or K-8 level and will be ready.

Textbook analyst Harriet Tyson is more dubious about the situation and points out that publishers generally want to sell their books to several states. "Aside from Arizona [which adopted a similar framework in 1988], I don't know of any states willing to tear up their syllabi and teach to the California model."

Ellen Ficklen is a freelance writer and editor in Washington, D.C.

McGraw-Hill looks at it differently. Says Jarrett: "We are not just publishing a California edition or for the California framework. We publish for a national market. We hope to find these texts meet the needs of social studies curriculums in other cities and states, too."

Welcome to the complicated world of textbook creation, selection, and purchasing, made all the more complex by one state's attempt to add depth to the way that history is taught.

No one disputes that California has clout with the textbook industry. One of the "textbook adoption states," it comes up with a list of recommended texts that many of the state's school systems buy from exclusively. With 1,025 school systems serving 4.5 million children, California purchases 11 percent of the textbooks sold in the United States. The state historically runs neck-and-neck with Texas as the largest (or second largest) purchaser of textbooks in the nation, spending in excess of \$200 million annually.

What California is requesting from textbook publishers at this point is a sea change in the way history and social science texts are written.

Among the distinguishing characteristics of the new California framework are its focus on the chronological study of history; its emphasis on the importance of history as a story well told; its urging of a sequential curriculum in which major historical events and periods are studied in depth; its encouragement to teachers to present controversial issues hon-

estly within their historical context; and its acknowledgement of the importance of religion in human history. The framework also enhances the status of world history in the curriculum, approaching it incrementally so that no single course attempts to teach the whole of American or world history in a year, the kind of doomed-to-failure survey courses historian Paul Gagnon has dubbed "Mayans to Moon Landings."

The state is calling for texts that will mesh with the resequenced curriculum. Diane Ravitch, one of the framework's drafters and a professor of history at Teachers College, Columbia University, says the new instructional materials should be characterized by "vivid narrative accounts of American history and world history," "well-written biographies," and "content-rich materials including enriching literature and primary source materials."

To accomplish this, most publishers will have to research and write completely new texts. At the same time, California's requested changes are in line with what textbook reformers have been calling for for years. A case in point: In *American Memory*, NEH Chairman Lynne V. Cheney's 1987 report to Congress on the state of humanities education in American public schools, an entire section was devoted to the need for better texts. "For the most part," Cheney wrote, "textbooks used in U.S. schools are poor in content, and what content they do contain is not presented in a way to make anyone care to remember it."



A class at Dorothy Starr Elementary School in Fresno.

Among problems Cheney detailed: Many textbooks have been weakened by "readability formulas" and "mentioning" (quick listings as a way to satisfy special groups), during which "name will be heaped upon name, cause upon cause, until the textbook becomes an overcrowded flea market of disconnected facts."

To combat this and other problems inherent in history instruction, in 1987 California issued a 122-page publication, *History-Social Science Framework*, to be implemented by the fall of 1990. The document set out to shake up the traditional social studies curriculum, especially in the earliest grades. And it did. The new framework places history and geography at the core of the state's social studies program and increases the number of years history is studied.

"We accepted the challenge from *American Memory* and other sources. They matched our own view of how things had gone wrong," says Francie Alexander, associate superintendent of curriculum, instruction, and assessment for the state of California. "We joke about the way history is being taught now: If you drop your pen in class, you miss the French Revolution.

"At this stage of the implementation," Alexander continues, "we already are seeing results we hoped

for. Teachers are excited—and looking forward to teaching the framework. We are starting to see first drafts of texts that are not the same stale stuff we were getting before."

Ravitch's cowriter on the California document is Charlotte Crabtree, professor of education at the University of California, Los Angeles. Crabtree says the critical juncture is now: "The whole infrastructure is falling into place."

Crabtree and Ravitch make special note of the approach in kindergarten through third grade. The framework dumps the old "expanding environments" or "near-to-far" curriculum (learning about myself, then my family, my neighborhood, my community, and so on). "There is no developmental basis that the 'expanding environments' approach is sound," says Ravitch. "It denies imagination. Stories are the way young children learn and always have learned." Her contention is seconded by David A. Bice, executive editor of the textbook division of Walsworth Publishing Co., Inc., who describes the old way as "start with your nose and move out—a real boring curriculum."

Result: In the early elementary school years, the California frame-

The California Framework

California's new K-12 framework, going into effect in September 1990, puts history and geography at the center of the social studies curriculum. Included in the framework is the suggestion that three years of world history and three years of American history be required. In the process, the comprehensive, chronological curriculum is said to double the time most American schools now spend on social studies.

Kindergarten: *"Learning and Working Now and Long Ago"*

Grade 1: *"A Child's Place in Time and Space"*

Grade 2: *"People Who Make a Difference"*

Grade 3: *"Continuity and Change"*

Grade 4: *California History and Geography*

Grade 5: *U.S. History and Geography, Pre-Columbus through 1850*

Grade 6: *Ancient History and Geography to 500 A.D.*

Grade 7: *World History and Geography, 500 to 1789*

Grade 8: *U.S. History and Geography, 1783 to 1914*

Grade 9: *A year of electives, including among them: twentieth-century California issues, area studies, anthropology, women's issues, ethnic studies, physical geography, and world regional geography*

Grade 10: *Modern World History and Geography, 1789 to the present*

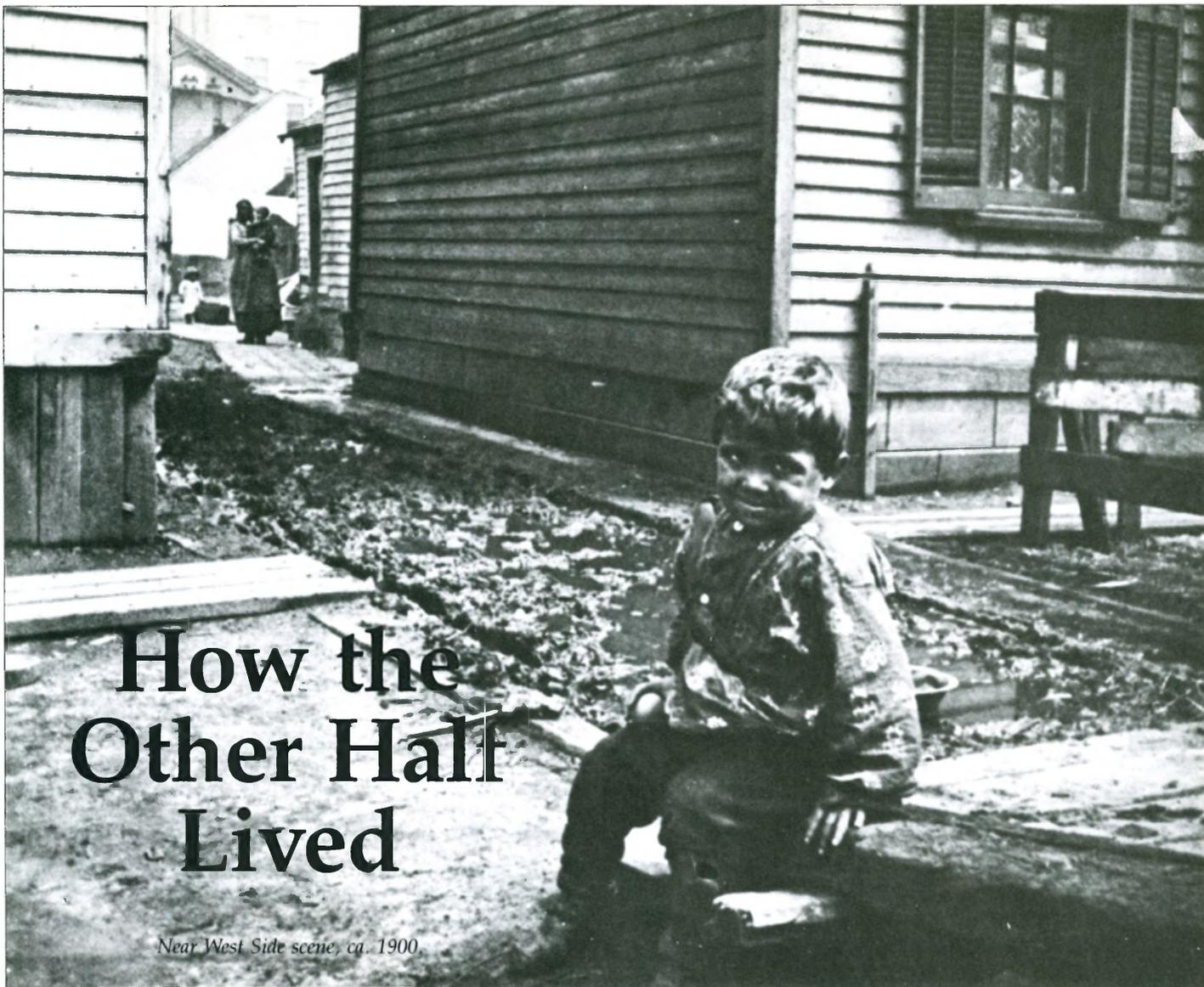
Grade 11: *U.S. History and Geography, 1900 to the present*

Grade 12: *½ semester, Principles of American Democracy (Government); ½ semester, Economics*

California has legislated three units of social studies for all high schools, one unit of world history, one unit of U.S. history, and one unit of government and economics.

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—E.F.



How the Other Half Lived

Near West Side scene, ca. 1900

Jane Addams's Hull-House

BY JAMES S. TURNER

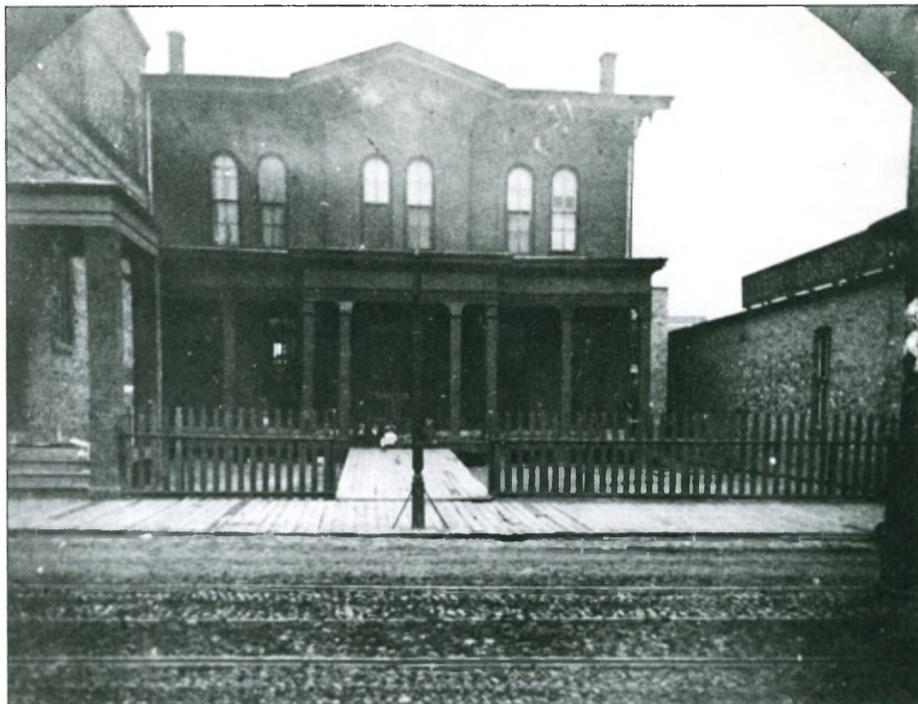
BETWEEN the Civil War and the First World War, as seventeen million European immigrants poured into America's eastern and northern cities seeking a better way of life, a social movement struggled to solve the oppressive urban problems that resulted. In its vanguard was Hull-House, founded by reformer Jane Addams on Chicago's West Side in September of 1889. For more than fifty years, Hull-House was a center for improving the living conditions of immigrants, establishing methods of urban investigation, and generating labor reform.

James S. Turner is assistant editor of Humanities.

This fall, the centennial of the founding of Hull-House will be commemorated in Chicago and nearby Rockford, Illinois, with a series of public programs covering Hull-House's contributions to American social service. Between September of 1989 and April of 1990, audiences can explore Hull-House's efforts to mitigate Chicago's social ills, its role in the origins of urban sociology, and its contributions to modern public health. With support from the National Endowment for the Humanities, symposia and other programs are scheduled at the University of Illinois at Chicago (UIC) and at Rockford College.

Participating scholars at the opening symposium include Gertrude

Himmelfarb, emeritus professor of history, CUNY, who will speak on "The English Background of the Settlement Movement: The Founding of Toynbee Hall"; Martin Marty, professor of the history of modern Christianity, University of Chicago Divinity School, on "Hull-House and American Religion"; Carroll Smith-Rosenberg, professor of history, University of Pennsylvania, on "Engendering the Political: Women in the Public Sphere"; Stephen J. Diner, professor of history, George Mason University, on "Hull-House, the Professors, and the City"; and Nathan Glazer, professor of education and social structure, Harvard University, on "Hull-House and American Pluralism."



Right: Hull-House, ca. 1892, with wooden sidewalks and cobblestone street. Below: An unpaved street on the Near West Side, ca. 1905. Dwelling houses occasionally served as bakeries, saloons, or restaurants, with the upper floor as living space and the rear lower floor as a stable and outhouse.



Hull-House transcends its historical time and place, according to project codirector Gene W. Ruoff, professor of English and director of the Institute for the Humanities at UIC. "We want to use the occasion of the centennial to bring to a contemporary population, for which economic directions are rapidly changing, the idea of Hull-House as a social institution that addressed the rapidly changing social needs of its own time," he says. "Hull-House attempted to forge a unity, to acknowledge, understand, and honor differences of national origin while

working for a more capacious notion of urban community."

The Settlement Movement

Hull-House was part of a progressive trend called the settlement movement. Transplanted from Europe to America in the mid-1880s, this movement gave rise to some fifty settlement houses in northern and eastern cities over the next decade. Modeled after the English prototype, Toynbee Hall on London's East Side, these "settlements" were established in slums. They

functioned as centers for social work in their communities and were staffed by residents who supported themselves through full-time occupations but who dedicated the rest of their time to philanthropic pursuits. Fundamentally a grass-roots movement organized by well-to-do, socially conscious private citizens, its impact lasted into the New Deal era, when government assumed many functions of social welfare.

Beginnings

When industrialization was occurring in the North just after the Civil War, Jane Addams (1860–1935), daughter of an Illinois state senator, was a young girl growing up in the northern Illinois community of Cedarville. Preoccupied, in her words, with "the inequalities of the human lot," she became a sensitive observer of the social problems of the time—the shift from an agrarian to a manufacturing culture, overcrowding in the cities, health hazards, exploitation of the poor and ignorant, and extremes of affluence and poverty.

Yet she did not come easily by her calling. Outside the Victorian parameters of domesticity and elementary teaching, college-educated women in the postwar decades had no career opportunities commensurate with their abilities unless they could carve a niche for themselves. A member of the first graduating class of Illinois's Rockford College in 1882, she spent



A Near West Side tenement, ca. 1900. More than one family often shared a single room, with beds constantly in use as work shifts rotated.

the next seven years in desultory if cultured wandering, restlessly seeking a vocation.

On visits to Europe, she was interested less in galleries and cathedrals than in factories and slums, when she discovered Toynbee Hall. Deeply inspired, on September 18, 1889, with her college classmate and companion Ellen Gates Starr, she "settled" in a once-elegant red-brick house formerly owned by one of Chicago's pioneer citizens, Charles J. Hull, on Halsted Street in what had been a suburb of Chicago. In the forty years since the house was built, its neighborhood had become densely crowded with poor immigrants who came to America seeking opportunity but who found themselves circumscribed as an underclass.

By 1900, Chicago had mushroomed into a sprawling western metropolis of nearly 1.7 million people—the fifth largest city in the world. Swelling the city in the post-war period and into the 1910s were wave after wave of European immi-

grants—Irish, Germans, Bohemians, Italians, Greeks, Poles, and Russian Jews. Of the city's 1.1 million population in 1889, when Hull-House was founded, three-quarters were immigrants and their American-born children. Dramatically the city's population patterns changed as factories encroached, old residential areas decayed, and tenement slums arose. Accompanying this process was a decline in living and working conditions for the city's immigrants.

Addams's Leadership

Addams made Hull-House a center not only for improving the physical quality of life for immigrants but also for educating them about democratic principles, to help them merge more knowledgeably into the mainstream of American life.

"Jane Addams was raised in an ethos that believed that problems of poverty were problems of character, that anyone who wanted to succeed could," says project codirector Eileen

R. Mackevich, director of institutional advancement for the Illinois Humanities Council. "But Hull-House discovered otherwise. With the immigrants' language deficit and their move from rural occupations to a manufacturing environment, one could not simply invoke the survival of the socially fittest. Rather there was a need for intervention, for control of the market, for the creation of urban health systems in order to keep the United States—and this seems to me to be her predominant concern—from having a permanent laboring class that recreated the European class system." That, Addams believed, was an affront to the ideal of American democracy.

"It's astounding to think that Jane Addams, not yet out of her twenties, could move into what must have been a nightmarish community, with garbage in the streets and the strange babel of tongues, and actually make a difference," says Ruoff. The project focuses less on the person of Jane Addams, however, than

on the institution of Hull-House, "particularly because the model of heroic individualism appears to have run its course," Ruoff says, "but also because it ran absolutely contrary to everything that Jane Addams learned about organization. She learned that only collegial effort makes for empowerment. While there was never a sense that Jane Addams wasn't in charge somehow, it was not a top-down institution. Her administrative style was to discover what her residents wanted to do and to assist them in doing it."

The symposium at Rockford College, planned by Gretchen Krentner, president and professor of history, will address the leadership style that evolved at Hull-House.

Residents

The lifeblood of Hull-House was its residents and nonresident volunteers, representing diverse nationalities and social and religious beliefs. With only three residents at the start, their number grew to an average of sixty at any one time after the First World War. With vitality, hope, camaraderie, and creative intelligence, they generated a fast-paced and intellectually stimulating atmosphere through a variety of investigations, programs, and reform efforts. More than a thousand people visited the settlement each week to partake of educational programs, cultural events, and social services.

The residents provided English instruction, libraries, and homemaking and child care workshops. They offered vocational guidance, supported trade union organization, and lobbied for decent working conditions and child labor reform. They established housing standards, enforced municipal garbage collection, and organized health clinics. They addressed the developmental needs of children by establishing kindergartens and playgrounds, and they organized activities for the aged and handicapped. They hosted social clubs, dinners, and dances, organized lectures, debates, concerts, and plays. They provided shelter for the homeless, emergency relief, legal aid, and consumer education. As self-selected public servants and educators about "how the other half lives," in writer Jacob Riis's popular

Hull-House Centennial Schedule of Public Programs

September 20–December 31

UIC Library Exhibition:
"Hull-House:
The Urban Conscience"

October 7

UIC Symposium:
"Jane Addams's Hull-House
in Context:
A Centennial Exploration"

October 20–22

Rockford College Symposium:
"Understanding
the Hull-House Legacy:
Biography and Autobiography"

April 7, 1990

UIC Symposium: "Hull-House
and the People's Health"

Additional information is
available from the public affairs
office, Hull-House Centennial,
312/996-3456.

phrase of the time, the people of Hull-House helped elevate the dignity and prospects of the urban poor.

To name just a few of the residents recognized for their contributions to improved social conditions, Julia Lathrop conducted English classes, led the Sunday afternoon discussion group called the Plato Club, and investigated public institutions from hospitals for the mentally ill to county poor farms. Florence Kelley investigated child labor practices and the "sweatshop" system in the factories. She also helped research one of the first examples of empirically based urban sociology in the country—*Hull-House Maps and Papers* (1895). The book included a grid of the neighborhood, color coded according to ethnic background, income level, number of children, and other factors. These investigations underlay the founding of pioneering sociology and social work programs at the University of Chicago. Alice Hamilton, a pioneer in industrial medicine, established an evening well-baby clinic and investigated epidemics and cocaine traffic. All went

on to assume leadership positions in the rising professions of social work or health care.

"Hull-House kept mutating through time," Ruoff says. "It spun off some of its strongest people into state and federal agencies, and continued to attract new talent. For more than thirty years, it was a major training ground for socially oriented intellectual talent in America."

Besides its own activists, Hull-House also attracted leading reform-minded thinkers of the day. Among those who visited or spoke there were poets Vachel Lindsay and Carl Sandburg, labor leader Samuel Gompers, feminist author Charlotte Perkins Gilman, Russian anarchist Peter Kropotkin, black leader W.E.B. DuBois, writer Upton Sinclair, architect Frank Lloyd Wright, attorney Clarence Darrow, the leaders of other settlements and reform organizations, and delegations from Europe, India, China, and Japan. University of Chicago faculty associated with Hull-House included philosopher John Dewey and sociologist George Herbert Mead.

In 1963, Hull-House and its residency program were abandoned. It now operates through the Hull-House Association in scattered locations around the city, working primarily on issues of shelters for the abused, child care, and family health. Only two buildings, now part of the UIC campus, survive out of the full city-block complex that Addams pieced together: the Hull-House mansion itself, now a museum, and the residents' dining hall, now an auditorium.

"What Hull-House graphically illustrates," says UIC chancellor Donald N. Langenberg, "is the humanizing impact that dedication and intellectual energy can have when applied to understanding communities and the way in which they function." As a landmark in the history of urban reform in the United States, he adds, Hull-House reflects the fortitude of the human spirit. □

In 1989 the University of Illinois at Chicago was awarded \$132,872 in outright funds from the Public Humanities Projects Program of the Division of General Programs to complete humanities programs for the Hull-House centennial.

The Jane Addams Papers

BY SUSAN QUERRY



*I have become quite learned
in foreign missions and
am ashamed of my former ignorance.
The most interesting thing
that we have done in
London was a visit to the
Toynbee Hall in the East-
End. It is a community of
University men who live there,
have their recreation, clubs
& society*

Courtesy of the Jane Addams Papers

Addams mentions Toynbee Hall, a forerunner of Hull-House.

TO MANY AMERICANS, Jane Addams is the symbol of Hull-House, the woman whose crusade for social reform and world peace won her the Nobel Peace Prize in 1931. Behind the popularly known facts of Addams's life, however, lies a less well-known personality—Addams as concerned friend, loving relative, irate tenant, and careful financial planner.

To make available both the public and private facets of Jane Addams, since 1966 historian Mary Lynn McCree Bryan has been gathering extant materials written by and about Addams. She has collected more than 150,000 items from a thousand collections in public and private repositories around the world.

In a June 14, 1888, letter from London to her sister Alice, Addams provides a private glimpse of what could have been part of her inspiration for Hull-House:

We have found a cheap boarding place and comfortable withal altho not luxurious. I have been very much interested in the World Centennial of Foreign Mis-

sions held in Exeter Hall. . . . I have become quite learned in foreign missions and ashamed of my former ignorance.

The most interesting thing that we have done in London was a visit to the Toynbee Hall in the East End. It is a community of University men who live there, have their recreation, clubs and society all among the poor people yet in the same style they would live in their own circle.

It is so free from "professional doing good" so unaffectedly sincere and so productive of good results in its classes and libraries etc that it seems perfectly ideal. . . . I don't know but that the mission side of London is the most interesting side it has.

Seven months later, her drive to become actively involved in social reform is illustrated in a January 24, 1889, letter to Hull-House cofounder Ellen Gates Starr:

I have made friends with a Mrs. Beveridge who works in the Armour mission and will do what she can for us. She is a practical philanthropist and the "scheme" seems feasible to her. I have talked to my good Sister and her husband until the thing is clearer in my own mind, and I have made a little advance into the literature of the subject. Antoine Amiel, a reformed Catholic in Paris, has much the same scheme only on a "normal" plan. Have patience for a few days

longer and I will work with all my might and do my best.

With the September 1889 opening of Hull-House, Addams's correspondence indicates that she has become consumed with her "scheme." A November 24, 1889, note to stepbrother George Haldeman chronicles some of the daily events:

We have some very interesting experiences. Last Saturday evening we had an Italian dinner cooked by an Italian woman and served to Sig. Valerio, Prof. Snyder, Miss Dow, and ourselves. Every Monday evening we have a German "klatch" for the women which Fl. Neuschäfer has charge of. She is sympathetic and simple, at the same time very capable so that that is a great success and judging by the gratitude of the poor German women very much needed. We have regular help on our boys club and are getting much interested in the shop girls near us, so that our various plans are being carried out. This winter of course will be more or less experimental, so that by next year when we have all of the house, we will be ready to do things more extensively. We are constantly surprised by the number of good people who express interest and give us help. . . .

With support from the National Endowment for the Humanities, Bryan,

Susan Querry is a writer-editor in the NEH Office of Publications and Public Affairs.

an independent researcher affiliated with Duke University, and a team of scholar-editors have produced an eighty-two reel microfilm edition of papers Jane Addams created or received during her lifetime, titled *The Jane Addams Papers* (Ann Arbor, Mich.: University Microfilms International, 1984-86).

The work intensified for Bryan in a visit during 1975 to the Swarthmore College Peace Collection, which is the largest body of Addams papers and the only collection that Addams herself placed in a repository. Realizing that the Swarthmore collection consisted primarily of letters Addams received from 1914 or 1915 to the end of her life, Bryan was prompted to ask a few questions: Where were the letters that Addams herself had written? Where were the letters that must have illustrated the inspiration for and, finally, the development of Hull-House? The crucial period between 1860 and 1912 for the most part was missing from the Swarthmore collection.

Using this collection as a base, Bryan began her search. She wrote, telephoned, or visited Addams's family, friends, and associates, in both America and Europe, to secure materials they had. She spread word of her hunt to archivists, historians, and librarians. Eventually, she even found herself rummaging through materials in the attics and basements of houses where Addams and her associates had resided, as well as in government warehouses filled with the court records of Chicago and Cook County. For legal documents, she examined courthouse ledgers in areas in which Addams had lived or owned property.

What did Bryan find? "I found Jane Addams. I found exactly what I had expected and then some. I found a woman who was nationally and even internationally known for her work in social reform and peace; but I also found a woman who worked for progressive education, labor reform, and women's, children's, and immigrants' rights. I found a caring aunt who worried not only about her motherless nieces and nephews but also about the well-being of humanity."

She also found a quite practical businesswoman, as revealed in a March 7, 1890, letter written in response to the receipt of a \$100 check

from landlord Helen Culver for maintenance expenses. "It is obvious that Miss Addams had rather definite ideas about what Miss Culver should provide," Bryan says.

I am somewhat embarrassed by the receipt of the check you sent the other day. I asked for the bathrooms as a contribution to our work, but hoped you would repair the piazza and cellar in your capacity as landlord. . . . We shall probably put the money you sent on the work in the cellar, and probably have the piazza torn down as the cheapest method of dealing with it, altho that will of course sacrifice the new roof which was put on last fall as well as much of the character of the house. . . .

Seeing Hull-House's success and the dedication of Addams and her volunteers, Culver presented Addams with a four-year, rent-free lease soon after receiving this note. In a January 19, 1891, letter to her cousin, Culver describes the Hull-House workers as "largeminded, largehearted . . . ready to spend and be spent and wanting not one jot of credit for themselves but only to make the world happier and better."

To sustain Hull-House, Addams grew adept at fund raising, which today may seem routine but was almost unheard of in Addams's time. "Jane Addams was no shrinking violet when it came to asking for money," Bryan says. "She became adept at taking philanthropic concerns to large corporations, associations, and institutions and asking them for financial backing. The fact that she began with one building—the original Hull-House—and ended up with thirteen shows what a successful fund raiser she was." According to Bryan, the papers may help shed light on the history of philanthropy.

The Addams papers reveal the complexity of the woman, making Bryan's project attractive to general readers and scholars alike. "Many scholars are finding that they can use the microfilm edition of the project to examine different threads of American history, such as the variety of reform efforts Addams was associated with," Bryan says.

Designed for a scholarly, research-oriented audience and available to libraries from the University of Illinois at Chicago at a price of \$5,100, the microfilm edition is divided into five sections: Correspondence, Docu-

ments, Writings, Hull-House Association Records, and Clippings File. Headnotes indicate the names of repositories holding each document, names of correspondents and authors verified by the editors, descriptive titles for noncorrespondence and enclosures, and the dates and places of authorship.

NEH also supports a printed guide and index to the microfilm collection, to be published by the Indiana University Press, and a forthcoming multivolume printed edition of the Addams materials.

This edition will present a chronological sequence of selected materials documenting Addams's philosophy, primary activities, achievements, and relationships with friends, associates, and family. It will be divided into three main phases: 1860-1889, covering Addams's early family life, education, travel, and the founding of Hull-House; 1890-1912, including Hull-House's developmental years and Addams's emergence as a reform leader of national stature; and 1913-1935, focusing on Addams's peace activities as leader of the Woman's Peace Party, the International Committee of Women for Permanent Peace, and the Women's International League for Peace and Freedom.

Scholars may use the microfilm edition by arranging an interlibrary loan between any public library and the University of Illinois at Chicago. Other major universities and the Library of Congress also have copies.

Bryan estimates that she now has 95 percent of Addams's extant correspondence and papers. "Some of the persons and organizations with whom Addams corresponded are just now depositing their papers in archives and making them available to the public," Bryan says. "We hope to add one reel of microfilm that will include any additional Addams material we discover in completing the project. It is a pleasure to give today's scholars an opportunity to see documents that reveal what Addams gave to so many in her time." □

From 1975 to 1981, the University of Illinois at Chicago received \$173,115 in outright funds from the Editions category of the Division of Research Programs. Since 1985, Duke University has received \$83,000 in outright funds and \$129,840 in matching funds from the same source to continue the project.

Navajo Textiles: Documenting a Collection

BY MARGUERITE H. SULLIVAN

THE MUSEUM of Northern Arizona was thought to have one of the country's premier collections of Navajo textiles, but no one knew what it actually contained.

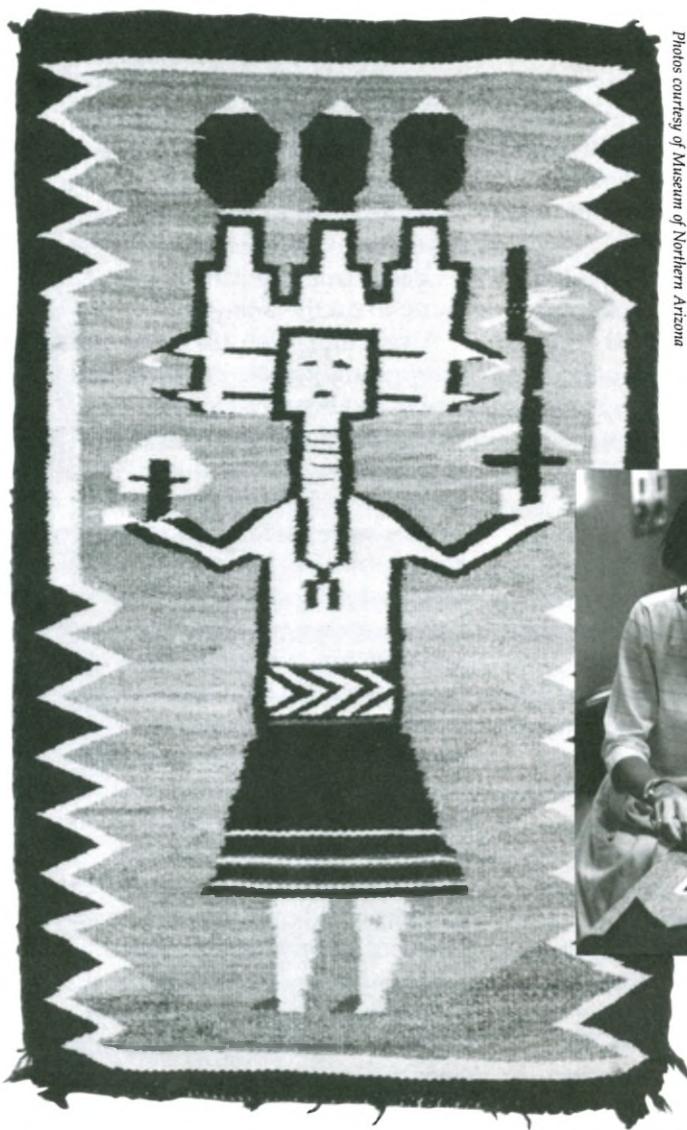
"Many of the textiles had been written up or exhibited nationwide, but almost three-quarters of them were unidentified or incorrectly described," says Elaine Hughes, the museum's anthropology collections manager. "Much of the collection was a mystery."

A 1986 accreditation report from the American Association of Museums (AAM) called for an improvement in the museum's textile storage. Part of the museum's response to that effort was a major documentation project, undertaken with support from the National Endowment for the Humanities.

The documenting of collections is receiving increasing attention in the museum world. The AAM's Commission on Museums for a New Century report, for instance, pointed out how handicapped many museums are by their ignorance of the contents, location, and condition of their collections. One recommendation called for increased documentation to improve museum collection management. The Museum of Northern Arizona's use of an NEH documentation grant is typical of how institutions, small and large, are increasingly turning their attention to this problem.

"We faced a problem," recalls Hughes. "Our Navajo textile collection had great educational, aesthetic, and research appeal, but we simply did not know what we had."

Marguerite H. Sullivan is director of communications policy in the NEH Office of Publications and Public Affairs.



Photos courtesy of Museum of Northern Arizona



Early Modern Navajo rug with a Yei figure, a Navajo god or spirit. Inset: Laurie Webster catalogues a Navajo textile.

The more than 700 Navajo textiles comprise the bulk of the museum's 1,200-item textile collection. Hughes, who joined the museum after the AAM did its reaccreditation, found that many of the textiles were folded and crammed into drawers, with little known about their physical condition. No inventory had been done in years.

Under Hughes's supervision, two volunteers systematically unfolded each textile, took its measurements, and assessed the textile's condition. Luckily, except for creases, most were in good shape. Only a handful showed evidence of infestation.

The problem of storage was addressed next. Having for the first time accurate measurements of each

textile, Hughes used a grant from the National Science Foundation to purchase various-sized storage cabinets. Each textile was rolled around acid-free cylinders or laid in drawers in the new cabinets.

The museum then turned to the task of documenting the collection. During the preliminary inventory, Hughes discovered that a number of the textiles were mistagged, double- or triple-labeled, or not tagged at all, and that most were catalogued broadly. Only 28 percent were sufficiently identified, and the remaining 72 percent had no indication of their style or function. Descriptions of type, size, period, or method of manufacture were unreliable.

The Navajo textiles were divided into just three categories: "clothing," "miscellaneous textiles," and "rugs and blankets." The last category alone contained approximately 650 items with little distinction made between a rug of one century and a blanket of another.

"When researchers were looking for textiles of a particular regional style, pattern, or time period, they were hampered by the sheer number of catalogue cards they had to check," says Hughes. Because of the risk of misidentifications, the museum often wasn't able to fill the requests of researchers wanting information on the textiles.

"We felt that the error rate on the catalogue cards was too high for us to rely on them," she adds.

Items had been identified by more than sixty people whose experience ranged from those with no expertise to textile scholars such as Joe Ben Wheat, curator emeritus of anthropology at Henderson Museum at the University of Colorado, Boulder. Differences in textile descriptions occurred even on the cards. One, for example, described a textile as "Navajo blanket" by one cataloguer, "Salltillo serape" by another, and "My guess is Germantown yarn" by yet another. One textile was listed as a saddle blanket from the 1880s, but researcher files showed that Wheat identified it as a Classic Period child's serape from 1865. In another instance, a wearing blanket was first placed in the 1840s, then relabeled as

being from 1804, and finally placed by Wheat between 1750 and 1800.

"There was a lot of folklore in the cards," says Hughes. "Navajo textiles are proven indicators of internal cultural change in relation to historic events with foreign cultures. We determined that only intensive study, which recorded the type of weave, yarn, wool, dye, and other details, would permit proper identification."

With the NEH grant, the museum hired Navajo-textile scholar Ann Hedlund, an assistant professor of anthropology and director of the museum studies program at Arizona State University in Tempe, to be a consultant, and Laurie Webster, a recent anthropological master's degree recipient from the University of Arizona, to do the analysis.

A year ago, Webster began going through the textiles, which range in size from three by four inches to twelve by fifteen feet, working on each for a minimum of two hours each. Instead of three categories, the textiles were divided into thirty-two. Each textile has been analyzed by object, style and type, culture and period, maker or artist, location of manufacture, and date of manufacture, with a detailed description and a drawing of the textile to accompany it. The analysis also includes the textile's attributions, its measurements, fibers used, their color source and count of threads per inch, technology used in its manufacture, its condition, extent of repairs, even its end finishes and side selvages.

The project ended last June. It has already had many benefits. Says Hughes: "Now we know thoroughly what the collection contains. When a researcher requests information, it is easy to get it quickly.

"We've also been able to rotate items off exhibit," she adds. "We couldn't do that before." The documentation has improved the museum's exhibit interpretation as several Navajo textiles on exhibition were found to be mislabeled.

The museum's next step may be to trade some textiles of certain periods it has in excess for items it lacks.

While there have been many requests for the Navajo textiles, Hughes anticipates that demands

will grow significantly once the collection is computerized and a catalogue published.

The Navajo textile inventory by the Museum of Northern Arizona is just one in an increasing number of documentation grants NEH has awarded since the category began in 1985. Since then forty-six grants totaling \$1 million have been awarded. The grants have ranged broadly and include those to the Society for the Preservation of New England Antiquities to document collections in a number of its historic properties; to the Southwest Museum in Los Angeles to computerize documentation of its photo archives; to the Peabody Museum of Archaeology and Ethnology at Harvard to document the Claflin collection of North American ethnographic objects; and to the Henry Ford Museum and Greenfield Village to document collections of lighting devices, radio and television artifacts, and graphic arts.

"Documentation is the fundamental first in collection analysis," says Steven Hamp, chairman of the Ford Museum's Collection Division. Because the process is not glamorous, donors frequently won't pay for it, and the public simply assumes museums already have done it. "But we all know that museums are not where they should be in terms of collection documentation and justification," Hamp says.

He adds, "Museums are getting more critical in what they take in. Collections take up space, time, shelving, and staff. That's why it is so important for museums to do that internal housekeeping: finding out what they have, making sure it is what they want, setting up a program to rectify what they don't have and getting it, and identifying and removing what they don't need. And collection documentation is absolutely critical in this process." □

In 1988, to document its Navajo textile collection, the Museum of Northern Arizona received \$25,228 from the Humanities Projects in Museums and Historical Organizations Program of the Division of General Programs. Documentation of collections primarily for research is underwritten by the Research Division.

Photo by Marjorie Bol



THE MASK AS METAPHOR

The Mixing of pre-Columbian and Christian Symbols in Mexico

BY ELLEN MARSH

IT IS THE BEGINNING of November; the harvest season is nearly over and the Days of the Dead are at hand. In Acatlán the townfolk gather in the cemetery and adorn the graves with vivid orange marigolds and red coxcombs. That night the cemetery glows with hundreds of flickering candles. Incense fills the air.

The afternoon of the next day, All Souls, a dance of *tecuanes*, or wild beasts, is performed at the cemetery entrance. Masked dancers representing the devil and death tease and pull children from the crowd, while "old ranchers" perform a lively line dance. The masquerade is far richer in symbolism than our North American Halloween, which has been diluted to a children's outing of candy and costumes.

To examine the anthropological importance of such religious festivals in Hispanic culture, the Museum of International Folk Art of the Museum of New Mexico in Santa Fe has opened "Behind the Mask in Mexico." The exhibition, which is supported by the National Endowment for the Humanities and continues through September 1990, records and explains a way of life that is relatively unknown to outside communities.

The African Influence

The influence of African slaves brought to Mexico by the Spanish can be seen in one of the winter festivals in the village of San Lorenzo in the state of Michoacán. On the first day of January, three different groups of dancers honor the past year's ritual officers and welcome the new officers. Two of the dance groups, the viejitos or "old ones" and the negritos or "blackmen," wear elegant clothing. The third group, the feos or "uglies," are ridiculously dressed buffoons who engage in rude and raucous clowning. The viejitos and negritos express the seriousness and authority of the elders, while the feos demonstrate the dire consequences of flouting correct behavior.

The presence of blackmen as dancers in this and in other Mexican festivals has an interesting history. The Spanish brought large numbers of African slaves, placing them in supervisory positions over the native populations. Blacks were therefore linked in the Indian mind to the wealthy colonists, reinforcing the pre-Columbian significance of the color black as a symbol of power, wealth, and divinity.

*Dancer as blackman in
a festival at San Lorenzo,
Michoacán.*

Ellen Marsh is a research assistant for Humanities.

The museum's curators looked to Mexico's towns and villages, where the festivals thrive, as a repository of that tradition. The native Indian population had long placed significance in elaborate masked rituals. When Spanish friars arrived in the sixteenth century, they introduced European religious dramas as a way of teaching Catholicism. Eventually, elements from pre-Columbian religions mingled with Christian symbols. The cultural broth was further enriched by African dances and masks introduced by the black slaves the Spanish brought to Mexico.

While other museums have exhibited Mexican masks as isolated works of folk art, the Museum of International Folk Art wanted a contextual approach. James Griffith, director of the University of Arizona's Southwest Folklore Center and a consultant on the project, said the ideal exhibition would create a context in which "not a single mask would appear alone."

With guidance from Mariá Teresa Pomar and Ruth Luchega of the Museo Nacional de Artes e Industrias Populares in Mexico City, museum personnel made five field trips to Mexico, collecting costumes and videotaping festivals at each site.

Although the museum already had an impressive mask collection, more were acquired. "We planned to illustrate contemporary dances, so we needed contemporary masks as well as the costumes that accompany them," explains Marsha Bol, project director and curator of Latin American folk art.

Bol notes that there are fifty-six separate languages in Mexico, a country of great ethnic diversity.



Each town has a different way of celebrating festivals; each has its own emphasis on certain holidays and saints' days. Faced with choosing among hundreds, the museum decided to concentrate on six festivals of the liturgical year: Carnival in Papalotla in the state of Tlaxcala; Holy Week in Mochicahui, Sinaloa; Holy Cross in Zitlala, Guerrero; Corpus Christi in Suchiapa, Chiapas; Days of the Dead in Acatlán, Puebla; and the winter ceremonial season in San Lorenzo, Michoacán.

Combining music, dance, religion, and theater, Mexican festivals are colorful and lively, and the exhibition is designed to impart that excitement. Photo murals show scenes from each of the six towns—a street, a cemetery, a chapel facade, processions of dancers. Mannequins, cast from life in dance poses, wear masks and costumes. They are grouped, along with life-sized photographs of dancers, in dioramas that visitors





Photos by Marsha Bol

Top left: This 1897 photograph, taken at Santa Fé de la Laguna, Michoacán, shows a band of viejos. The viejo, or old man figure, is commonly portrayed in Mexican folk dances. Top right: Masks in various stages of completion. Bottom left: A mask maker's workbench with mask in progress. Bottom right: Mask maker Victoriano Salgado in his workshop.



can walk around, in effect becoming part of the festival. Video monitors next to each diorama show the actual festival from each village. Sounds from the videotape—music, laughter, singing, shouts—create an atmosphere of gaiety and holiday.

"We were not trying to replicate the scene," says Bol, "but to give the feel of it. We tried to be very Mexican in our use of materials." The video machines sit on plain wooden benches; walls and objects are painted with brilliant pigments purchased in Mexico. Clear filament light bulbs hang from wires. A trompe l'oeil sunset decorates the ceiling, and the walls simulate concrete block, a common Mexican building material.

In the Mexican countryside, townspeople spend months preparing: Women sew costumes and prepare special foods; dancers and musicians rehearse. Fireworks are ordered; churches, chapels, streets are decorated. Hosts pay for and su-



Photo by Blair Clark

Video monitors, alongside the costumed mannequins, present sights and sounds of the festivals.

pervise some of the activities, but nearly everyone in town participates. The festivals are created and performed by local residents, many of whom have become expert through years of practice.

The mask makers live in the villages and generally earn their livings at other jobs, creating masks in their spare time. Various materials are used for the masks—wood, leather, wax, clay, cardboard, felt, wire mesh, even gourds and turtle or armadillo shells—which are decorated with paint, lacquer, human and animal hair, beads, sequins, and any other product that appeals to the ingenuity of the mask maker. Some masks, of papier-mâché, are discarded after the festival; others, depicting evil or wickedness, are burned; and still others are carefully stored and used year after year.

Jane Brody Esser, senior consultant for the exhibition, writes in the accompanying catalogue: "Mexican masks are worn neither to impersonate gods, nor out of fear and trembling in the face of a terrifying and chaotic nature. Rather, they are part of highly structured and carefully organized ceremonials that permit their constituency to celebrate themselves. These masks salute ancestors and honor saints and their living equivalents—those elders of the

community who assume responsibility for ritual life."

She adds: "Because mask-using communities are generally small and everyone knows everyone else, masks allow people to express concepts and assume identities beyond the roles generally accessible in the village. And lastly, but hardly least, there is the splendid drama of visual and auditory impact, a splendor generated from means so slender as to suggest the miraculous."

The diorama of the festival of Corpus Christi in Suchiapa includes a portion of a chapel with ceiling beams decorated with fresh fruit and flowers and plastic utensils—offerings by the men and women of the village. Suchiapa's festival, like most Corpus Christi celebrations in Mexico, is associated with hunting. Masked actors representing jaguars, deer, and the plumed serpent *gigantón* confront white-faced clowns called *chamulas*, who carry live or stuffed wild animals. At the same time, a small boy and a masked dancer costumed as a plumed serpent enact a David and Goliath story. The mingling of pre-Columbian elements of the serpent and jaguar with Christian biblical stories characterizes the mestizo culture.

In addition to the six festival dioramas, the exhibition includes a re-

production of a Tarascan Indian kitchen in a log building called a *troje*. Adjacent is a facsimile of mask-maker Victoriano Salgado's workshop in Uruapan, Michoacán, containing masks in various stages of completion. A video monitor by the installation shows Tarascan women preparing holiday delicacies for the feast of the Presentation of the Christ-Child—meat with elaborate *moles* or chili sauces, stews, sweet wheat breads, and chocolate. It also shows three mask makers at work—Salgado; Antonio Saldaña of San Juan Nuevo, Michoacán; and Oliver Velazquez of Suchiapa, Chiapas.

Various activities accompany the exhibition. There have been workshops for children and families, and trunks of masks, photographs, and costumed dolls are available to schools, libraries, and civic groups. The exhibition catalogue, published by the Museum of New Mexico Press, contains scholarly essays and nearly 300 photographs of masked festivals in various parts of Mexico. It was named the "best scholarly book for 1988" by the Pacific Coast Council on the Latin American Studies Association.

"An appreciation of the mask is the road to appreciating the festival," writes Francisco Mirando of the Colegio de Michoacán, "and the festival is the key to understanding the Mexican's distinctive view of life." Out of the encounter between the indigenous peoples and the Europeans has come a festival tradition with elements of both pasts, enriched by each but no longer resembling either. □

For the exhibition "Behind the Mask in Mexico," the Museum of International Folk Art received \$228,268 from the Humanities Projects in Museums and Historical Organizations Program of the Division of General Programs in 1987.

COLLECTING THOUGHTS

NEH/Reader's Digest Teacher-Scholars Pursue Independent Studies

BY JAMES S. TURNER

PRESIDENT BUSH CALLED them "the most accomplished members of a most important profession." They are the fifty-three teachers who will embark this September on a year of independent study as the first recipients of NEH/Reader's Digest Teacher-Scholar awards.

At a White House ceremony honoring the teachers last spring, the President said, "Without you, our links to the past and our vision for the future—all that we are, all that we've accomplished, all that we would be—would lay dormant in the minds of our children."

The teacher-scholars are receiving stipends of up to \$27,500, enabling them to take time off from teaching to study topics of their choice in the disciplines of history, literature, or foreign languages. Selected from both the elementary and secondary levels, they represent the fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Each school from which a teacher-scholar is selected receives a \$500 book stipend for library acquisitions.

The NEH/Reader's Digest Teacher-Scholar Program evolved from *American Memory*, a 1987 National Endowment for the Humanities report on the state of the humanities in American public schools. Finding that teacher-preparation programs underemphasize the area of study, the

report recommended that new opportunities be made available to teachers to explore the humanities disciplines they teach.

"Good teachers often must struggle to find adequate time to think and learn more about the subjects they teach," says NEH Chairman Lynne V. Cheney. "We at NEH are delighted to provide an opportunity for teachers to conduct a full academic year of rigorous, self-directed study in the humanities."

NEH supports the program in partnership with a fund established by DeWitt Wallace, founder of *Reader's Digest*. The Endowment received a \$1.5-million grant from the fund to pay approximately one-third of the program's costs for three years.

Project proposals are judged on intellectual quality, the significance of the topic, and the relevance of the plan of study to the applicant's teaching responsibilities. Topics of the 1989-90 teacher-scholars include classical poetry as reflected in Aristotle's *Poetics* and Greek drama; Chaucer's *Canterbury Tales* as a socio-cultural record of medieval life; women writers in France since 1789; and the origins, experiences, and legacies of the Vietnam War.

"Imagine the impact these teachers will have on their students and fellow teachers after they return from a year away from the classroom—a year in which they were free to learn," says George V. Grune, chairman and chief executive officer of *Reader's Digest*. He calls the sabbatical program "important to all of us because it ensures that America's teachers—the people entrusted to educate our nation's students—are the best at what they do."

Following are profiles of some of the 1989-90 teacher-scholars and their projects:

Kenneth E. Resch

*English teacher, grades 9 through 12
Stephen Hempstead High School
Dubuque, Iowa*

Research area: *William Wordsworth and English Romanticism*

Compelled by a long-standing fascination with English romanticism, Resch will explore ways in which Wordsworth's poetry both shaped and was shaped by the spirit of the times.

"While the younger generation of English Romantic poets carried poet-

James S. Turner is assistant editor of Humanities.

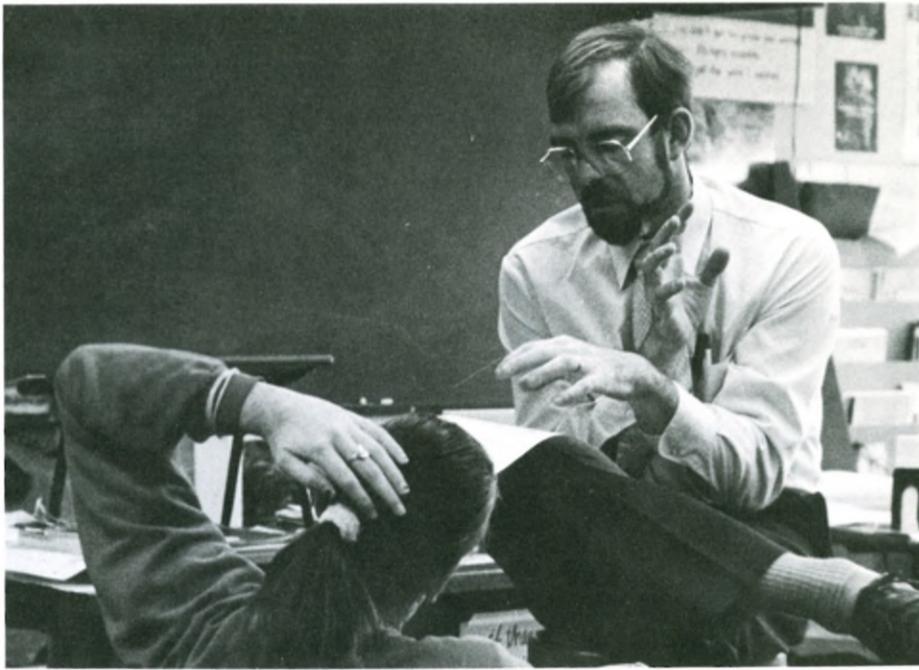


Susan Meeker



Esther Dunnegan

ry to new heights of expression, Wordsworth's thought about freedom and nature was foundational to the Romantic movement," says Resch, who has an M.A. in English from Western Illinois University. He will study Wordsworth's biography and letters, selected literary criticism, the social and political climate of the period 1790-1830, and the expression of Romantic ideals in the art of the period, all of which will ground his rereading of Wordsworth's literary corpus.



Kenneth Resch

"With their interests in the social revolutions of today, my students relate quite easily to the Romantics," says Resch. In addition to enriching the content of his advanced-placement English course, Resch also hopes to teach an evening course on the English Romantics at one of the local colleges in his area.

Esther M. Dunnegan

*History and psychology teacher grades 10 and 12
Athens Drive High School
Raleigh, North Carolina*

Research area: *The Islamic influence in Nigeria, Pakistan, Malaysia, Trinidad, and Egypt*

Dunnegan is undertaking a comparative study of the development and influence of Islam in five modern countries. "To get a historical perspective on Islam's spread outside the Middle East, I will read translated works by Islamic historians dating from the fourteenth century," says Dunnegan, who has an M.A. in history from North Carolina Central University. "From there, I will explore how the spread of Islam has affected these countries politically, socially, and economically since their independence."

In addition to reading an extensive bibliography on each country, Dunnegan will study elementary Arabic at Duke for insight into the language's influence on Muslim cultures. She will take a course on modern Islam at the

University of North Carolina and view relevant films available at the UNC film library.

Beyond improving her sophomore course on world cultures, Dunnegan hopes to generate discussion about including study of Islam in curricula throughout the state through her involvement in teaching-strategy workshops at summer institutes for North Carolina school teachers. To reach a wider academic and public audience, she also hopes to speak on Islam in lecture series at local community colleges.

Susan G. Meeker

*History teacher of gifted students grades 6 through 12
Hunter College High School
New York City*

Research area: *The antebellum South*

In addition to pursuing her interest in the antebellum South's social structure and economic reliance on slavery, Meeker is particularly curious about the effect of westward expansion on the credit system and slave economy, the degree to which John C. Calhoun's political thought was purely sectional, and the existence of a "southern mind."

Meeker, who has an M.A. in the teaching of history from Columbia University, hopes to teach an elective based on her research. Because

Photo by Robert Waulle

Photo by Susan Quarry

Courtesy of Kenneth Resch



Courtesy of Alice Price

Alice Price

her school is a "laboratory school" to which other schools in the area turn for ideas, any curriculum materials that evolve from faculty enrichment, she says, could have an impact on curricula elsewhere.

"After more than twenty years of teaching in the northeastern United States, I have noticed that southern history has been undertaught, if not ignored, in high school curricula," says Meeker. "Many of my students have a very parochial view of southern history, so I think it's time to get a more rounded one."

Matt L. Berman

*Teacher, grades 3 and 4
Metairie Park Country Day School
Metairie, Louisiana*

Research area: *Philosophy and children's literature*

To develop a reference guide to the philosophical content of children's literature, Berman will read hundreds of children's novels and annotate them all for their general philosophical content and a dozen of the most philosophically dense line-by-line.

"One of the common elements of excellent children's literature is serious philosophical content," says Berman, who has an M.A.T. in Philoso-

phy for Children from Montclair State College, New Jersey. Children's literature addresses questions such as "What is it that makes you *you*?" and "What is ownership?", issues of abiding interest in the history of philosophy, he says.

"Too often my discovery of a children's novel that addresses a particular idea occurs haphazardly," says Berman. His purpose is to identify and codify the children's literature that is richest in philosophical content to enhance not only his own teaching but also that of his colleagues nationwide. Montclair State's Institute for the Advancement of Philosophy for Children, which has developed a program for teaching the ideas of the great Western philosophers based on inquiry into philosophical concepts in children's literature, has agreed to disseminate Berman's annotated guide.

Berman also hopes to include the guide in a book on teaching reading to children.

Alice H. Price

*English teacher, grades 10 and 12
Lincoln Park High School, Chicago*

Research area: *Black literature from slave narratives to the present*

"At the center of my research will be the slave narratives," says Price, who has a Ph.D. in English from the University of Illinois. "I have been offered the use of a research library in Chicago—the Newberry—so I will



Courtesy of Judith Lightfoot

Judith Lightfoot



Courtesy of Alan Olds

Alan Olds

be studying primary documents. At the other end of my studies I will read contemporary literature and literary criticism by and about black writers, particularly women."

In addition to her independent reading, Price will take a course at Columbia College on the history of slave narrative and at Loyola University on contemporary feminist criticism, and will study the influence of Bible stories on slave narratives with a professor at Garrett Theological Seminary.

“Without you, our links to the past and our vision for the future—all that we are, all that we’ve accomplished, all that we would be—would lay dormant in the minds of our children.”

President Bush

Over the course of three years, Price hopes to implement a number of voluntary after-school seminars on black writers for her inner-city, honors, and advanced-placement students. “I want to interest them in seminars and also encourage them to do reading that supplements their classroom work,” she says. “We will meet in the school library to read and discuss excerpts from various books, which they can then borrow from the library to read completely.”

Alan E. Olds

*English teacher, grades 10 through 12
Arvada West High School
Arvada, Colorado*

Research area: *Chinese literature*

“I teach a course in world literature, and because the textbooks concentrate primarily on European and Russian literature with a smattering of African, Latin American, and Japanese works, I saw a need to investigate Chinese literature to add to the course’s content,” says Olds, who has an M.A. in secondary education from Stanford University.

After studying Chinese literary history and reading some of China’s major literary works, he will research the New Culture Period in China (1919 to the early twenties), a

time characterized by a movement toward democratization. This will provide the context for his study of the short stories of Lu Xun, whose work typifies the period and is both “representative of Chinese culture and accessible to the modern reader,” he says.

“Having traveled in the Far East,” says Olds, “I think I owe it to my students to introduce them to those cultures, because they’re probably going to be dealing with people from the Orient on a regular basis by the time they’re adults.”

Judith H. Lightfoot

*English teacher, grades 10 through 12
Lakeside School, Seattle, Washington*

Research area: *Versions of modernism in Pound, Eliot, Williams, Stevens, H.D., Moore, Bishop, Ashbery, and Rich*

Lightfoot seeks to understand modern American poems in their historical context, broadening her perceptions beyond those afforded by the New Critical method.

“Ever since the New Criticism came in, there’s been much emphasis on the individual work of art as some kind of artifact or icon that is separate from the culture that gave rise to it,” says Lightfoot, who has a Ph.D. in English from the University of Washington. “I propose to read the nine poets intensively in light of their intellectual, cultural, and social backgrounds, along with critical works on their poetry from diverse schools of modern criticism.”

Lightfoot says that the experience of being a student again should make her a better teacher. “Students learn when new information begins to coalesce into patterns that become insights,” she says. “Likewise, by becoming absorbed in something that upsets my old way of perceiving, I hope to find and assimilate more precise language for discussing modern American poetry.” □

The NEH/Reader’s Digest Teacher-Scholar Program is supported by \$1 million through the Division of Education Programs and \$500,000 through Reader’s Digest in each of the fiscal years 1989, 1990, and 1991.

Next Application Deadline for Teacher-Scholar Candidates

The application deadline for 1991–92 NEH/Reader’s Digest Teacher-Scholar candidates is May 1, 1990. In January 1990, applications will be available from the Division of Education Programs, Room 302, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C., 20506 202/786-0377.

IN THE EARLY 1900s, Cora Wilson Stewart helped more than 130,000 adult Kentuckians learn to read. Eight decades later, she is still playing a role in Kentucky's literacy movement.

Adult Kentuckians now read about Stewart's ideas and programs in Carol Crowe-Carraco's *Women Who Made A Difference*, which covers the accomplishments of Kentucky women over the past two centuries. The book was designed to provide reading material for adult literacy students as part of Kentucky's New Books for New Readers program. The students look for parallels between themselves and earlier Kentuckians who had visions of a better society.

While serving as the Rowan County school superintendent in 1911, Stewart opened the Moonlight Schools for New Readers, a program that accommodated working adults by holding classes in the evening, on nights when the moon was bright enough to see by. Stewart also founded the Kentucky Illiteracy Commission and wrote books for new adult readers that were later distributed to more than 50,000 soldiers during World War I.

Similar to the materials Stewart created eight decades ago, the texts in the New Books for New Readers program present adult-interest topics at third- to fifth-grade reading levels. To reach the more than 400,000 Kentuckians the Kentucky Literacy Commission believes are functionally illiterate, the Kentucky Humanities Council originated the program in 1988. "We weren't reaching that part of Kentucky's population," says Ramona Lumpkin, former executive director of the Kentucky Humanities Council.

The council hoped to teach new readers to view their reading not simply as a means to survival but as a source of knowledge. With this in mind, the council approached the state literacy commission and the Kentucky Department of Libraries and Archives to ask for support. The three organizations joined forces to design a two-part program. The project includes a series of five books written by local scholars to be used in book-discussion groups.

Carole Parish is an editorial assistant in the NEH Office of Publications.

Learning to Read,



Literacy student Rena Faye Fouts.

Reading to Learn

BY CAROLE ANNE PARISH

In addition to Crowe-Carraco, professor of history at Western Kentucky University, the groups chose two historians, a former English professor, and a folklorist to write the new-reader texts. The new-reader materials cover issues ranging from Kentucky history and methods of historical analysis to the evolution of agrarian and industrial work patterns in Kentucky culture. "We felt that books focusing on the nearby and familiar would be a comfortable point of entry for the new reader," says Lumpkin.

It was after studying a National Endowment for the Humanities-funded project sponsored by the Literacy Volunteers of America that the Kentucky council decided to involve its target audience in the creation of the books through a draft-evaluation process. "The literacy students let the writer know what works, what doesn't work, what's understandable, and what's condescending,"

says Lumpkin. The Kentucky Literacy Commission provided evaluators through student/tutor groups from local literacy councils.

Sister Mary Cullen, literacy coordinator for Harlan County, at first believed her students were too shy to provide input. "We hesitated to bring students together because it seemed like such a big step for them to just ask for help, but they feel so good about themselves now that they're at this level and can read and discuss something really close to them," she says.

In designing *Choices*, in which fictional characters face typical adult decisions, author George Ella Lyon asked her students to come up with a list of issues the text should cover. Writing according to their suggestions, Lyon incorporated details from students' lives into her stories.

The University Press of Kentucky has agreed to print at cost 1,000 copies of each book. Half of the copies will go to the 112 local literacy councils in Kentucky, and half will be kept by the state's Department of Libraries and Archives for use in future new-reader programs. "One of the most important aspects of the project is that it has been so collaborative, which is a real tribute to the literacy network in the state," says Nancy Forderhase, chairman of the Kentucky Humanities Council.

Each literacy student reading above the third-grade level will be allowed to choose one book to keep. For many, it will be the first they have ever owned, according to project coordinator Judith Cheatham.

The books will be introduced this September at "Partners in Adult Learning," an annual conference featuring workshops with scholars, tutors, and literacy students. In the final phase of the program, ten Kentucky county libraries will host a series of scholar/student book-discussion groups to begin this fall and run through May of 1990. By providing copies of the books, a how-to pamphlet, discussion questions, and small grants for start-up projects, the Kentucky literacy groups hope that the books will be used in future new-reader programs. □

Three of the books and the reading and discussion programs were underwritten by a \$53,100 grant from the NEH Division of State Programs.

Brooklyn College

continued from page 11

ciplines devoted long evenings to arguing constructively about the specific readings and objectives of individual courses, their interconnections, and the gaps in the core. The gaps, while regrettable, had been of our own choosing, and if the teaching faculty did their job right, the students would be challenged to close those gaps themselves. It is difficult to convey the quality of esprit and commitment of these initial all-college hearings. The process of exposing the draft syllabi to criticism by panels not involved in the core's creation made many of the faculty aware for the first time of the actual content and gave them the opportunity to contribute to its formulation.

Underlying it all was one guiding view: our vision of what it means to be an educated person. As was soon apparent, the planning committee of which I was a part was firmly biased toward the creation of a coherent liberal arts core and rejected outright the concept of distributive requirements, the usual political compromise which masquerades as a core. Fortified with data from student transcripts during our open admissions period showing that the cafeteria-style curricula had yielded for many students no more than the lowest denominator of a fragmented liberal arts education, we became united in the conviction that the best starting point for their college education would be a shared intellectual experience in the liberal arts and sciences through which their critical awareness and conceptual skills would also be honed.

Before we presented the three core models with their rationales to the faculty council, we had made every attempt to consider the usual arguments against the common-core concept.

Given the heterogeneity of our students, it was charged by some that the concept of a required core was "elitist" or, worse, suicidal in the competitive market of a declining college-bound pool of students with strong vocational interests. But, there was clear evidence from the re-

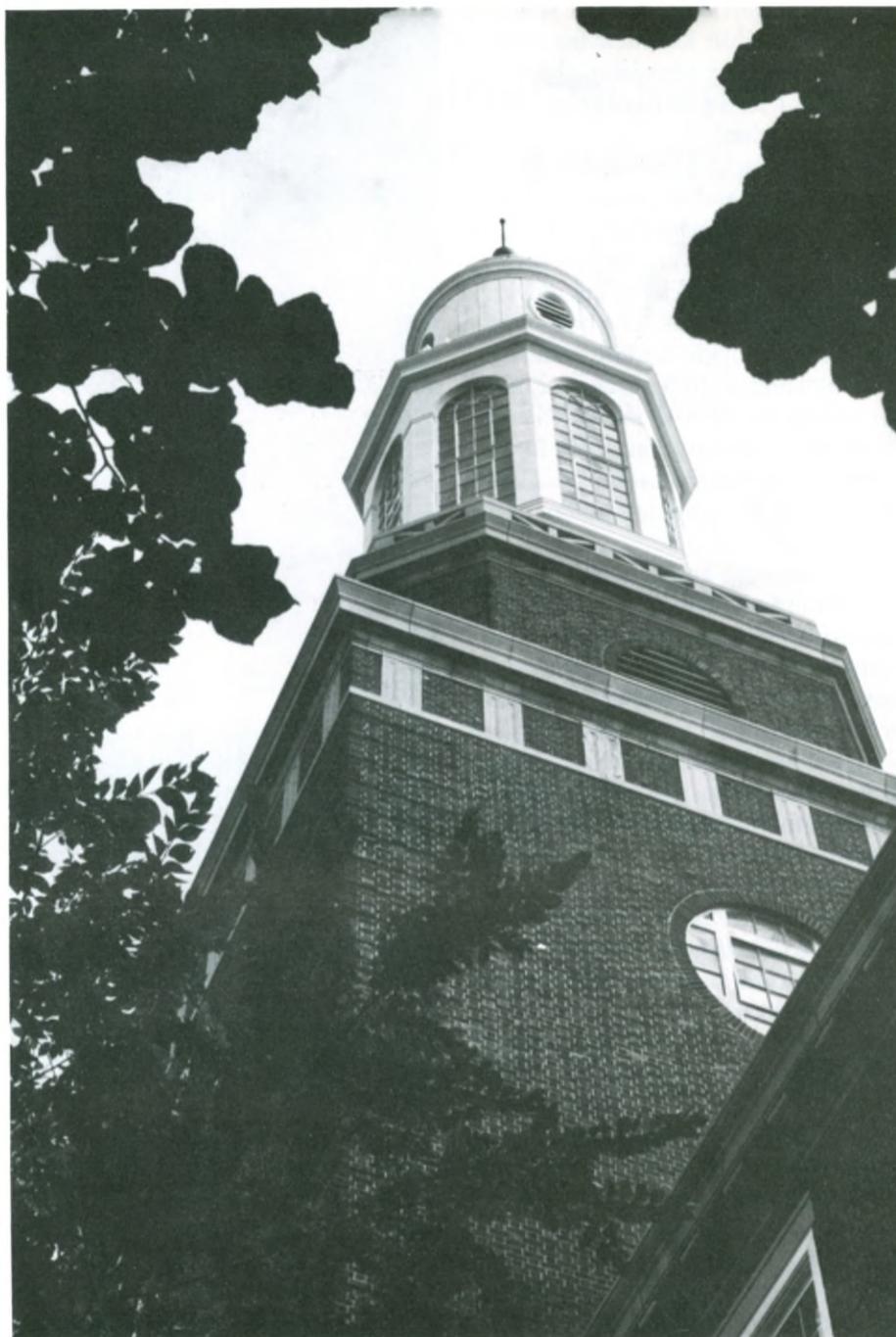


Photo by George Bing

Brooklyn College's La Guardia Hall.

cent past that our distributive cores had produced unevenly and unequally educated graduates. A case in point is Harvard's new smorgasboard which is susceptible to yielding an unbalanced and insubstantial diet as the result of a student's innocent eclecticism or esoteric taste. Granted that we all owe a debt to Harvard for spearheading the core revival, the choice of eight courses out of a potpourri of 160 in five areas is nothing more than a new brand of distribution requirements.

We argued that the way of integrity was to compensate for different

degrees of preparedness through exposure to a common program of ten new courses designed as the foundation for the rest. All students would be privileged, not the fortunate few.

As one quarter of a student's entire program, our core would introduce a minimum level of content and competence to be enhanced in elective studies and in the major field of concentration.

Against the argument that a fixed core reduces students' individual freedom of choice and personal responsibility for their education, we held that choice was an illusion

when it is based on innocence or ignorance of the content or comparative value of the range of courses. Free-choice colleges, it was pointed out, feel obliged to provide individual counseling, a fact that belies their faith in student judgments. We feared that the already disadvantaged might be short-changed in the long run because of limited educational opportunity, not to mention the lure of the easier ride and the pressures of peer influence.

By its advocacy of a common core, our committee had taken a stand on the most fundamental question of all—whether the “knowledge explosion” had put higher education beyond the point at which a common core of learning was possible or even desirable, and the variant of that view, that it is impossible, and even arrogant, to try to define what any educated person should know. Our position was that, as responsible educators, we had an obligation to come to some decision, however difficult, about what would constitute the minimal standard of liberal education our institution would assure to each of its students.

It was in trying to reach consensus that we learned firsthand about the difficulty that lies in the very grain of the process. Our choice of a uniform core was not derived from a desire to make all students alike. We felt confident that we could depend on the academic and philosophical pluralism of our faculty and student body to assure diversity of viewpoints.

By 1981, as we were putting into effect the first tier, the primary educational task was how to induce Brooklyn College’s highly tenured faculty of specialists to develop the expertise necessary to implement the core’s new concepts and transform them into dedicated generalists. In retrospect, the factor that made the difference was our early decision to launch intensive summer seminars for faculty development with support from the National Endowment for the Humanities.

The success of the first summer seminar in 1982 in producing “born again” professors provided the steam we needed to convert old and

young, eager beavers and cynics, and even victims of burnout into a company of zealots committed to the teaching of an integrated core. The spirit generated by that first seminar seems to be self-perpetuating. Equally effective sessions over the past eight summers, attended by 450 participants, have produced animated discussion of texts, teaching techniques, and common purpose. The inclusion of noncore faculty in the past four summers has recharged and broadened the base for the core effort. The returns for the faculty members appear to me worth the small sacrifice in autonomy; they have discovered a new respect for each other’s disciplines through struggling together to integrate the courses and coordinate the required writing component. The rediscovery of the joys of teaching has ignited a campus renaissance.

The built-in writing component of all the core courses has generated the missing and long-overdue interactive dynamic between core faculty and the English department. The teaching of writing is now recognized by the faculty as everybody’s business, and the English department no longer feels quite so alone.

Since the core has been in operation for only eight years, we are unable to assess the long-range post-graduation impact, which is what really counts. However, according to an evaluation in the spring of 1988, a majority of students indicated that they should be required to take a set of core courses, and should not study “only what interests them.”

While some of us still have reservations about the usefulness of traditional evaluation techniques for assessing qualitative impact, we recognize that formal evaluation has its place in any curricular reform. However, the core’s most productive evaluations have come from the teachers themselves, who as its severest critics are in constant search of ways to improve it—keeping the core and themselves intellectually alive.

Perhaps more important than the core itself is the impact it has had on everything else we do. It has become our point of reference for revision of the rest of the curriculum, for our counseling system, for academic

support strategies, and for general institutional renewal. Now that we have a student body that is being exposed to a common foundation and a prescribed level of conceptual skill, we have been facing the logical necessity of revising our electives and all our majors, presaging Boyer’s latest call for “enriched majors.” Some departments have totally redesigned their offerings, others the introductory courses; the school of education is revamping its curricula as well.

For the legions of immigrant students that make up our changing metropolitan population (in earlier waves Caribbean and Russian, and now Chinese), the one constant for bringing them into the academic culture is the inclusive mechanism of a commonly shared curriculum. Our ESL courses and remedial and developmental curricula have been given an identifiable target at which to aim their efforts. I attribute the improvement in student success rates to the fact that the common core automatically provides clear-cut direction for retention strategies that are effective as well as cost effective. Our peer-tutoring center, which last fall conducted 5,000 individual sessions and group sessions for 3,000, has had a major impact on learning for both the tutored and the tutors.

The faculty architects of the Brooklyn core curriculum never anticipated that the curricular model we designed to serve the distinctive mission of our own large metropolitan institution would serve as a paradigm. For us, after more than eight years of operation, it is still a dynamic work-in-progress.

What I have learned is that, however distinctive each institution is, we all have more than enough in common to make exchange useful. More than 200 colleagues have come to seminars on our campus from a variety of institutions: urban and rural, large and small, public and private, secular and religious, four-year and two-year. It is not so much our core model that our visitors take home as a replicable process for beginning or implementing curricular reform on their own campuses. The important discovery was not a new

synthesis of knowledge but a process for achieving consensus. It is this process that has proved enlightening for many who arrive convinced that their own colleagues are uniquely recalcitrant, their administrators either uncommonly arbitrary or apathetic, their students incorrigibly vocational or underprepared, and their problems especially intractable. The highlight of their visit is the interviews with our culturally diverse students, articulate and impressive in their academic achievements and their support of the college's common core.

Despite prophecies about a mandated core scaring off student applicants, the risk did pay off in terms of the quality of the total baccalaureate education we give our students and in terms of its impact on faculty revitalization and institutional renewal. The prophets of gloom are now among our core's staunchest

supporters, as undergraduate enrollment rose again last fall by more than 780 students.

Reform in a large urban institution could not have taken place without a long process of decision making. What we did not anticipate and happily discovered is that the struggle to achieve the consensus needed for a common core generates faculty revitalization and institutional renewal, and that the struggle to maintain consensus seems to provide momentum for the ongoing operation, refinement, and revision of a common core.

The very things that proved to be dynamic and productive for Brooklyn College have in fact proved to be replicable at other institutions. The strategies we hit on were inevitable outgrowths of our decision to design a full-blown core at the outset; any combination of existing courses or piecemeal introduction of new ones

could not have yielded the widespread faculty participation in curriculum development. Whatever and how long a future our core may have, I believe that we have built in enough mechanisms, if we use them wisely, to assure that it remains flexible, alive, and open to change.

Among the important lessons I have learned is that a coherent curriculum is not possible without a sustained faculty development process.

Moreover, the value of common content in educating culturally diverse students is not only its necessity for meaningful intellectual communication but also its utility for throwing into relief the rich pluralism of our students, our nation, and the world we inhabit.

If it is true that the unexamined life is not worth living, then in my judgment the unexamined curriculum is not worth teaching. □

California Framework

continued from page 14

work replaces the "expanding environment" curriculum with mythology, biographies, folk tales, stories, and legends. Bice says his publishing company "enthusiastically" will be submitting history texts.

From its introduction, the California framework generally has received approval. "California aimed high with this framework," says NEH Deputy Chairman Celeste Colgan. "A lot of dedicated people were persistent and made some tough decisions. The end result is not perfect—nothing that complicated could be—but it is an impressive achievement, especially in a textbook adoption state. It might well become a model in other parts of the country."

Fay Metcalf, executive director of the National Commission on Social Studies in the Schools, says the California framework committee performed a "Herculean task" in producing the new K-12 curriculum. "There are many strengths to the document," says Metcalf, noting that it is largely compatible with the National Commission's own report,

Charting a Course: Social Studies for the 21st Century, to be issued this fall.

"We both believe history and geography should be the core of the curriculum," Metcalf says, "although we emphasize the inclusion of the social sciences more heavily in our sequence. But many models work, and California's effort helps advance the field. In all cases, what really matters is the transition from written guide into classroom practice."

Gagnon, a professor at the University of Massachusetts, says that at this point there appears to be "quite a bit of interest" in the California framework throughout the United States, especially in its use of literature and primary sources.

Meanwhile, publishers planning to make California's first submission deadline are in the final stages of development. Besides McGraw-Hill, as many as four major publishers and several smaller ones are investing the millions of dollars necessary to prepare completed texts by the California deadline.

One textbook developer under contract to "a major, national publisher" was willing to speak about its K-8 social studies series on condition that no company names be re-

vealed. "We don't mean to be coy or secretive," a director of the firm says, "but we have to respect the confidentiality of material under development."

Their series, the director says, "is not being developed as a California program—the publisher we're working with does not build state-specific books—but it meets the California program. We have an extraordinary author team writing interesting, in-depth material. We're confident we will meet the California adoption deadline, the texts will be successful, and teachers will be very excited.

"Someone had to make the first move," the director continues, "and California is doing the trendsetting. It's the nature of the beast it was going to take place in an adoption state. Many people are grateful to California; it's very exciting. These are the kinds of texts I want my grandchildren to be reading."

Whether that will happen may become clearer this spring when the education community has its first opportunity to look at the new textbooks. The next question will be whether the California approach begins to catch hold in the rest of the country. □



NOTEWORTHY

The Rewards of Audience Statistics

The end of one fiscal year and the start of the next is a time of evaluation—of where one's been and where one's going. Audience statistics can tell a lot. For instance, more than 212 million people watched Endowment-funded films between October 1987 and 1988. By calculation, PBS draws 4 million viewers an hour on national primetime; fifty-three hours were programs supported by the Endowment. The figure includes airings of "The Adams Chronicles," Parts 2-13, and "Voices and Visions." It doesn't include what may have been broadcast locally rather than nationally. More than 10 million people attended museum exhibitions such as "The First Egyptians" and "Caribbean Festival Arts." Other public programs supported by the Endowment drew an estimated



Photo by Carl Samrock

542,016 people to book discussion groups, lectures, and other library programs over a six-month period. The statistics come from Donald Gibson, director of the Division of General Programs.

Humanities Over the Airwaves

Humanities has made it to prime time on Washington Ear, Inc., a Washington, D.C., radio station that provides reading services for the sight impaired. Selections from *Humanities*



Metropolitan Washington Ear, Inc.

and five other publications, including *New Republic* and *Southern Living*, are read Tuesday nights between 9 and 10 p.m. on the "Off the Newstand" broadcast. "We have listeners with different interests," says executive director Kathie Kielich, "so we want to give them a wide spectrum of publications."

Award-Winning Films

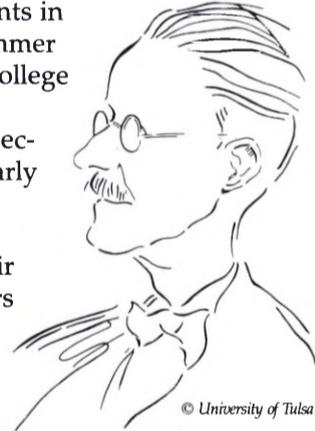
Another positive sign on the film front: The short story dramatization of Katherine Anne Porter's "The Fig Tree" received the gold medal at the 1988 International Film and Television Festival. The Council on International Non-theatrical Events (CINE) awarded Golden Eagle awards to three Endowment films, including *Sentimental Women Need Not Apply*, a history of the American nurse; *The Color of Honor*, the story of

Japanese-American involvement in World War II; and *Thomas Hart Benton: An American Original*, a film portrait of the Missouri artist. *A Tree of Iron*, which traces iron production in two African cultures, received the Society for Visual Anthropology's award for excellence at its festival in November 1988.

Long-Range Seminar Results

Papers that originated at NEH summer seminars as far back as five years ago are appearing at conferences and in published works.

Four participants in 1984-1988 summer seminars for college teachers on "Critical Perspectives on the Early 20th Century British Novel" presented their seminar papers at the 1989 James Joyce Conference, supported by the Pennsylvania



Humanities Council. In another instance, ten papers that were presented at the 1988 Modern Language Association convention had their origins in an NEH seminar the summer before on "American Indian Verbal Art and Literature." Two of these participants also had their papers published as essays in the *Journal of the Southwest*.

—Carole Parish



Sidney Hook

In Memoriam
1902–1989

"Survival is not the be-all and end-all of a life worthy of man. Those who say life is worth living at any cost have already written for themselves an epitaph of infamy, for there is no cause and no person they will not betray to stay alive. Man's vocation should be the use of the art of intelligence in behalf of freedom."

—Sidney Hook

SIDNEY HOOK, a major American philosopher and the thirteenth Jefferson Lecturer in the Humanities, died this past July in California. He had been a senior research fellow at the Hoover Institution at Stanford University since 1973.

For most of his academic career Dr. Hook was connected with New York University, where he began teaching in 1927 and was chairman of the philosophy department for thirty-five years until his retirement in 1969. In 1984, the year he was the Jefferson Lecturer, he gave the address twice, first in Washington and then in New York at his old university.

Through the courses he taught and his many books, he influenced generations of American teachers, philosophers, and political theorists. Among his books are *Toward the Understanding of Karl Marx*, *The Hero in History*, *Pragmatism and the Tragic Sense of Life*, and *Out of Step: An Unquiet Life in the 20th Century*. Hook himself had been a protégé of the pragmatist philosopher John Dewey at Columbia University, where he earned his M.A. in 1925 and his Ph.D. in 1927.

At the time of the Jefferson lecture, Irving Kristol, then professor of social thought at New York University's Graduate School of Business Administration, reflected on Hook's contributions to American pragmatism. Kristol wrote:

"Just as John Dewey is widely regarded as the preeminent American philosopher of the twentieth century, so his favorite and most notable student, Sidney Hook, can be fairly regarded as the preeminent American social philosopher of the twentieth century. . . . Sidney Hook's conception of democracy is one of the main qualities that is so specifically and peculiarly American about him. This conception was derived from Dewey but has been so fully articulated by Hook that it is fair to say that, in his later decades, Dewey was Hook's student in social thought.

"Democracy, of course, is an old idea in political theory, and within the confines of political theory there is almost nothing new that can be

said about it. Indeed, much of what is now written about democratic political theory consists largely of elaborate footnotes to Plato, Aristotle, Locke, the Founding Fathers, Tocqueville, et al.

"Both Dewey and Hook conceived of America not simply as a polity, not even simply as a society, but as a democratic *community*. . . . Unless one appreciates the powerful role played by this sense of community, one will have trouble understanding the philosophical endeavor of Dewey and Hook—that philosophical school known as 'pragmatism.' . . .

"Truths in all areas of life, according to pragmatism, arise within a community whose thinking is not bound by dogma but is open to reflective, self-correcting inquiry. . . . Pragmatism as a philosophy makes little sense unless human beings—not just an individual thinker here or there, and not just scientists—are willing members of such a community.

"This traditional American thinking about constitutional liberties is found in *The Federalist*. It is a cast of mind that, by now, constitutes the 'common sense' of the American people on the matter. Sidney Hook's writing on civil liberties and civil rights are notably in this vein—'notably,' because so much of the theorizing of the past couple of decades represents a sophisticated effort to evade the moral obligations and moral responsibility that freedom itself imposes. The originality of Hook's writings in this field is the kind of originality associated with the recapturing and reaffirmation of older, democratic, constitutional verities that are in danger of being washed away by an enthusiasm for radical innovation.

"It is the genius of Sidney Hook, following the lead of John Dewey, to have enlarged the democratic idea so as to give it a social dimension that transcends while encompassing the purely political. It is because of this endeavor that when we talk about democracy in America, we can talk quite unself-consciously about 'the democratic faith' or 'democracy as a way of life.'"

—M.L.B.

CALENDAR

September ♦ October



Courtesy of Educational Film Center

A documentary that looks at the role played by Franklin D. Roosevelt's closest adviser, "Harry Hopkins at FDR's Side," will be broadcast on PBS October 11.



Photo by Wu Ying-xian

Conferences:

Two international Heidegger conferences convene in September: "Applied Heidegger," September 8-10 at the University of California, Berkeley; and "Heidegger: Phenomenology, Ontology, Poetics—Contemporary Perspectives," September 22-24 at Loyola University, Chicago.

"China in Revolution," a documentary covering the period from the fall of the Manchu emperor to the establishment of the People's Republic of China in 1949, airs September 27 on PBS.



Metropolitan Museum of Art

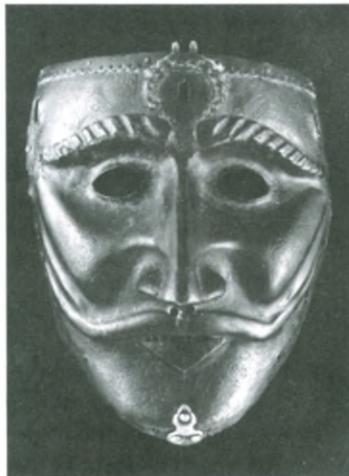
Umberto Eco will be among the presenters on "Peirce and Contemporary Thought" at a congress September 5-10 at Harvard University.



Courtesy of the Center for African Art

"Yoruba: Nine Centuries of African Art and Thought," an exhibition of 100 art works produced in Nigeria and Benin, opens in late September at the Center for African Art in New York City.

The Pompadour high chest of drawers made in Philadelphia ca. 1762 is one of the items to be shown at "The American Craftsman and the European Tradition, 1620-1820," opening in late September at the Minneapolis Institute of Arts.



Hashem Khosrooani Collection

Continuing:

"Timur and the Princely Vision," an exhibition of Persian art and culture in the fifteenth century, is on display at the Los Angeles County Museum of Art through November 5.



Courtesy of Cleveland Museum of Art

"In Search of the Netherlandish Tradition in Art, 1400-1700" will be the subject of a conference October 26-28 at the Cleveland Museum of Art.

—Kristen Hall

THE Humanities GUIDE

for those who are thinking
of applying for an NEH grant

PROPOSALS

DEADLINES

GRANTS

GUIDE

A Chair for the Professor

BY HAROLD CANNON

THE RULE IN the teaching profession seems to be that the higher you ascend, the less time you spend teaching. As NEH Chairman Lynne V. Cheney remarked in last year's report, *Humanities in America*: "When tenure and promotion decisions have been made, achievements in the classroom have counted less than scholarly monographs and articles in professional journals." Soon, however, outstanding teachers of undergraduate students will receive recognition and material rewards through a special competition in the Endowment's Challenge Grants Program.

Each grant will create an endowed professorship that recognizes excellence in undergraduate humanities teaching, particularly in general education and introductory courses. The endowed chair may be filled either by the permanent appointment of a single individual or, on a rotating basis, of a series of individuals. Appointments to the chair must be made on the basis of a demonstrated teaching record, as well as other contributions to the undergraduate humanities program, to colleagues, and to the institution's broader community.

Awards in this special competition are limited to \$300,000 in federal funds, each dollar of which is to be matched by three nonfederal dollars raised in anticipation of or in response

to the grant. The maximum amount for investment, therefore, will be \$1.2 million. The deadline is January 19, 1990. All two- and four-year colleges and universities committed to undergraduate humanities education are eligible in this special competition, no matter how many NEH challenge grants they have received previously.

Applications should include evidence of institutional commitment to the teaching of the humanities, a description of the role envisioned for the Distinguished Teaching Professors, a description of the procedures and criteria to be used in selecting the holder or holders of the chair, a detailed and feasible fund-raising plan, and a scheme for using all grant funds to enhance and develop the study of the humanities. Use of any grant funds for direct or indirect relief of the current operating budget is not allowed.

Institutions new to fund raising in the humanities, or to fund raising in general, may wish to consider a more modest plan than the accumulation of a \$1.2 million endowment fund. For example, a college planning to raise \$300,000 in nonfederal contributions over the five-year period allowed in the challenge grants program might request a grant of \$100,000. At the conservative rate of 5 percent, this endowment fund of \$400,000 would generate an expendable amount of \$20,000 annually. The college might plan to spend \$10,000 on adding a supplement to the salary of the incumbent, \$5,000 on purchasing teaching and library materials of the incumbent's

choice, and the remaining \$5,000 on "buying" released time so that the incumbent could work with students who are preparing to become teachers themselves. In this way a fund-raising campaign of \$60,000 per year for five years could produce a program that would honor excellent teaching and support study of the humanities in perpetuity.

In academic life, the rewards of promotion and tenure often go to the teacher who chooses pursuit of scholarship over devotion to the classroom multitudes. While a quantitative comparison may perturb many readers, it is worth making nevertheless. A scholarly monograph may sell on the order of three or four hundred copies, and the number of readers for each book may be no more than fifty. A teacher with two or three hundred students in a three-credit course may share some thirty-nine hours of communication with them—the equivalent of half-a-dozen books. Institutions of higher learning proclaim a balance of regard for both activities, maintaining that great scholarship and great teaching go hand-in-hand, but the professional rewards system denies this. The new NEH initiative challenges the profession to demonstrate its allegiance to a policy it has long acknowledged.

For details, write Distinguished Teaching Professorships, Office of Challenge Grants, Room 429, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506; telephone (202) 786-0361. □

Harold Cannon is director of the Office of Challenge Grants.

GRANT AWARDS

RECENT NEH

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

Grant amounts in each listing are designated as FM (Federal Match) and OR (Outright Funds). Division and program are designated by the two letter code at the end of each listing.

Division of Education Programs

EH Higher Education in the Humanities
ES Elementary and Secondary Education in the Humanities

Division of General Programs

GN Humanities Projects in Media
GM Humanities Projects in Museums and Historical Organizations
GP Public Humanities Projects
GL Humanities Programs in Libraries and Archives

Office of Preservation

PS Preservation
PS U.S. Newspaper Program

Division of Research Programs

RO Interpretive Research Projects
RX Conferences
RH Humanities, Science and Technology
RP Publication Subvention
RA Centers for Advanced Study
RI Re-grants for International Research
RT Tools
RE Editions
RL Translations
RC Access

Archaeology and Anthropology

American Museum of Natural History, NYC; Aldona Jonaitis: \$200,000 OR; \$253,744 FM. To implement a traveling exhibition, catalogue, and programs exploring the Kwakiutl potlatch in historical and cultural perspectives. **GM**
American Museum of Natural History, NYC; Scarlett Lovell: \$60,000. To publish a catalogue examining Andean cultural history and material culture from earliest times through the period of the Inca state. **GM**
Buffalo Bill Historical Center, Cody, WY; George P. Horse Capture: \$25,000. To plan an exhibition and catalogue on the Battle of Wounded Knee and the significance of the Ghost Dance in native American history. **GM**
Case Western Reserve U., Cleveland, OH; Melvyn C. Goldstein: \$100,000 OR; \$44,907 FM. To study Drepung, Tibet's largest Buddhist monastery (closed in 1959 by the Chinese government.) **RO**
Colorado Springs Fine Arts Center; William H. Wroth: \$150,356. To support an exhibition, catalogue, and programs on the "Santos" (folk religious images) of Hispanic New Mexico and Colorado made between 1860 and 1910. **GM**
Field Museum of Natural History, Chicago, IL; Nina N. Cummings: \$113,018 OR; \$71,144

FM. To preserve the museum's photographic collection by transferring 14,000 cellulose nitrate negatives to interpositive film. **PS**

Ann Fienup-Riordan: \$85,000 OR; \$8,753 FM. To support a comparative history of the encounter between Yup'ik Eskimos and the Russian Orthodox, Catholic, and Moravian missionary groups in western Alaska. **RO**

Harvard U., Cambridge, MA; C.C. Lamberg-Karlovsky: \$10,307. To support the preservation of the Owen Lattimore Collection, a corpus of 3,450 photographs taken during the 1920s and 1930s documenting patterns of life and culture among minorities in China. **PS**

Hebrew Union College New York Branch, NYC; Thomas E. Levy: \$10,000 OR; \$19,935 FM. To continue excavation and analysis of a 4th-millennium B.C. Chalcolithic village and mortuary complex in Israel's Negev Desert. **RO**

International Folk Art Foundation, Santa Fe, NM; Henry H. Glassie: \$100,000. To support a traveling exhibition on Turkish folk art. **GM**
Johns Hopkins U., Baltimore, MD; Glenn M. Schwartz: \$10,000 OR; \$11,539 FM. To excavate and analyze Tell Raqa'i, a small rural village of the mid-3rd millennium B.C. in the middle Habur Valley of northeastern Syria, for data on urban-rural interaction. **RO**

Kenyon College, Gambier, OH; Patricia A. Urban: \$10,000. To support archaeological excavation of a Maya site in northwestern Honduras that was near the major political capital and economic center of the late postclassic period, 1300-1532. **RO**

Museum of New Mexico Foundation, Santa Fe; Stephen Becker: \$50,000. To plan a long-term exhibition on the archaeology, history, and culture of the American Indians of the Southwest. **GM**

North Carolina State U., Raleigh; S. Thomas Parker: \$40,000 OR; \$42,000 FM. To support the final phase of archaeological excavation, survey, and publication of an ancient Roman fortified frontier, ca. 300-500, east of the Dead Sea in modern Jordan. **RO**

Saratoga Middle School, Saratoga, WY; Roderick D. Laird: up to \$28,500. To support a year study of current archaeological theories about the first peoples of North America. **ES**
School of American Research, Santa Fe, NM; Douglas W. Schwartz: \$34,600 OR; \$26,000 FM. To support two postdoctoral fellowships in anthropology and related subjects. **RA**

Southwest Museum, Los Angeles, CA; Jonathan P. Batkin: \$50,000. To plan a reinstallation and catalogue of the Plains Indian collections. **GM**
SUNY Research Foundation/Stony Brook Main Campus, Albany, NY; Elizabeth C. Stone: \$20,000 OR; \$27,748 FM. To survey and excavate the ancient Mesopotamian city Tell Abu Duwari in Iraq for data on architecture, artifacts, epigraphy, flora, and fauna to determine its social organization. **RO**

Temple U., Philadelphia, PA; Philip P. Betancourt: \$30,000 OR; \$41,196 FM. To support the final three seasons of excavation of the Minoan town and cemetery on Pseira, an island off

northeast Crete, to uncover data about Minoan trade and settlement history. **RO**

U. of Alaska, Fairbanks; Michael E. Krauss: \$80,000 OR; \$6,000 FM. To support a history of the Gwich'in tribe in northeastern Alaska through interpretations of oral autobiographies and folktales. **RO**

U. of California, Los Angeles; Donald J. Ward: \$121,049 OR; \$50,000 FM. To continue work on the *Encyclopedia of American Popular Beliefs and Superstitions*, a seven-volume series based on UCLA's archive of folk beliefs. **RT**

U. of Chicago, IL; Guillermo Algaze: \$10,000 OR; \$36,581 FM. To support an archaeological survey in southeastern Turkey of what was a crucial boundary zone between the ancient civilizations of Mesopotamia and Anatolia. **RO**

U. of Chicago, IL; Elizabeth R. Gebhard: \$30,000 OR; \$167,796 FM. To support one year of excavation at the Sanctuary of Poseidon at the Isthmus of Corinth, one of the most important panhellenic sanctuaries in Greece, and two years of field data analysis. **RO**

U. of Florida, Gainesville; Kathleen A. Deagan: \$10,000 OR; \$118,771 FM. To excavate La Isabela, the first colony established by Christopher Columbus. **RO**

U. of Illinois, Chicago; Sylvia Vatuk: \$100,000. To support an interdisciplinary study of the historic family and kinship patterns of a Muslim extended family in southern India (Madras) from the mid-18th century to the present. **RO**

U. of Maryland, College Park; Arthur G. Miller: \$120,000 OR; \$15,000 FM. To support research on the first contact between Spanish conquistadores and the Zapotecs of Oaxaca, Mexico, examining the interaction between European modes of representation and indigenous concepts of self, others, and time. **RO**

U. of Michigan, Ann Arbor; Sharon C. Herbert: \$56,707 OR; \$34,168 FM. To support archaeological study of a trade route from the Nile at Coptos, Egypt, to the port of Berenice on the Red Sea, a major commercial link between Rome and the Orient, 250 B.C.-A.D. 600. **RO**

U. of Mississippi, University; Jay K. Johnson: \$10,000 OR; \$5,132 FM. To study protohistoric Chickasaw settlement patterns and the De Soto route in northeast Mississippi. **RO**

U. of North Carolina, Greensboro; Jeffrey S. Soles: \$30,000 OR; \$130,495 FM. To conduct the final three seasons of excavation on a group of Mycenaean and Minoan sites on the island of Mochlos and the coastal plain of Crete to derive a reliable chronology and cultural history. **RO**

U. of Pennsylvania, Philadelphia; Robert H. Dyson, Jr.: \$23,837. To conduct prepublication research on a 4th-millennium B.C. site, Tepe Gawra in northern Iraq (ancient Assyria), based on the reworking and additional interpretation of excavation records from the 1920s. **RO**

Vanderbilt U., Nashville, TN; Arthur A. Demarest: \$30,000 OR; \$281,642 FM. To survey and excavate the Petexbatun region in Guatemala for a study of warfare among the Maya during the classic period, 300-900. **RO**

Yale U., New Haven, CT; Harvey Weiss:

\$180,000 OR; \$99,000 FM. To support excavations and prepublication analysis of Tell Leilan, Syria, where the Mesopotamian city, Shubat-Enlil, the major capital of 19th-century B.C. Assyrian emperor Shamshi-Adad I, was located. **RO Zuni Archaeology Program**, NM; Natasha Bonilla: \$26,000. To support the computerized cataloging and archival storage of 24,500 photographs documenting 750 archaeological sites relating to the history of the Zuni tribe in New Mexico and Arizona. **RC**

Arts—History and Criticism

Art Institute of Chicago, IL; Richard F. Townsend: \$250,000 OR; \$200,000 FM. To support an exhibition, catalogue, and programs on the ancient civilizations of the New World. **GM Sheila S. Blair**: \$90,000 OR; \$20,000 FM. To support collaboration by two scholars in order to complete a comprehensive history of Islamic art and architecture from 1250 to 1800. **RO Brooklyn Museum**, NY; Kevin L. Stayton: \$100,000. To plan an exhibition on the Spanish colonial arts of Mexico and Peru. **GM Catholic U. of America**, Washington, DC; Ruth Steiner: \$68,922. To create a data base of indices to the Gregorian chants from the Divine Office. **RT Colonial Williamsburg Foundation**, VA; Carl R. Lounsbury: \$46,000. To prepare *An Illustrated Glossary of Early Southeastern Architecture* including 1,500 to 1,800 architectural terms used in the region from 1620 to 1830. **RT CUNY Research Foundation/Brooklyn College**, NYC; Benito Ortolani: \$111,536. To compile the 1986 volume of the *International Bibliography of Theatre*. **RC Dartmouth College**, Hanover, NH; Timothy F. Rub: \$42,505. To plan a traveling exhibition, catalogue, and programs on images of paradise in Islamic art. **GM Field Museum of Natural History**, Chicago, IL; Amy Oakland Rodman: \$32,000. To support stylistic and scientific analysis and conservation of textiles and other items excavated from the cemetery of Coyo Oriental, San Pedro de Atacama, North Chile, to determine the spread of the Tiwanaku style. **RO Hispanic Culture Foundation**, Albuquerque, NM; Sabine B. Ulibarri: \$160,717. To support a six-week institute on the Hispanic history and culture of New Mexico for 30 state elementary and secondary school teachers. **ES Vera B. Lawrence**: \$161,000 OR; \$7,500 FM. To support research and writing of volumes 2 and 3 of *Strong on Music: The New York Music Scene in the Days of George Templeton Strong, 1836–75*. **RO Museum of Fine Arts**, Boston, MA; Tung Wu: \$66,500. To plan an exhibition, catalogue, and programs examining the architectural, historical, and religious significance of sculptures from the medieval temples of North India. **GM National Institute for Music Theater**, Washington, DC; John M. Ludwig: \$40,000 OR; \$10,000 FM. To prepare the second volume of a catalogue of archival resources for the study of American musicals. **RC New York U.**, NYC; Thomas F. Mathews: \$95,000. To support a new synthetic analysis of the transition from pagan to Christian iconography during the 3rd to 7th centuries drawing on patristic and liturgical textual evidence as well as pagan religious art. **RO Society of Architectural Historians**, Philadelphia, PA; Osmund Overby: \$50,000 OR; \$207,016 FM. To write a major series of architectural guidebooks for each state and a number of major cities in the United States. In this phase, books on Alaska, Colorado, Virginia (two parts), and West Virginia are planned. **RO Textile Museum**, Washington, DC; Mattiebell

Gittinger: \$40,000. To plan an exhibition examining the relationships between textiles and social structure, religious belief, and historical trade patterns among the T'ai people of Southeast Asia. **GM**

Trustees of Columbia U., NYC; Angela Giral: \$100,000 OR; \$35,000 FM. To selectively catalogue and preserve the Avery Architectural and Fine Arts Library's architectural drawings collection and the development of a data base and videodisk to improve access to the collection. **RC U. of Arizona**, Tucson; John P. Wearing: \$84,761 OR; \$5,000 FM. To complete three calendars of London stage performances for the periods of 1930–39, 1940–49, and 1950–59 as part of a series of calendars extending from 1890 to the end of the 20th century. **RT U. of California**, Berkeley; Herbert P. Phillips: \$50,000. To plan a traveling exhibition of contemporary Thai art. **GM U. of California**, Los Angeles; Timothy F. Rice: \$20,000. To conduct a planning conference for preparing the *Encyclopedia of World Music*. **RT U. of Missouri**, Columbia; Patricia Condon: \$224,607. To support an exhibition, catalogue, and programs analyzing the art, politics, and society in France under Louis Philippe, the Citizen King, 1830–48. **GM U. of Pittsburgh**, PA; Deane L. Root: \$110,000 OR; \$10,000 FM. To catalogue musical scores and recordings in the Foster Hall Collection at the Stephen Foster Memorial. **RC U. of Rochester**, NY; David Peelle: \$75,413 OR; \$14,517 FM. To support the preservation of sound recordings from the Eastman School of Music's collections of 20th-century American composers, conductors, and musicians. **PS U. of Rochester**, NY; David A. Walsh: \$100,000 OR; \$14,000 FM. To analyze over 4,000 pieces of sculpture, including church decoration, fittings, and furniture, from the 12th-century monastery of Cluny. **RO U. of Virginia**, Charlottesville; Marita P. McClymonds: \$130,000 OR; \$83,398 FM. To catalogue 9,000 librettos from the Albert Schatz Collection and enter the records into a national bibliographic network. **RC Winterthur Museum**, DE; Scott T. Swank: \$100,000. To produce a training manual for interpreters providing a thematic organization for the museum's collections of decorative and fine arts used in America from 1650 to 1850. **GM Yale U.**, New Haven, CT; Patricia E. Kane: \$40,000 OR; \$20,000 FM. To support the research and preparation of *Colonial Massachusetts Silversmiths: A Biographical Dictionary*, which will include biographies of 350 Massachusetts silversmiths active prior to the American Revolution. **RT Judith L. Zaimont**: \$64,000 OR; \$3,300 FM. To support the research and writing of the third volume of essays on women's professional and scholarly activities in the field of music in this century and in the past. **RO**

Classics

American Philological Association, New Haven, CT; George P. Goold: \$41,250. To support one fellow at the *Thesaurus Linguae Latinae* project in Munich. **RA Chicago State U.**, IL; William J. Lowe: \$110,000. To conduct research on Mesopotamia, Egypt, ancient Greece, and the origins of the Western tradition. **ES College of Saint Thomas**, St. Paul, MN; Brenda J. Powell: \$18,574. To support a masterwork study project on three classic Greek texts for 12 high school teachers from the St. Paul-Minneapolis area. **ES CUNY Research Foundation/Graduate School and U. Center**, NYC; Dee L. Clayman: \$150,000 OR; \$100,000 FM. To conduct the first phase of the preparation of a compact disk (CD-ROM) version of seven volumes of *L'Annee*

Philologique, the annual international bibliography of classical studies. **RC Emory U.**, Atlanta, GA; Bonna D. Wescoat: \$133,087. To support an exhibition, catalogue, and programs examining the history, politics, and art of ancient Syracuse from the 6th to the 4th century B.C. **GM Jackson Preparatory School**, Jackson, MS; Patsy R. Ricks: up to \$28,500. To support a year-long study of the significance of classical color symbolism in original Greek and Roman texts. **ES Marshall U.**, Huntington, WV; Charles O. Lloyd: \$145,376. To support a four-week institute for 30 local teachers and ten nationally selected teachers on the Roman family in ancient history and literature. **ES San Francisco State U.**, CA; Marian F. McNamara: \$79,200. To support a masterwork project for three weeks and six weekends on Roman comedy for 12 California Latin teachers. **ES U. of North Carolina**, Chapel Hill; Laurence D. Stephens: \$100,000 OR; \$5,000 FM. To prepare the American contribution to three volumes of *L'Annee Philologique*, the annual international bibliography of classical studies. **RC Whitewater High School**, Whitewater, WI; Carolyn W. Welty: up to \$28,500. To support a year-long study of Aristotle's *Poetics*, the Greek epic, and Greek drama. **ES**

History—Non-U.S.

American Historical Association, Washington, DC; John Higham: \$150,000 OR; \$150,000 FM. To compile a third edition of the association's *Guide to Historical Literature*. **RC Peter W. M. Blayney**: \$86,991 OR; \$1,000 FM. To complete *The London Printing Houses and their Books*, a comprehensive checklist providing a bibliographical description of every book printed in London from 1592 to 1610 and identifying all the printers involved. **RT California State U., Long Beach Foundation**, Donald R. Schwartz: \$83,838. To support a four-week institute for 30 10th-grade California social studies teachers on the history and literature of revolutionary Russia and the Soviet Union. **ES Robert E. Conrad**: \$59,230. To support a comparative study of slavery in Brazil and the United States, with emphasis on the 19th century. **RO Maria deJong Ellis**: \$125,000. To complete the *Handbook of Old Babylonian Chronography and Chronology*, a comprehensive list of Babylonian year names and documents for the period 2000 to 1600 B.C. **RT Folger Shakespeare Library**, Washington, DC; Lena C. Orlin: \$100,000 OR; \$55,000 FM. To continue study of the history of British political thought through a multiyear program of seminars and conferences. **RO Gonzales Union High School**, Gonzales, CA; Karen M. Steadman: up to \$28,500. To support a year-long study of conflicting accounts and interpretations of the conquest of Mexico. **ES Harvard U.**, Cambridge, MA; Rodney G. Dennis: \$85,000 OR; \$5,000 FM. To prepare volume 2 of a catalogue of the early Western manuscripts in Harvard's Houghton Library. **RC Idaho Falls High School**, Idaho Falls, ID; James M. Francis: up to \$28,500. To support a year-long study of Chinese culture in the context of a world history course. **ES Institute for Advanced Study**, Princeton, NJ; Christian Habicht: \$54,000 OR; \$42,000 FM. To support four fellowships at the institute's School of Historical Studies. **RA Iolani School**, Honolulu, HI; Carl R. Ackerman: up to \$28,500. To support a year study of radical political thought in 19th-century Russia. **ES John Carter Brown Library**, Providence, RI; Norman Fiering: \$30,000 OR; \$10,000 FM. To support two or three postdoctoral fellowships in the history of the Americas before 1830. **RA Maumee Valley Country Day School**, Toledo,

OH; Beneth B. Morrow: up to \$28,500. To support a year-long study of South African history. **ES**
OCLC Online Computer Library Center, Inc., Dublin, OH; Andrew H. Wang: \$125,000 OR; \$419,595 FM. To add 120,000 machine-readable Chinese language bibliographic records to the OCLC data base. The material was published in China between 1911 and 1949. **RC**
Ohio Wesleyan U., Delaware; James W. Biehl: \$215,775. To support a national institute on the art, architecture, and literature of Renaissance Florence for 35 high school English, history, and art history teachers. **ES**
Pierpont Morgan Library, NYC; Charles E. Pierce, Jr.: \$12,550. To support a self-study on which to base a long-range plan for the museum's interpretive programming. **GM**
Princeton U., NJ; Dorothy Pearson: \$558,395. To conduct preservation microfilming of 9,000 volumes in Princeton's Arabic Collection. **PS**
Providence College, RI; Paul J. Dalpe: \$70,020. To support a two-year collaborative project involving study of Western civilization masterpieces for 21 high school teachers from five schools. **ES**
St. John's College, Santa Fe, NM; Timothy P. Miller: \$106,549. To support a seven-week institute on historical texts for 15 Colorado social studies teachers. **ES**
St. Louis Park High School, St. Louis Park, MN; Marjorie J. Bingham: up to \$28,500. To support a year-long study of integrating Ottoman/Turkish history into Western civilization courses. **ES**
Social Science Education Consortium, Inc., Boulder, CO; James R. Giese: \$135,478. To support a four-week national institute for 30 social studies teachers on the early national period in American history. **ES**
Stanford U., Hoover Institution, CA; Charles G. Palm: \$64,042. To conduct the preservation microfilming of 1,438 books, serials, government papers, and pamphlets that document the career of Argentinian leader Juan Peron and the political and cultural aspects of Peronism. **PS**
Syracuse U., NY; Kenneth Pennington: \$144,128 OR; \$50,000 FM. To prepare a three-volume history of medieval canon law to 1500 describing its development, sources, and literature. **RT**
Tulane U. of Louisiana, New Orleans; Richard F. Teichgraber: \$100,000 OR; \$67,000 FM. To support fellowships and research seminars at the Murphy Institute of Political Economy. **RO**
U. of Arizona, Tucson; Peter E. Medine: \$190,000. To support a five-week national institute for 30 secondary school English teachers on five plays by Shakespeare and Milton's *Paradise Lost*. **ES**
U. of California, Berkeley; Joseph A. Rosenthal: \$744,714. To preserve 11,000 volumes in the European language and literature collections. **PS**
U. of Miami, Coral Gables, FL; Robert M. Levine: \$75,000. To support the research and writing of a book analyzing the history of the Canudos community or "Mud Hut Jerusalem" in rural Brazil, 1894-97, illuminating social differences in Brazilian society. **RO**
U. of Michigan, Ann Arbor; Francis X. Blouin, Jr.: \$112,772. To create an automated data base containing descriptions of material in the Vatican Archives from the 9th century through 1922 and to contribute the descriptions to a national bibliographic network. **RC**
U. of Texas, Austin; Harold W. Billings: \$142,968. To preserve 6,300 volumes of Mexican history in the Nettie Lee Benson Latin American Collection. **PS**
U. of Wisconsin, Madison; Stephen R. Humphreys: \$89,345 OR; \$10,511 FM. To study the social and political evolution of Damascus and Aleppo from the Arab conquest to the Mongol invasion. **RO**
Villanova U., PA; John C. Cavadini: \$7,425. To translate two works by Alcuin of York, an educator and theologian in Charlemagne's court, who

was largely responsible for the revival of letters and learning in 9th-century Europe. **RL**
Walters Art Gallery, Baltimore, MD; Lilian M. C. Randall: \$110,000 OR; \$10,000 FM. To prepare volume three of a four-volume catalogue of early western European illuminated manuscripts in the Walters Art Gallery collection. **RC**
Western Hills High School, Frankfort, KY; Lois J. Barnes: up to \$28,500. To support a year-long study of Soviet government and society. **ES**
Xaverian High School, Brooklyn, NY; Joseph F. Marino: \$8,800. To support a masterwork study project on Dante's *Inferno* for 14 teachers from several disciplines at the school. **ES**
Yale U., New Haven, CT; Peter Gay: \$80,000 OR; \$35,000 FM. To support research and writing on the impact of aggression on the bourgeois experience in several 19th-century European societies for the third volume on *The Bourgeois Experience: Victoria to Freud*. **RO**
Yale U., New Haven, CT; R. Gay Walker: \$216,003. To microfilm 4,000 volumes not being treated under Yale's current NEH grant to preserve its European history collection. **PS**

History—U.S.

Adirondack Museum, Blue Mountain Lake, NY; Hallie E. Bond: \$39,019. To document the museum's collection of historic photographs and analyze their use in exhibitions, educational programs, and publications. **GM**
Alabama Department of Archives and History, Montgomery; Deborah S. Skaggs: \$158,466 FM. To microfilm five million Alabama newspaper pages as part of the U.S. Newspaper Program. **PS**
American Antiquarian Society, Worcester, MA; Alan Degutis: \$175,515. To catalogue, as part of the North American Imprints Program, all books, pamphlets, and broadsides printed in the United States and Canada during the 1820s. **RC**
American Antiquarian Society, Worcester, MA; John B. Hench: \$183,000. To support six post-doctoral fellowships in the humanities over three years. **RA**
Appalachian State U., Boone, NC; Barry M. Buxton: \$9,295. To plan an exhibition on the impact of the railroad on the Southern Highlands. **GM**
Bennettsville High School, Bennettsville, SC; Suzanne C. Linder: up to \$28,500. To support a year-long study of the history and culture of Marlboro County from 1700 to 1865. **ES**
Boston Public Library, MA; Mary Beth Dunhouse: \$401,685. To support the first stage of the Massachusetts Newspaper Project, in which 4,300 newspaper titles in the Boston Public Library will be catalogued. **PS**
Bureau of Archives and Records Management, Dover, DE; Joanne A. Matern: \$90,000. To arrange and describe the Delaware State Archives' collection of court records, 1676-1900. **RC**
Crossways, Inc., Washington, DC; Candyce Martin: \$14,999. To rescript a three-part dramatic series examining the migration and settlement experience of the Pacific Northwest frontier through a representative family. **GN**
Dartmouth College, Hanover, NH; John R. James: \$408,699 OR; \$15,000 FM. To support New Hampshire's participation in the U.S. Newspaper Program. Some 2,800 newspaper titles held in the state will be located and catalogued, and 650,00 pages microfilmed. **PS**
Division of Archives and Records Management, Trenton, NJ; Karl J. Niederer: \$453,053 OR; \$27,347 FM. To support New Jersey's participation in the U.S. Newspaper Program. Some 3.2 million newspaper pages will be microfilmed. **PS**
Duke U., Durham, NC; Jerry D. Campbell: \$19,542. To plan North Carolina's participation in the U.S. Newspaper Program. After a survey of state institutions that store newspapers, the staff will develop a newspaper cataloguing and microfilming plan. **PS**
Harvard U., Cambridge, MA; David H. Donald: \$80,000 OR; \$35,000 FM. To support the research and writing of a biography of Abraham Lincoln, 1809-65. **RO**
Historical Society of Pennsylvania, Philadelphia; Elizabeth F. Jarvis: \$300,000 OR; \$200,000 FM. To support an exhibition, publications, and programs on the history of Philadelphia, 17th-19th centuries. **GM**
Hofstra U., Hempstead, NY; Mark L. Landis: \$118,615. To support a four-week institute for 25 New York State high school social studies teachers on the American Constitution. **ES**
Hunter College High School, NYC; Susan G. Meeker: up to \$28,500. To support a year-long study of the antebellum South. **ES**
Illinois State Historical Society, Springfield; Janice A. Pettechak: \$443,812. To support Illinois's participation in the U.S. Newspaper Program. Cataloguers at the State Historical Library and the Chicago Historical Society will enter records for 5,800 newspaper titles into the national newspaper data base. **PS**
Lafayette Natural History Museum, LA; Jane S. Vidrine: \$33,800. To plan an exhibition, catalogue, and programs examining the history and culture of nonwhite Louisiana Creoles. **GM**
Mackinac Island State Park Commission, Lansing, MI; David A. Armour: \$15,000. To support a self-study of four historic sites to improve and integrate humanities interpretation. **GM**
Minnesota Historical Society, St. Paul; Michael J. Fox: \$868,135 OR; \$100,000 FM. To support Minnesota's participation in the U.S. Newspaper Program. 8,800 newspaper titles will be catalogued and 3.2 million pages microfilmed. **PS**
Museum of the City of New York, NYC; Rick Beard: \$75,000. To implement a temporary exhibition, a catalogue, and programs on the impact of New York's 1939 World's Fair. **GM**
Nathan Hale Middle School, Norwalk, CT; Tedd Levy: up to \$28,500. To support a year-long study of early 19th-century reform movements with a focus on common schools. **ES**
National Colonial Farm, Accokeek, MD; David O. Percy: \$40,000. To plan an interpretation of a colonial dwelling depicting 18th-century agricultural practices and daily life. **GM**
National Park Foundation, Washington, DC; Wendy Kaplan: \$254,129. To support an exhibition examining the critical issues our nation's government faced in the first year under the Constitution. **GM**
New Orleans Public Library, LA; Collin B. Hamer, Jr.: \$42,291 OR; \$64,291 FM. To microfilm manuscripts and records from the city's archives collection documenting city-government activities from 1769 to 1861. **PS**
New York State Education Department, Albany; Jerome Yavarkovsky: \$553,576. To support New York State's participation in the U.S. Newspaper Program. 2,700 newspaper titles will be located and catalogued in the state's central, south central, and southeastern regions. **PS**
Oakland Museum Association, CA; L. Thomas Frye: \$200,000. To develop and install interactive visitor information stations for a permanent exhibition on California history. **GM**
Ohio Historical Society, Columbus; William G. Myers: \$497,233. To support Ohio's participation in the U.S. Newspaper Program. Fieldworkers will locate and catalogue an estimated 1,400 newspapers in state repositories. **PS**
Old Sturbridge Village, MA; John Worrell: \$150,000. To continue to reconstruct the social and economic history of central Worcester County, Massachusetts, 1790-1850. **RO**
Porter Middle School, Austin, TX; Alexandra M. Underhill: up to \$28,500. To support a year-long study of the women of the American West from 1840 to 1900. **ES**
President and Fellows of Harvard College, Cambridge, MA; Sidney Verba: \$1,848,360. To microfilm 27,554 brittle volumes from Harvard's

library collections relating to American history, Italian history, and pre-Soviet law. **PS Rutgers U.**, New Brunswick, NJ; Ronald L. Becker: \$8,995. To support New Jersey's participation in the U.S. Newspaper Program. The project staff will catalogue some 3,000 newspapers in New Jersey repositories and record them in a national, on-line library data base. **PS San Diego Historical Society**, CA; James M. Vaughan: \$60,000. To plan a permanent exhibition interpreting the history of San Diego County from 1848 to the present. **GM Science Hill High School**, Johnson City, TN; Carol G. Transou: up to \$28,500. To support a year-long study of the origins, experience, and legacies of the Vietnam War. **ES Society for the Preservation of New England Antiquities**, Boston, MA; Martha V. Pike: \$15,205. To conduct a study of the society's collections and plan for future interpretive exhibitions and public programs. **GM St. Andrew's Episcopal School**, Bethesda, MD; Ralph D. Van Inwagen: up to \$28,500. To support a year-long study of 20th-century U.S. history in the context of major world trends, issues, and events. **ES Thousand Islands Shipyard Museum**, Clayton, NY; Laurie W. Rush: \$32,850. To plan an exhibition using the transformation of the St. Lawrence skiff as a focus for interpreting social and cultural change along the St. Lawrence River in the late 19th and early 20th centuries. **GM Tougaloo College**, MS; Virgia Brocks-Shedd: \$108,000. To arrange and describe organizational records and personal papers documenting the civil rights movement in Mississippi and to prepare a guide to the collections. **RC U. of Alabama**, Tuscaloosa; Robert J. Norrell: \$134,566. To support a four-week institute on the American Constitution for 30 Alabama high school social studies teachers. **ES U. of Florida**, Gainesville; Augustus M. Burns, III: \$135,221. To support two three-week institutes on the Constitution and Bill of Rights for 30 Florida high school history teachers. **ES U. of Hawaii**, Manoa; John Haak: \$40,446. To microfilm 260,000 pages of Hawaiian newspapers, completing Hawaii's participation in the U.S. Newspaper Program. **PS U. of Massachusetts**, Amherst; Barbara A. Schreier: \$121,080 OR; \$10,000 FM. To prepare a book, written from a multidisciplinary point of view, on the role of clothing in the Americanization of female Jewish immigrants in Boston from 1880 to 1920. **RO U. of North Carolina**, Chapel Hill; Walter C. West: \$153,098 OR; \$25,000 FM. To preserve manuscripts contained in the Southern Historical Collection. **PS U. of Southern Indiana**, Evansville; Darrel E. Bigham: \$272,708. To support two three-week institutes for 30 Indiana teachers on Indiana and the American experience. **ES Valentine Museum**, Richmond, VA; B. Frank Jewell: \$220,000. To support an exhibition, catalogue, film, and public programs on the rise of the cigarette industry and its place in the American economy and culture. **GM Vanderbilt U.**, Nashville, TN; Scarlett G. Graham: \$94,510. To complete the preservation of the Vanderbilt Television News Archives by transferring 800 hours of news broadcasts on deteriorating tapes to a more stable medium. **PS Wyoming Archives**, Museums & Historical Dept., Cheyenne; James Q. Donahue: \$64,913. To prepare a guide to the Wyoming Archives and entry of the 115 most important series, especially on the history of the American West, into a national bibliographic data base. **RC**

Interdisciplinary

American Association for State and Local History, Nashville, TN; Larry E. Tise: \$52,736. To support research and publication of case studies

on creating interpretive history exhibitions. **GM American House, Inc.**, Lima, OH; Hans Houshower: \$44,691. To plan an exhibition and interpretive programs on the evolving industrial culture of Lima, Ohio. **GM American Institute of Indian Studies**, Chicago, IL; Joseph W. Elder: \$50,000. To support up to five postdoctoral fellowships for humanities research in India. **RA American Research Center in Egypt, Inc.**, NYC; Terence Walz: \$77,000. To support three postdoctoral fellowships in pharaonic and Islamic studies. **RA Association of Research Libraries**, Washington, DC; Jeffrey Gardner: \$145,167. To support the implementation of preservation planning programs in ten U.S. research libraries. **PS Bowling Green State U.**, OH; Kenneth F. Kiple: \$50,000. To prepare a three-volume history and geography of human disease. **RT Brandeis U.**, Waltham, MA; Charles A. Ziegler: \$46,023. To analyze the history of the decision by scientists and federal administrators to develop a system for long-range detection of Soviet nuclear tests, a study of the interaction of science and other cultural elements. **RH Center for Advanced Study in Behavioral Science**, Stanford, CA; Gardner Lindzey: \$70,000 OR; \$70,000 FM. To support five postdoctoral fellowships in the humanities. **RA Central High School**, Macon, GA; Irene B. Marxsen: up to \$28,500. To support a year-long study of France since 1789 from the perspective of women writers. **ES Columbia U.**, NYC; David J. Rothman: \$30,000 OR; \$30,000 FM. To support a history of chronic illness from the patient's perspective, examining historical data from new material and the effect of invalidism on family life and on the doctor-patient relationship. **RO Colwyck School**, New Castle, DE; Phoebe B. Eskenazi: up to \$28,500. To support a year-long study of the transmission of cultural knowledge among Zuni, Acoma, Jemez, Taos, and Navajo peoples in New Mexico. **ES Corporation of the Fine Arts Museum**, San Francisco, CA; Kathleen J. Berrin: \$75,300. To plan an exhibition examining the Central American civilization of Teotihuacan, 1 to 750. **GM Dana Hall School**, Wellesley, MA; John W. Cameron: up to \$28,500. To support a year-long study of humanity through 20th-century literature, music, and art. **ES Margaret E. DeLacy**: \$71,000. To support research and writing of a book analyzing the development of contagionist disease theory in 18th-century Britain. **RH Folger Shakespeare Library**, Washington, DC; Werner L. Gundersheimer: \$57,000 OR; \$14,000 FM. To support two or three postdoctoral fellowships in Renaissance studies. **RA Frye Elementary School**, Chandler, AZ; Jay L. Cravath: up to \$28,500. To support a year-long ethnomusicological and cultural study of Arizona's native Americans. **ES Hastings Senior High School**, Hastings, NE; Betty J. Kort: up to \$28,500. To support a year-long study of the literature, history, and culture of the western plain states. **ES Harvard U.**, Cambridge, MA; Walter Kaiser: \$85,000. To support three postdoctoral fellowships at the Villa I Tatti. **RA Hazelwood East High School**, St. Louis, MO; Mardella K. Harris: up to \$28,500. To support a year-long study of the African influence in Latin American literature. **ES Helena High School**, Helena, MT; Rebecca A. Cox: up to \$28,500. To support a year-long study of Montana's mythology in theory, history, and literature. **ES Indiana U.**, Bloomington; Ellen Dwyer: \$92,000. To support a history of epilepsy in the United States from 1870 to 1950, analyzing how an illness becomes socially defined and the effect of the definition on the patient and medical

treatment. **RH Institute of Early American History and Culture**, Williamsburg, VA; Thad W. Tate: \$26,000. To support a postdoctoral fellowship for a beginning scholar. **RA Institute for Advanced Study**, Princeton, NJ; Joan Wallach Scott: \$54,000 OR; \$64,250 FM. To support four postdoctoral fellowships in the humanities at the School of Social Science of the Institute for Advanced Study. **RA Japanese American National Museum**, Los Angeles, CA; James Hirabayashi: \$50,000. To plan a traveling exhibition examining the early period of Japanese migration to Hawaii and the United States. **GM Jewish Theological Seminary of America**, NYC; Neil Danzig: \$35,000 OR; \$35,000 FM. To complete a three-year project to classify 40,000 manuscript fragments from the Cairo Genizah and to prepare a catalogue of 8,000 fragments relating to rabbinic law and exegesis. **RC Kansas State U.**, Manhattan; Michael W. Suleiman: \$65,000. To prepare an annotated bibliography on the experience of Arab-Americans in the United States. **RC Lawrence U.**, Appleton, WI; J. Bruce Brackenridge: \$70,973. To prepare a guided study of Isaac Newton's *Principia* to make it accessible to the general reader. **RH Lincoln Park High School**, Chicago, IL; Alice H. Price: up to \$28,500. To support a year-long study of the narrative voice in black literature and history. **ES Little Big Horn College**, Crow Agency, MT; Timothy A. Bernardis: \$25,000. To arrange and describe three Crow Indian manuscript collections in the Little Big Horn College Archives. **RC Louisiana State U.**, Baton Rouge, Sharon A. Hogan: \$91,357. To support the cataloguing and microfilming of Louisiana newspapers. 3,350 titles will be located and catalogued, and 670,000 newspaper pages microfilmed. **PS Michigan State U.**, East Lansing; Alain F. Corcos: \$75,000. To prepare a guided study of Mendel's paper on the role of heredity in plant hybridization, to make his work more accessible to the general reader. **RH Moses Brown School**, Providence, RI; John C. Juhasz: up to \$28,500. To support a year-long study of the Muslim presence in Spain and legend of St. James. **ES National Humanities Center**, Research Triangle Park, NC; Kent R. Mullikin: \$900,000. To support 12 postdoctoral fellowships in the humanities each year for three years. **RA National Humanities Center**, Research Triangle Park, NC; Vito Perrone: \$116,522 OR; \$40,000 FM. To support two three-week national institutes for 20 high school teachers, one on the theory of republican government from the ancient to the modern period and the other on the ways authors create a public role for literature. **ES Natrona County School District One**, Casper, WY; Ann T. Tollefson: \$92,918. To support a year-long model international education program for 45 elementary and secondary school teachers and administrators on the history, literature, and geography of the Middle East. **ES New Orleans Notarial Archives**, LA; Sally K. Reeves: \$2,798. To support consultants' assessment of the best means of preserving 5,250 architectural drawings of 19th-century New Orleans buildings. **PS New York Public Library**, NYC; Howard Dodson: \$171,000. To support six postdoctoral fellowships over three years at the Schomburg Center for research in black culture. **RA New York Public Library**, NYC; Howard Dodson: \$125,000 OR; \$25,000 FM. To catalogue the special collections of the Schomburg Center and entry of the 10,000 resulting records into a national bibliographic data base. **RC New York Public Library**, NYC; Paul J. Fasana: \$2,500,000. To preserve the knowledge contained in 40,000 endangered volumes on Ameri-

can history and culture published between 1850 and 1913. **PS**

Newark Public Library, NJ; Marilyn R. Kussick: \$85,760 OR; \$35,000 FM. To microfilm "The Newark Evening News" Morgue Collection, a file of 2.8 million clippings and materials documenting regional and national events from 1883 to 1972. **PS**

Newberry Library, Chicago, IL; Richard H. Brown: \$94,800 OR; \$35,000 FM. To support five postdoctoral humanities fellowships. **RA**

Northeast Document Conservation Center, Andover, MA; Ann E. Russell: \$250,000 OR; \$150,000 FM. To support the center's field services program which holds workshops and provides institutions with surveys of preservation needs, technical consultations, disaster assistance, information services, and managerial assistance. **PS**

Oklahoma State U., Stillwater; Carolyn J. Bauer: \$194,447. To conduct a four-week national institute on the development, ratification, and significance of the Constitution for 45 elementary school educators. **ES**

Oregon Episcopal School, Portland, OR; David E. Streight: up to \$28,500. To support a year-long study of the flowering of love in medieval Europe as reflected by troubadours, mystics, and courts. **ES**

Pojoaque Middle School, Santa Fe, NM; Philip J. Davis: up to \$28,500. To support a year-long study of the historical and cultural ties between Mexico and northern New Mexico. **ES**

Portland Public Schools, ME; Sarah Foelsche: \$106,263. To support a three-week institute on important humanities texts for 40 elementary and secondary school teachers and administrators from southern Maine. **ES**

Research Foundation of SUNY, Albany, NY; Cathleen A. Baker: \$25,553. To plan the creation of a graduate-level preservation training program for archivists. **PS**

Research Libraries Group, Inc., Mountain View, CA; Patricia A. McClung: \$2,029,845. To microfilm 34,406 embrittled volumes, important to humanities scholarship, drawn from 13 individual collections at nine libraries. **PS**

Rochester Institute of Technology, NY; James M. Reilly: \$385,403 OR; \$100,000 FM. To support research and development by the Image Permanence Institute to determine the best means of preventing air pollutant damage to preservation microforms. **PS**

Rochester Institute of Technology, NY; James M. Reilly: \$97,264. To support the development of procedures enhancing the longevity of silver image photographic film by applying sulfiding agents that prevent oxidation. **PS**

Roosevelt Elementary School, Manhattan, KS; Roger E. Gibson: up to \$28,500. To support a year-long study of the Harlem renaissance. **ES**

Rutgers U., New Brunswick, NJ; Marianne I. Gaunt: \$30,000. To conduct a planning conference to discuss the establishment of a center to maintain and make available to researchers an inventory of machine-readable texts. **RT**

Dennis L. Sepper: \$46,987. To support the preparation of a guided study of Isaac Newton's *Opticks* to the general reader. **RH**

Society of American Archivists, Chicago, IL; Donn C. Neal: \$50,000. To support evaluation of the Society of American Archivists' preservation program. **PS**

Society for the Preservation of New England Antiquities, Boston, MA; Nancy C. Carlisle: \$45,342. To document the society's collections of furniture and architectural elements. **GM**

Southeastern Library Network, Inc., Atlanta, GA; Frank P. Grisham: \$52,451. To support planning for a cooperative preservation microfilming project involving members of the Association of Southeastern Research Libraries. **PS**

Southwest State U., Marshall, MN; Thaddeus C. Radzilowski: \$179,336. To support a five-week institute on rural studies for 40 Minnesota

literature and social studies teachers. **ES**

Stanford U., Hoover Institution, CA; Charles G. Palm: \$226,402. To support preservation microfilming of Soviet government documents dating from 1917 to 1940, including laws and publications of ministries, Peoples Commissariats, Congresses of Soviets, and scholarly bodies. **PS**

U. of Alabama, Tuscaloosa; Edward H. Moseley: \$145,864. To support a four-week institute on Latin American history and culture for 45 Alabama high school social studies teachers. **ES**

U. of Arizona, Tucson; Robert A. Williams, Jr.: \$40,000. To support the research and writing of a book on North American Indian formulations of international law and peace as laid down in their treaties and negotiations with European nations between 1600 and 1800. **RO**

U. of Chicago, IL; James H. Nye: \$262,650. To microfilm 4,000 brittle volumes on classical and ancient India in the South Asian collections at the University of Chicago and Harvard. **PS**

U. of Chicago, IL; Robert J. Richards: \$95,000. To examine conflicts over Darwinism in debates between Ernst Haeckel, a 19th-century Darwinist, and Erich Wasmann, a biologist and theologian critical of evolutionary theory. **RH**

U. of Iowa, Iowa City; Donald N. McCloskey: \$100,000 OR; \$50,000 FM. To support a university-based center for studying how humanities scholars structure arguments and seek to persuade, especially in philosophy, literature, history, and political science. **RO**

U. of Mississippi, Main Campus, University; Maryemma Graham: \$75,000 OR; \$25,000 FM. To prepare a checklist of all Afro-American novels published from 1853 to the present. **RC**

U. of New Hampshire, Durham; Cathryn Adamsky: \$146,616. To support a four-week institute for 45 New Hampshire high school social studies and literature teachers on women's contributions and activities in 19th-century America. **ES**

U. of Washington, Seattle; Thomas L. Hankins: \$100,000. To prepare a monograph exploring and analyzing the boundaries between natural science and natural magic using marginal scientific instruments such as the camera obscura, magic lantern, and aeolian harp. **RH**

U. of Wisconsin, Madison; Harold J. Cook: \$37,500. To support a history of 17th-century Dutch medicine and natural history comparing the development of Dutch and English science and clarifying the role of social and institutional factors in scientific developments generally. **RH**

U. of Wisconsin, Madison; Daniel M. Siegel: \$40,922. To prepare a guided study of Albert Einstein's relativity theory to make it more accessible to the general reader. **RH**

U.S. Merchant Marine Academy Foundation, Inc., Kings Point, NY; Arthur Donovan: \$20,850. To prepare a guided study of the chemical writings of Antoine Lavoisier, 1743-94, to aid the general reader. **RH**

Washington Research Library Consortium, Washington, DC; Paul Vassallo: \$46,746. To support planning for a coordinated preservation program among the members of the Washington Research Library Consortium. **PS**

Washington State Library, Olympia; Gayle Palmer: \$155,762 OR; \$110,000 FM. To microfilm 450 Washington State newspapers, part of the U.S. Newspaper Program, which will preserve 1.7 million pages. **PS**

Wesleyan Cinema Archives, Middletown, CT; Jeanine D. Basinger: \$29,000. To arrange, describe, and index the paper archival records of the Omnibus television series, 1952-61, complementing the archive's collection of Omnibus program tapes. **RC**

Western Kentucky U., Bowling Green; Arvin G. Vos: \$122,216. To support a four-week regional institute for 42 secondary school teachers on the medieval world and *The Divine Comedy*. **ES**

Winterthur Museum, DE; Scott T. Swank: \$58,000. To support two postdoctoral fellowships in the humanities. **RA**

Language and Linguistics

Ian A. Alsop: \$25,150. To complete a concordance and lexicon of classical Newari, the oldest written language of Nepal and one of the oldest literary languages in the Tibeto-Burman language family. **RT**

Bar-Ilan U., Israel, ZZ; Michael W. Sokoloff: \$150,000. To prepare a dictionary of Jewish Babylonian Aramaic, the dialect of the Jewish community of the Sasanian Period, 3rd to 7th century. **RT**

Cornell U., Ithaca, NY; Gerard Diffloth: \$80,000. To produce the first etymological dictionary of Khmer, a Cambodian language in the Mon-Khmer family. **RT**

Departamento de Instruccion Publica, San Sebastian, PR; Rosa M. Feliciano: up to \$28,500. To support a year-long study of new narrative techniques in the Spanish curriculum. **ES**

Emory U., Atlanta, GA; Lee Pederson: \$100,522 OR; \$15,000 FM. To complete the *Linguistic Atlas of the Gulf States*, a study of speech variations in Georgia, Florida, Alabama, Tennessee, Mississippi, Louisiana, Arkansas, and Texas. **RT**

Florida Atlantic U., Boca Raton; John F. Schwalder: \$50,000. To support a guide to manuscripts in the Aztec language of Nahuatl held by U.S. repositories. **RC**

French Library in Boston, MA; Vera G. Lee: \$150,000. To support a four-week institute on four French novels for 28 middle school teachers of French from the Boston area. **ES**

J. Kathryn Josserand: \$59,920. To prepare a handbook of classic Mayan inscriptions found in the western lowlands of southern Mexico. **RT**

Kansas State U., Manhattan; Loren R. Alexander: \$265,000. To support a 17-month project and four-week summer institute on the French, German, and Spanish languages and cultures for 60 high school language teachers from Iowa, Kansas, Missouri, Nebraska, and Oklahoma. **ES**

New York State Education Department, Albany; Jerome Yavarkovsky: \$73,982 OR; \$29,682 FM. To support continuation of the first stage of the New York State Newspaper Project, ultimately involving cataloguing of an estimated 25,000 newspapers and microfilming of titles deemed most important for research. **PS**

Paul T. Albert Memorial School, Tununak, AK; Benjamin H. Orr: up to \$28,500. To support a year-long study of the language and literature of native Americans. **ES**

U. of California, San Diego, La Jolla; Leonard D. Newmark: \$74,301 OR; \$10,000 FM. To support phase two of a three-phase project to produce an Albanian-English dictionary of 75,000 entries. **RT**

U. of California, Santa Barbara; Charles N. Li: \$65,000. To complete a functional reference grammar of Hmong, an important minority language of southern China and Southeast Asia that is spoken in the United States by a large community of refugees from Laos. **RT**

U. of Colorado, Boulder; David S. Rood: \$109,470 OR; \$10,000 FM. To produce a comparative dictionary of the American Indian languages belonging to the Siouan family from which Proto-Siouan, the ancestral language of the family, will be reconstructed. **RT**

U. of Illinois, Urbana; Ladislav Zgusta: \$60,000. To prepare a manual on the theory and practice of lexicography. **RT**

U. Museum, Philadelphia, PA; Erle V. Leichty: \$85,000 OR; \$10,000 FM. To prepare a catalogue of the museum's collection of 30,000 clay tablets, covering 2,000 years and including material from the Sumerian, Akkadian, Kassite, and Assyrian civilizations. **RC**

U. Museum, Philadelphia, PA; Ake W. Sjoberg: \$242,730 OR; \$50,000 FM. To continue work on *The Pennsylvania Sumerian Dictionary*. **RT**

U. of Pennsylvania, Philadelphia; Albert L. Lloyd: \$134,730 OR; \$15,000 FM. To support work on the *Etymological Dictionary of Old High German*. **RT**
U. of Wisconsin, Madison; Lloyd A. Kasten: \$125,000 OR; \$20,000 FM. To complete the *Dictionary of Alfonsine Prose*, the first part of the dictionary of the Old Spanish language. **RT**

Literature

Arvada West High School, Arvada, CO; Alan E. Olds: up to \$28,500. To support a year-long study of the short stories of Lu Xun. **ES**
Auburn High School, Auburn, AL; Mary Ann Rygiel: up to \$28,500. To support a year-long study of the contexts of Shakespeare's plays. **ES**
Brookings High School, Brookings, SD; Mary E. Fiedler: up to \$28,500. To support a year-long study of three responses to war: Camus, Hesse, Wiesel. **ES**
Buckingham Browne and Nichols School, Cambridge, MA; Roger F. Stacey: \$9,510. To support a masterwork study project on the poetry of Dickinson and Whitman for 12 Massachusetts teachers. **ES**
Central High School, Philadelphia, PA; Joseph M. Phillips: up to \$28,500. To support a year-long study of contemporary poetry and the *American Poetry Review* collection. **ES**
Charlotte Amalie High School, St. Thomas, VI; Marina L. de Salem: up to \$28,500. To support a year-long development of an anthology of poems from Spain, Central and South America, and the Caribbean. **ES**
College of Saint Scholastica, Duluth, MN; John P. Schifsky: \$108,099. To support a three-week regional institute on the theme of initiation in short fiction for 40 elementary teachers. **ES**
Episcopal High School, Jacksonville, FL; Emily D. Christofoli: up to \$28,500. To support a year-long study of the works of Ana Maria Matute and the Xuetas in Spanish literature. **ES**
Essex Junction Educational Center, Essex Junction, VT; Jane B. Goodman: up to \$28,500. To support a year-long study of the writings of Voltaire and Rousseau. **ES**
Fairmont Senior High School, Fairmont, WV; Linda L. Pinnell: up to \$28,500. To support a year-long study of modern comic themes and their antecedents in early Greek, Roman, and French comedies. **ES**
Georgetown Day School, Washington, DC; Lynn N. Rothberg: up to \$28,500. To support a year-long study of *The Canterbury Tales* as a fusion of literature and history. **ES**
Great Neck North High School, NY; Sheila M. Pearl: \$12,580. To support a masterwork study project on classic works of literature for 10 high school English teachers. **ES**
Highland High School, Albuquerque, NM; Barbara J. Langner: \$9,656. To support a one-year masterwork study project for ten local secondary school teachers on the theme of alienation in the literature of the American Southwest. **ES**
Incline High School, Incline Village, NV; Sandra M. Ventre: up to \$28,500. To support a year-long study of Kate Chopin, Mary Wilkins Freeman, Charlotte Perkins Gilman, Sarah Orne Jewett, Harriet Beecher Stowe. **ES**
Kingsley High School, Kingsley, MI; Barbara S. Whittaker: up to \$28,500. To support a year-long study of the origin of the "American Dream" and its development in literature. **ES**
Lakeside School, Seattle, WA; Judith H. Lightfoot: up to \$28,500. To support a year-long study of versions of modernism in Pound, Eliot, Williams, Stevens, H.D., Moore, Bishop, Ashbery, and Rich. **ES**
Lehigh U., Bethlehem, PA; Albert E. Hartung: \$140,500 OR; \$5,000 FM. To complete the *Manual of the Writings in Middle English, 1050-1500*. **RT**
Library of America, NYC; Cheryl Hurley:

\$72,200. To plan the editorial process that will include selection criteria, textual authority, and production standards for a series of American autobiographical and biographical writings. **GL**
Livermore Falls High School, Livermore Falls, ME; Ruth K. Shacter: up to \$28,500. To support a year-long biographical and critical study of Louise Bogan. **ES**
Longfellow Middle School, Norman, OK; Glenda J. Peters: up to \$28,500. To support a year-long study of Robert Frost, Henry W. Longfellow, Emily Dickinson, Beatrix Potter, and Lance Henson. **ES**
Marymount College, Tarrytown, NY; Ellen S. Silber: \$260,605. To support a two-year national project including four regional workshop-conferences on French, German, and Spanish literature for 240 secondary school and college foreign language teachers. **ES**
Minot High School, Minot, ND; Marsha L. Looyen: up to \$28,500. To support a year-long study of the characterization of adolescents in British and American novels. **ES**
Norfolk State U., VA; Katie C. Davis: \$80,000. To support a four-week local institute for 30 high school juniors on Shakespeare's plays. **ES**
Northern State College, Aberdeen, SD; Jay Ruud: \$62,133. To support a four-week regional institute on Chaucer's *Canterbury Tales* for 24 secondary school English teachers. **ES**
Phillips Exeter Academy, Exeter, NH; Douglas G. Rogers: up to \$28,500. To support a year-long study of American literary works by women, blacks, and native Americans. **ES**
Princeton Day School, Princeton, NJ; Marie-Helene V. Davies: up to \$28,500. To support a year-long study of 17-century French drama and culture. **ES**
School District ;1, Butte, MT; Yvonne C. Sundberg: \$63,412. To support a project on children's classics consisting of two weeks of summer study and four follow-up sessions for 20 Montana and Idaho teachers. **ES**
Margaret M. Smith: \$205,355 OR; \$30,000 FM. To prepare the *Index of English Literary Manuscripts*, a multivolume reference tool that provides a listing of extant manuscript sources for literary works by important British authors from 1450 to 1900. **RT**
Springdale High School, Springdale, AR; Harold L. McDuffie: up to \$28,500. To support a year-long study of poetics in Yeats, Eliot, Williams, Stevens, and Frost. **ES**
Stephen Hempstead High School, Dubuque, IA; Kenneth E. Resch: up to \$28,500. To support a year-long study of William Wordsworth. **ES**
Valparaiso High School, Valparaiso, IN; Judith D. Lebyk: up to \$28,500. To support a year-long study of C.P. Snow. **ES**
West Jordan High School, West Jordan, UT; Steven T. Bickmore: up to \$28,500. To support a year study of Victorian serialization focusing on Dickens, Eliot, Thackeray, and Trollope. **ES**
U. of California, Berkeley; Charles B. Faulhaber: \$69,617 OR; \$8,000 FM. To compile entries and computer programming for the fourth edition of the *Bibliography of Old Spanish Texts*, a catalogue of the primary sources of medieval Spanish literature. **RC**
U. of California, Berkeley; Robert P. Hughes: \$50,000. To prepare two volumes of abstracts of current Russian-language emigre periodicals and two volumes of an annotated bibliography of Russian emigre books. **RC**
U. of Houston, Downtown Campus, TX; James W. Pipkin: \$367,090. To support a collaborative project for 80 local high school teachers on American literature. **ES**
U. of Maryland, College Park; Adele F. Seeff: \$336,045. To support two three-week regional institutes and study tours of Japan in 1990 and 1991 on Shakespeare and Japanese *Kabuki* for 60 high school teachers from Maryland, Virginia, West Virginia, and D.C. **ES**
U. of Notre Dame, IN; Terry V.F. Brogan:

\$80,000. To complete revision of *Princeton Encyclopedia of Poetry and Poetics*. **RT**
U. of Rochester, NY; Thomas Hahn: \$75,000. To reorganize the editorial process for the Chaucer Bibliographies project. **RC**
U. of Southern Mississippi, Hattiesburg; Gary A. Stringer: \$114,602 OR; \$7,500 FM. To support work on the *Variorum Edition of the Poetry of John Donne*. **RT**
U. of Virginia, Charlottesville; David T. Gies: \$150,000. To support a four-week national institute for 25 secondary school teachers on major Spanish and Latin American authors. **ES**
U. of Wisconsin, Milwaukee; Robert K. Turner: \$97,698 OR; \$5,000 FM. To prepare a variorum edition of *The Winter's Tale* to be published in the New Variorum Shakespeare series. **RT**

Philosophy

College of Wooster, OH; Richard H. Bell: \$29,600 OR; \$12,500 FM. To support interdisciplinary research on the philosophy of Simone Weil, an important philosopher of this century, in order to produce a collection of critical and interpretive essays. **RO**
Metairie Park Country Day School, Metairie, LA; Matt L. Berman: up to \$28,500. To support a study of philosophy in children's literature. **ES**
Larry B. Miller: \$55,000. To complete a lexicon of classical Arabic philosophical terms covering scholastic philosophy, theology, logic, rhetoric, disputation, and theoretical jurisprudence. **RT**
Northwestern U., Evanston, IL; Thomas McCarthy: \$60,000. To support a collaborative study of contemporary, mainly continental philosophy, focusing on modern German historical scholarship and recent French poststructuralism. **RO**
St. Olaf College, Northfield, MN; Cynthia W. Lund: \$130,000. To catalogue the Soren Kierkegaard collection. **RC**
Trustees of Columbia U., NYC; Anthony W. Ferguson: \$2,016,684. To preserve 31,000 volumes important for the study of the foundations of Western civilization, which includes classical studies; European philosophy and religion; and ancient, medieval, and modern history. **PS**
Tufts U., Medford, MA; Norman Daniels: \$120,000. To support the research and writing of a book on philosophical questions of distributive justice raised by the AIDS epidemic. **RH**

Religion

Athens Drive High School, Raleigh, NC; Esther M. Dunnegan: up to \$28,500. To support a year-long study of the Islamic influence in Nigeria, Pakistan, Malaysia, Trinidad, and Egypt. **ES**
North Cross School, Roanoke, VA; John W. Noffsinger: up to \$28,500. To support a year-long study of the encounter with the sacred in classical, medieval, and modern periods. **ES**
U. of Florida, Gainesville; Barry Mesch: \$201,752. To support an institute for 45 Florida secondary school teachers on the role of Judaism and Islam in world history and their contributions to Western civilization. **ES**

Social Science

Arizona Department of Education, Tempe; Kathryn S. Begaye: \$84,045. To support planning for an American Indian language and culture institute for Arizona teachers. **ES**
U. of Connecticut, Storrs; John L. Allen: \$71,425. To prepare a two-volume set of essays on the role of the imagination in the exploration of North America. **RO**
U. of South Carolina, Columbia; Natalie Hevener Kaufman: \$18,078. To support a masterwork project of 11 monthly sessions on the Constitution for 12 social studies and English teachers at South Carolina's Dreher High School. **ES**

DEADLINES

Area code for all telephone numbers is 202.

	Deadline	For projects beginning
Division of Education Programs —Kenneth Kolson, Acting Director 786-0373		
Higher Education in the Humanities—Lyn Maxwell White 786-0380	October 1, 1989	April 1, 1990
Institutes for College and University Faculty—Barbara A. Ashbrook, 786-0380	October 1, 1989	April 1990
Core Curriculum Projects—Frank Frankfort 786-0380	October 1, 1989	April 1990
Two-Year Colleges—Judith Jeffrey Howard 786-0380	October 1, 1989	April 1990
Elementary and Secondary Education in the Humanities—Ralph Canevali 786-0377	December 15, 1989	July 1990
Teacher-Scholar Program for Elementary and Secondary School Teachers— Angela Iovino 786-0377	May 1, 1990	September 1991
Division of Fellowships and Seminars —Guinevere L. Griest, Director 786-0458		
Fellowships for University Teachers—Maben D. Herring 786-0466	June 1, 1990	January 1, 1991
Fellowships for College Teachers and Independent Scholars—Karen Fuglie 786-0466	June 1, 1990	January 1, 1991
Fellowships on the Foundations of American Society—Maben D. Herring, 786-0466	June 1, 1990	January 1, 1991
Summer Stipends—Joseph B. Neville 786-0466	October 1, 1989	May 1, 1990
Travel to Collections—Kathleen Mitchell 786-0463	January 15, 1990	June 1, 1990
Faculty Graduate Study Program for Historically Black Colleges and Universities— Maben D. Herring 786-0466	March 15, 1990	September 1, 1991
Younger Scholars—Leon Bramson 786-0463	November 1, 1989	June 1, 1990
Summer Seminars for College Teachers—Stephen Ross 786-0463		
Participants	March 1, 1990	Summer 1990
Directors	March 1, 1990	Summer 1991
Summer Seminars for School Teachers—Michael Hall 786-0463		
Participants	March 1, 1990	Summer 1990
Directors	April 1, 1990	Summer 1991
Office of Challenge Grants —Harold Cannon, Director 786-0361	May 1, 1990	December 1, 1990
Office of Preservation —George F. Farr, Jr., Director 786-0570		
Preservation—George F. Farr, Jr. 786-0570	December 1, 1989	July 1, 1990
U.S. Newspaper Program—Jeffrey Field 786-0570	December 1, 1989	July 1, 1990

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For projects
beginning

Division of General Programs—Donald Gibson, Director 786-0267

Humanities Projects in Media—James Dougherty 786-0278	September 15, 1989	April 1, 1990
Humanities Projects in Museums and Historical Organizations—Marsha Semmel 786-0284	December 8, 1989	July 1, 1990
Public Humanities Projects—Wilsonia Cherry 786-0271	September 15, 1989	April 1, 1990
Humanities Projects in Libraries—Thomas Phelps 786-0271		
Planning	November 3, 1989	April 1, 1990
Implementation	September 15, 1989	April 1, 1990

Division of Research Programs—Richard Ekman, Director 786-0200

Texts—Margot Backas 786-0207

Editions—David Nichols 786-0207	June 1, 1990	April 1, 1991
Translations—Martha Chomiak 786-0207	June 1, 1990	April 1, 1991
Publication Subvention—Gordon McKinney 786-0207	April 1, 1990	October 1, 1990

Reference Materials—Jane Rosenberg 786-0358

Tools—Helen Agüera 786-0358	September 1, 1990	July 1, 1991
Access—Jane Rosenberg 786-0358	September 1, 1990	July 1, 1991

Interpretive Research—Irving Buchen 786-0210

Projects—David Wise 786-0210	October 15, 1989	July 1, 1990
Humanities, Science and Technology—Daniel Jones 786-0210	October 15, 1989	July 1, 1990

Regrants—Christine Kalke 786-0204

Conferences—Christine Kalke 786-0204	January 15, 1990	February 1, 1991
Centers for Advanced Study—David Coder 786-0204	December 1, 1989	July 1, 1990
Regrants for International Research—David Coder 786-0204	March 15, 1990	January 1, 1991

Division of State Programs—Marjorie A. Berlincourt, Director 786-0254

Each state humanities council establishes its own grant guidelines and application deadlines. Addresses and telephone numbers of these state programs may be obtained from the division.

Guidelines are available from the Office of Publications and Public Affairs two months in advance of the application deadlines.

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