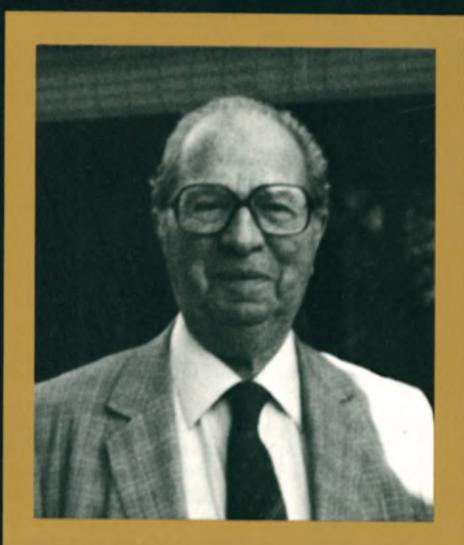
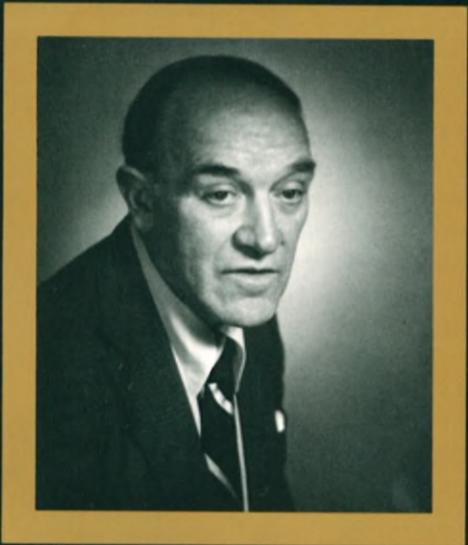
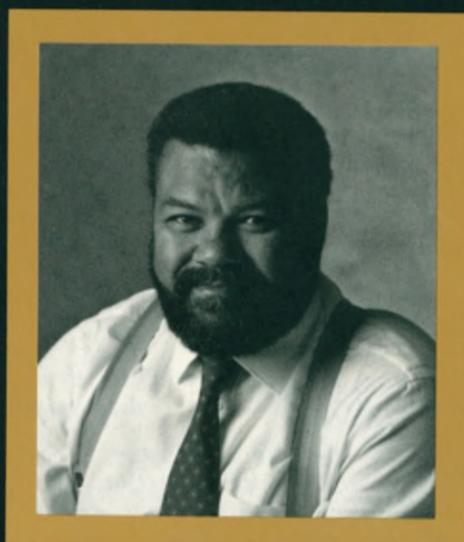
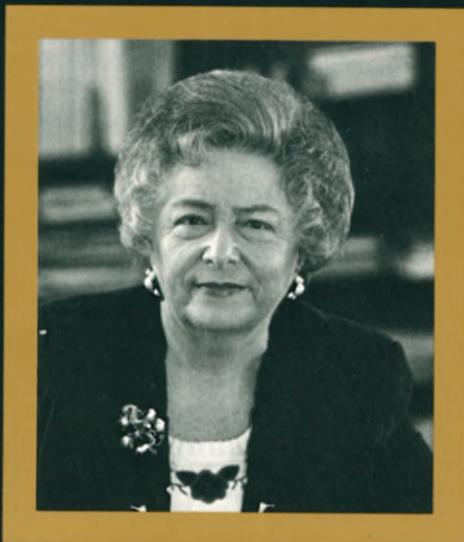
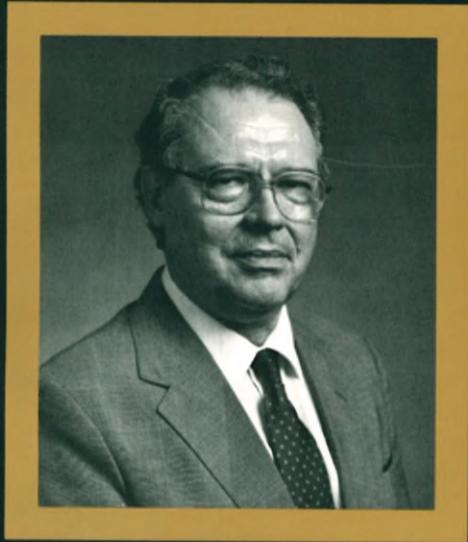


# Humanities

NATIONAL ENDOWMENT FOR THE HUMANITIES • VOLUME 11 • NUMBER 6 • NOVEMBER/DECEMBER 1990



THE CHARLES FRANKEL PRIZE



THE CHARLES FRANKEL PRIZE

The 1990 recipients of the Charles Frankel Prize: (top row) David D. Van Tassel, Ethyle R. Wolfe, Henry E. Hampton, (bottom row) Bernard M. W. Knox, and Mortimer J. Adler. (Photo by Herbert Ascherman, Jr.; photo by J. T. Miller; courtesy of Blackside, Inc.; courtesy of B. M. W. Knox; photo by Susan Q. Jaffe; courtesy of Institute for Philosophical Research)

#### Humanities

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## Editor's Note

### Charles Frankel

In this issue we again honor the Frankel Scholars, five Americans receiving recognition for their work in bringing the humanities to a larger public audience. The occasion seems an appropriate time to reflect on the character of the man for whom the award is named, the late Charles Frankel.

Charles Frankel was a university professor, a philosopher, who believed that scholars had a civic role to play. In a book published by the National Humanities Center in North Carolina, *The Humanist as Citizen*, and dedicated to Frankel, William E. Leuchtenburg said of him "he succeeded perhaps more than any other American of his generation in personifying the ideal of the man of letters who is active in the world of great affairs."

Frankel was a professor of philosophy for forty years at Columbia University in New York and the author or editor of seventeen books. He served outside the Columbia community as well—as director of the New York State Civil Liberties Union, cochairman of the National Assembly for the Teaching of the Principles of the Bill of Rights, chairman of the committee on professional ethics of the American Association of University Professors, and then, on leave from Columbia, as assistant secretary of state for educational and cultural affairs. At the time of his death he was the president and director of the newly begun National Humanities Center in North Carolina. What were his views about the "connectedness," as he liked to say, between the humanities and the present? Here is Charles Frankel, in his own words:

*"The modern world, almost by definition, is a world in which new knowledge and techniques produce rapidly changing social conditions that in turn produce vertiginous changes in human beliefs and values. The coherence that people have thought they have seen in things is regularly broken; their sense of connectedness with what has gone before and of an intelligible direction in where they are going is disrupted. Humanistic scholars are more knowledgeable, perhaps, yet they are only occasionally wiser than their fellows. They may be as lost as their unscholarly neighbors. But surely the effort to find coherence, to restore a sense of continuity and direction, cannot be left only to impulse and unguided inspiration, to visionaries or sloganeers, or to newspapermen or leaders of political parties. If people with knowledge of philosophy, literature, and history do not take part, if people who have time specifically set aside to permit them to think do not take part, the results are likely to be thin and fragile."*

The values, he insisted, were enduring: "In every generation in which the humanities have shown vitality, they have refreshed their thinking by learning from other disciplines, and they have looked beyond their books to the primary materials that have made these books. They have performed an essential public, civic, educational function: the criticism and reintegration of the ideas and values of cultures dislocated from their traditions and needing a new sense of meaning."

If there is a distinguishing characteristic of the Frankel Scholars, it is this devotion to imparting the knowledge of the humanities.

—Mary Lou Beatty

11-2-90

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Lynne V. Cheney



Charlotte A. Crabtree

Photo by Teresa Zabala

Courtesy of Charlotte Crabtree

# A Conversation with... Charlotte A. Crabtree

**Charlotte A. Crabtree:** I couldn't agree more, and I am convinced this is an unstoppable reform. It's clearly a movement supported by the general public. And the response from classroom teachers across the country to a survey we did recently indicates that their interest and support for history is really quite strong. We're even beginning to see, miracle of miracles, a break in the resistance of the National Council for Social Studies.

**Cheney:** The National Council for Social Studies thinks history should be central, doesn't it?

**Crabtree:** Actually, the official position is no, and the concern there is really a reflection of the disarray in that field. Since that field took shape in 1916, there have been enormous controversies of a philosophical nature about what social studies ought to be. There are people who believe it must be concerned with controversial issues that are at the heart of informed citizenship, which is fine; that's an important part of it, but it can't be all of it. There are people who believe it should be the teaching of social science. That was the great movement of the 1960s, and there were voices in that camp that expressed hope that history would soon be as dead as Latin in the schools.

There's a new emphasis on the rise now, and that is the multicultural-diversity movement.

**Cheney:** But this is a multicultural society. Why should an emphasis on multiculturalism be a problem?

**Crabtree:** It is not a problem if multiculturalism is developed as an essential emphasis in a balanced and accurate history of the nation and the world. I become concerned, how-

ever, when "multicultural diversity" is used to divide and polarize people along racial and ethnic lines and to alienate children from our common national identity.

**Cheney:** The California framework with which you have been involved—Diane Ravitch was the other principal author—places a great emphasis on multiculturalism. Or is there another word that you use?

**Crabtree:** The framework emphasizes the United States as a multicultural, pluralistic nation absolutely, but a multicultural, pluralistic people under one flag, under a constitution that unites us as one. Professor Kenneth Jackson, historian at Columbia University, puts this very well. He says that we, unlike other societies in many places of the world, have no common national, religious, or ethnic origin. What binds us as a people is our political system and the civic values that are its core.

**Cheney:** And how does the California framework encourage understanding of that political system? What does it do to help youngsters learn about the evolution of democracy?

**Crabtree:** In world history, children learn of the roots of democracy in ancient Greece, the Judeo-Christian foundations of Western civilization, and the slow development of democratic institutions in medieval and early modern Europe. In American history, children learn of the political development of the nation, our constitutional heritage and rights. Although we have not always equally provided for those rights for all of our people, nonetheless the history of this nation has been the steady movement toward expanding the protection of those rights for all of our society. Children

**T**he teaching of history in elementary and secondary schools was the topic when Endowment Chairman Lynne V. Cheney talked recently with Charlotte A. Crabtree. Crabtree is a professor in the Graduate School of Education at the University of California, Los Angeles, and director of the National Center for History in the Schools, a cooperative NEH/UCLA program.

**Lynne V. Cheney:** I sometimes get discouraged with the pace of education reform, but I think one clear sign of progress is the growing focus on history and the realization that it is important to restore it to its central place.

also learn that this movement toward equity under law is still an unfinished story, one whose outcome will rest in their hands.

**Cheney:** Why don't you describe for me the specific history that's studied in California schools, according to the framework.

**Crabtree:** The first three years, the primary years, introduce children to the long ago, in order to establish a foundation for later systematic study of history. Stories, myths, and legends link children to people and events from the past and build appreciation for the long continuity of human experience. Then, with fourth grade, the curriculum begins to move systematically with history as the core, integrated with other fields. Fourth grade centers in California history. The youngsters have three solid years of U.S.-history-centered studies in grades five, eight, and eleven, and three solid years of world-history-centered studies in grade six, seven, and ten. Ninth grade is legislatively required in California to be a year of electives, providing choices among courses in history, geography, economics, and the humanities. And then the twelfth grade, which caps all of this, introduces deeper, more penetrating studies of the U.S. Constitution and our governmental system, and compares and contrasts that with governments in other parts of the world. This twelfth-grade course can be an extremely successful, very advanced study because it can build upon earlier study of the political history of the United States and political developments elsewhere in the world.

**Cheney:** What was the situation, before the California curriculum? What did children learn about in their social studies classes in the first three grades?

**Crabtree:** Basically, they learned what one of my friends here in California calls the me-and-my-belly-button curriculum, a curriculum which focuses upon the child in kindergarten—who am I? Then in first grade, my family; in second grade, my neighborhood; and in third grade, my town or my city.

**Cheney:** This is the expanding environments approach.

**Crabtree:** This is expanding environments, and always the here and now. We in California said, "Enough. This

is an inappropriate curriculum for young children." Jerome Bruner, Bruno Bettelheim, and other scholars who have studied the young child say, "This is not only a bad curriculum, this is limiting for a child's intellectual development. It is not just a weak curriculum, it is a dysfunctional curriculum." The new curriculum emphasizes myths, legends, and stories—children love stories—and through them they can reach far out in time and out in space. And I might say that the teachers can't wait to get hold of these materials so they can begin to engage young minds with stories that enchant them.

**Cheney:** When you begin the study of U.S. history in grades five, eight, and eleven, how does the California framework make clear the important contributions made to this country by people from a diversity of backgrounds?

Indians, who were already here. From then on, the intent is to maintain an even-handed, historically accurate presentation of how these and other interrelating groups proceeded in the development of this nation.

**Cheney:** And when students study world history in sixth, seventh, and tenth grades, give me examples of other important cultures they would become familiar with.

**Crabtree:** From the very beginning, they become familiar with African civilizations. If one introduces the ancient world in terms of prehistory and the records that archaeologists and paleontologists now have brought to our attention, then students will learn that the earliest forms of human life are now believed to have evolved in Africa. Children will also learn the history of ancient Mesopotamia and Egypt and the history of ancient Kush. We have been complimented

**T**he new curriculum emphasizes myths, legends, and stories – children love stories – and through them they can reach far out in time and out in space. And I might say that the teachers can't wait to get hold of these materials so they can begin to engage young minds with stories that enchant them.

— *Crabtree*

**Crabtree:** Well, for one thing, it makes clear that Europeans were not the first people here, that there were American Indians who had long occupied these lands and who had developed cultures and societies. The early history of our nation becomes, therefore, the convergence of three population groups: those from Spain, France, England, and, later, more widely from Europe; those from Africa, some of whom came with the earliest European settlers; and the American

by a major African scholar for the fact that Kush is presented as a civilization in its own right, and an important one that interacted with Egypt. In their sixth-grade studies, students shift to the civilizations of ancient China and ancient India, of the early Hebrews, and of ancient Greece and Rome.

Our purpose in California is to lay a foundation in the ancient world so that youngsters would understand how societies evolved all over the

planet. We want them to understand the great ethical systems being formed in the ancient world that laid the foundations for law and justice and humane consideration of other people in these societies.

**Cheney:** What about Islam? When do they study Islamic societies?

**Crabtree:** Not until the Middle Ages, because Muhammad's work begins to emerge in the seventh century A.D. So the seventh-grade curriculum, which moves into the Middle Ages, introduces Islam.

want to see any change from the existing curriculum, and they made no bones about it. I was called in to present a speech on what elementary school students could learn, and after I had done that, I was asked to do the same for junior and senior high, which I did, and I found myself on the framework committee. Very quickly, Diane and I joined forces. We had some strong support from several other members, and we began to work toward the curriculum that is there now.

**O**ne of the joys of *The California Framework* is that it's good reading. I hope that presages the kind of history that will be taught.

—Cheney

**Cheney:** And what about Latin American societies?

**Crabtree:** We debated long and hard in the years that we developed the California framework whether to introduce the ancient societies of the Americas or reserve them for the medieval world and do a flashback into their ancient times. Like Islam, the medieval period is when the great civilizations of the Incas and the Aztecs reached their height. Just in terms of balance of space and time and what you can put into a single course, our decision was to place these early societies of Central and South America in the seventh grade.

**Cheney:** I have read a great many curricula in my life—more than I even like to think about, because typically they are remarkably dull documents. And I have to say that one of the joys of *The California Framework* is that it's good reading. I hope that presages the kind of history that will be taught. How long did it take from the day someone first thought about a new curriculum until *The California Framework* was written and adopted?

**Crabtree:** It began in 1985. Diane Ravitch was on the initial framework committee; I was not. And for about a year they struggled. Many did not

During the process, 1,700 reviewers participated. They sent in elaborate reviews of specific sections of what we submitted, and we worked very closely with the state board of education. I flew to Sacramento, sometimes three times a week, to keep the revision process moving. The framework was adopted by the state board of education in July of 1987 and published in January 1988. It is now the official curriculum—which means that textbooks will be adopted in accordance with it and that statewide testing will be developed according to its requirements.

**Cheney:** I don't think many people understand that textbooks come out of curricula, that these documents are important partly because of the message they send to the textbook publishers. I know when *The California Framework* first came out, there were a lot of doubtful people who said that they weren't at all convinced that the American textbook industry would ever produce textbooks that could implement this curriculum. Who ever heard of studying ancient Rome in sixth grade? There must have been a period of some anxiety as you waited to see whether people would produce textbooks so the curriculum

could be easily implemented.

**Crabtree:** There was a time of tremendous anxiety. We were regularly being told by the textbook industry that to make a profit a textbook had to be sold in 85 percent of the school districts of America, and it had to capture at least 15 percent of the sales in every one of those districts. We were told that because our framework was so different from the rest of the nation's, no publisher could take the risk. In order to avoid compliance with the framework, the American Publishers Association tried to push for legislation that would deny the state board of education authority to supervise the adoption of textbooks purchased with state funds. If successful, the publishers would have been able to market their products in California and ignore the state's history framework altogether. We had a long struggle, but the publishers lost.

**Cheney:** Did you get textbooks?

**Crabtree:** In the final round, nine publishers submitted a total of twenty-six products for review. Of the nine publishers, only one, Houghton Mifflin, had produced a full series that was designed specifically for California's framework. Most others offered one book only, most frequently an eighth-grade book.

**Cheney:** Is the process for adopting new textbooks finished?

**Crabtree:** The materials have been under review by panels of scholars—historians, geographers, scholars of religion, scholars of various ethnic groups—as well as classroom teachers and librarians. These panels have met three times in Sacramento, a week-long meeting each time, and produced thoughtful, elaborate reviews of the materials that had been submitted. Their recommendations then were given to the curriculum commission, which held public hearings and made their recommendation to the state board. We recommended only the Houghton Mifflin series, kindergarten through grade eight, and the eighth-grade book produced by Holt, Rinehart and Winston.

**Cheney:** What about grades nine, ten, eleven, and twelve?

**Crabtree:** Those grades are not under state adoption requirements. High schools make their own choices.

**Cheney:** Over the years there have

been numerous complaints from across the political spectrum—everyone from religious fundamentalists to People for the American Way—that there isn't sufficient attention to religion in the textbooks, and the textbook publishers have always said it's just too controversial. I know the California framework requires that religion be taught as a historical force. How controversial are the textbooks written in accordance with the framework? What happened when you held public hearings?

**Crabtree:** The publishers were right on target; there was a lot of controversy. But it is a kind of controversy that we embrace with good reason. We simply cannot understand world history and much of American history if we don't understand the powerful role that religious belief has played. So, we do have to help people understand the fine line between teaching about religion in history and proselytizing or presenting any particular faith as truth. This was especially interesting to deal with during the hearings. We had more than ninety people come forward to complain about the books, and most of them were concerned with religion. We had many Islamic voices and many Jewish voices expressing concern

with the presentation of their faiths in the books. The main concern of the Islamic people who testified was that the textbooks did not present Islam as the divine word of Allah. It was necessary for us to explain what is and is not permitted in teaching about religion in public schools in a pluralistic society that separates church from state.

The books actually have done an extraordinary job of never making a claim for the truth of any of these faiths but simply saying what is stated in the historical record, including the sacred texts of the group in question, what the followers of the faith held to be true, and what the consequences of those beliefs were. The textbooks have walked a very careful line.

We did find a few errors in the interpretation of ancient Judaism and a few errors in the Islamic treatment. Those errors are being addressed.

One of the things the publisher is going to do at the request of the curriculum commission is to develop a monograph that will be attached to the teacher's edition of the textbooks. The monograph is intended to help teachers understand how you walk this careful line: What does the Constitution permit you to do in teaching about religion in history so that you

will not end up in trouble in your communities or in your schools? How do you incorporate the use of sacred texts? The texts include readings from the Hebrew Bible, readings from the New Testament, and readings from the other faiths. Among the materials covered are the study of Hinduism, the origins of Buddhism and its spread into China, the central teachings of Confucianism, Islam, Judaism, and Christianity.

**Cheney:** This process started four years ago, and you've been through it most of the way—developing a curriculum, putting out a call for textbooks, and so on. You've probably had hundreds of meetings, many meetings going on for hours and hours, the hardest kind of meetings where you work to build consensus around ideas that are controversial. Don't you ever get tired?

**Crabtree:** In some ways I honestly believe that this, plus the history center that NEH has made possible, has been the realization of a career. It is simply wonderful to be part of a fundamental change in the curriculum, a change that we truly believe is in the best interest of our children and their education. There's no way to get tired under these conditions. It is too exhilarating.



Photo by Susan Q. Jaffe

Charlotte Crabtree and Lynne V. Cheney announcing NEH funding of a center for research on history education (March 22, 1988).

**Cheney:** Well, you were nice to mention the history center. You've undertaken some challenging work there, too, such as defining essential knowledge in history. Is that the way you put it, essential knowledge, essential learning?

**Crabtree:** We now have a volume nearing completion that will do several things. It will have a first chapter by Paul Gagnon, "Why Teach History at All in the Schools?" It's powerful and probably the finest statement

the teaching units, and they're really marvelous. These are going to be so popular with teachers because they bring together authentic materials. Teachers love to work with primary sources, but it's sometimes hard for them to find the time to gather the materials together, to go out and get copies of *Antigone* and Pericles' funeral oration. I'm thinking of the history center teaching unit I just read on the Golden Age of Greece.

**Crabtree:** Yes. That's one we're

activity that goes on. When we go to publishers of *Antigone*, let's say, or of a book that has some wonderful drawings of the Bridge of Hellespont, and say, "We'd like to have the right to reproduce this because this is going into teachers' hands," very often we've been told yes. Publishers have been wonderful. Very few have asked for any payment. But we sometimes run into a no. We're now into our fourth *Antigone*. With the help of a scholar of ancient Greece, we finally found some translations of the last century that we don't have to get anybody's permission to use.

**Cheney:** They're outside of the copyright area.

**Crabtree:** We have to do a little translation of our own at times in order to make some of the more Victorian-style language accessible to a high school student today, but that seems to be the way *Antigone* is going to finally come in. For our children's edition of *Antigone*, we do have permission, and we will have *Antigone* both for high school students and for elementary school students.

**Cheney:** Oh, that's nice.

**Crabtree:** One of our Greek scholars, Dr. Stan Burstein, has himself translated some ancient Greek material for us because he's so eager to have that Greek unit out. He said, "Look, I'll translate it for you since your publisher turned you down," and that's been kind of fun, too. But it's a great search, a paper chase to find out who owns the copyright and to get permission.

**Cheney:** Do you ever think of yourself as being in competition with yourself? I mean, you worked on the curriculum that produced the textbooks that are about to be adopted, and in a sense the curricular materials that will be available through the history center are competition for the textbooks.

**Crabtree:** Well, I don't know if the center's materials are so much competitive as supplementary. They offer what the textbooks do not, go beyond them to give the greater depth. Our big problem with the textbook always is, it's finite space. These units are in-depth opportunities for teachers to plumb deeply beyond what any textbook can contain and to get youngsters engaged in the rich use of primary sources. □

**T**eachers love to work with primary sources, but it's sometimes hard for them to find the time to gather the materials together, to go out and get copies of *Antigone* and Pericles' funeral oration.

— Cheney

that has yet been put together. Part two of this document asks, "What is Essential in American History and What is Essential in World History for All Students to Know on Graduation from Twelfth Grade?" This section is the work of the center's distinguished historians, working with teachers and curriculum experts, and builds a case for why some topics are essential for the understandings that should come out of the study of history.

**Cheney:** When will this be published?

**Crabtree:** We are in the final editing of this material. In fact, this morning I just got the fourth rewrite of "What's Essential about Africa." We wanted to be certain that we had agreement among scholars of African history that this unit is being properly formed. We expect to have the volume ready for desktop publication, and we will have copies printed and bound and ready for national dissemination in the fall.

**Cheney:** Are you going to put it out at the same time as the curriculum packages? I've seen three or four of

especially proud of. We now have something like seventy-five teacher associates of the history center who have come and studied with our scholars, been involved in institutes of the National History Center, and they have produced teaching units under the guidance of the historians.

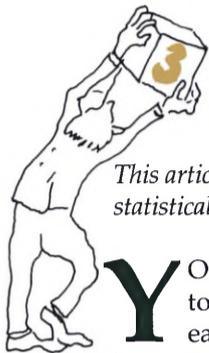
**Cheney:** There's an overview in each of the curriculum packages, and then under that umbrella, there are just wonderful things to read and understand. There are maps. Architectural drawings, I remember in one. These units are going to be very popular. Will teachers have to pay for them?

**Crabtree:** Well, the National Endowment for the Humanities has paid for all the production costs, all the development costs. What teachers will have to pay is enough to cover reproduction and mailing. We're not going to put the materials in expensive binders, we're going to three-hole punch the materials; and the teachers can put them in files or in binders themselves. So they're going to receive these materials at minimal cost.

Your readers might be interested in some of the behind-the-scenes

# THE NUMBERS GAME

BY JEFFREY THOMAS



## What Eighth Graders Study—And How Much of It They Do

This article is part of a series deriving from statistical studies supported by NEH.

**Y**OUNG STUDENTS' exposure to the humanities begins in earnest upon their leaving elementary school and entering the transitional stage of middle school or junior high school. It is here that elementary education's emphasis on social studies and language arts begins to give way to the study of history, literature, and languages as distinct academic disciplines.

What do we know about students' experience with the humanities at this level? Until recently, not much. With the 1990 publication of *A Profile of the American Eighth Grader* and its companion studies, however, data

are now available on the attitudes and academic experiences of eighth-grade students, as are supporting data from the students' parents, teachers, and school principals. The report results from the National Education Longitudinal Study of 1988, a project undertaken by the U.S. Department of Education with supplemental support from the National Endowment for the Humanities and the National Science Foundation. Following are selected findings from this study.

### Course-Taking Patterns

The academic requirements of schools in different areas of the nation usually define the courses that eighth graders in those areas may take. However, a

look at these curricular frameworks nationwide reveals a wide variety of course-taking patterns, with distinctions often emerging within subject areas and among schools of various types and locations.

For instance, nearly one-quarter of all eighth graders study a foreign language. Chart 1 shows that students in the Northeast are more than twice as likely to take foreign language courses as students in other parts of the country, that students in urban or suburban schools are nearly twice as likely to take a language as their peers in rural schools, and that

*Jeffrey Thomas is the assistant director for humanities studies in the Office of Planning and Budget.*

CHART 1: Percent of 1988 eighth graders who report taking specified humanities courses by selected characteristics

STUDENT CHARACTERISTICS	ENGLISH			FOREIGN LANGUAGE	HISTORY/SOCIAL STUDIES				RELIGION
	Regular English	Remedial English	No English		History only	Social Studies only	History & Social Studies	No History/Social Studies	
1	2	3	4	5	6	7	8	9	10
<b>TOTAL</b>	83.7	12.1	4.2	24.1	25.6	23.0	47.2	4.3	17.6
<b>Geographic Region</b>									
Northeast	84.5	12.3	3.1	49.6	14.9	31.2	50.9	2.9	23.5
North central	84.3	12.2	3.5	19.5	25.9	24.6	47.1	2.3	21.3
South	85.0	9.9	5.1	15.4	32.1	18.8	43.1	6.0	12.1
West	79.7	15.8	4.5	20.1	24.3	19.9	50.8	5.1	16.3
<b>Urbanicity</b>									
Urban	81.4	13.7	4.9	29.6	23.6	23.6	47.0	5.8	24.6
Suburban	83.9	12.4	3.7	27.2	25.5	21.5	49.6	3.4	19.2
Rural	85.3	10.4	4.3	15.6	27.3	24.5	44.0	4.2	9.9
<b>School Type</b>									
Public	84.6	11.0	4.4	23.5	26.4	23.5	45.4	4.6	8.6
Catholic	73.4	23.4	3.2	16.2	12.7	19.3	65.7	2.3	92.5
Independent private	85.4	13.7	0.9	87.8	33.7	20.3	44.1	2.2	22.1
Other private	83.2	15.0	1.8	37.0	31.1	17.4	50.2	1.3	69.1
<b>Sex</b>									
Male	81.6	13.8	4.6	23.8	25.1	21.8	48.3	4.8	16.5
Female	85.3	10.4	3.8	24.4	26.1	24.0	46.1	3.8	18.6
<b>Race/Ethnicity</b>									
Asian	81.3	14.2	4.4	37.5	18.4	17.4	58.0	6.1	19.3
Hispanic	76.4	17.3	6.3	19.5	24.0	18.6	51.4	6.0	16.4
Black	80.7	11.3	8.0	21.5	23.5	25.7	43.0	7.8	12.1
White	85.6	11.3	3.1	24.7	26.7	23.4	46.7	3.2	18.7
Native American	75.1	15.7	9.2	19.6	17.6	22.6	52.7	7.1	13.3

NOTE: Because of rounding of numbers, individual percentages may not always total 100 percent.

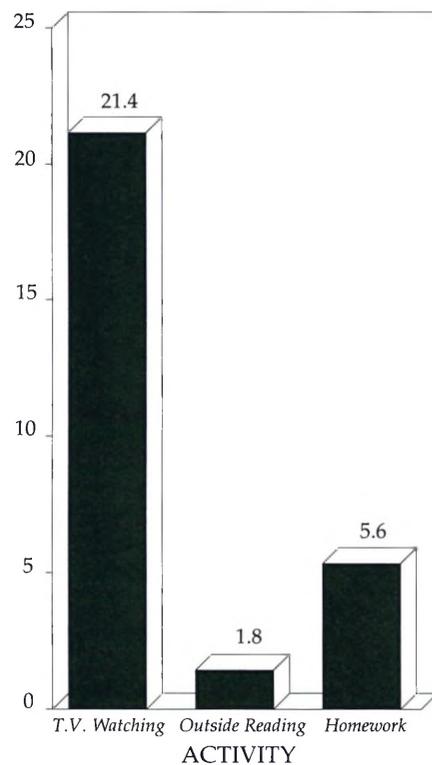
SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

students in independent private schools are vastly more likely to take a language than students in public or Catholic schools. Almost nine in ten eighth graders in independent private schools reported taking a language course.

A high percentage of students in virtually all school settings takes remedial English—one in eight students nationally, and almost one in four students in Catholic schools.

**Chart 2: Average hours per week spent on various activities**

HOURS PER WEEK



Source: U. S. Dept. of ED, NELS: 88, Base Year

### The Dominance of TV

Television viewing dominates the out-of-school time of most eighth graders: The average number of hours per week spent watching television is 21.4, almost four times the number of hours spent on homework and twelve times the number of hours spent on outside reading (Chart 2). Seventy percent of students reported that their parents rarely or never limited the amount of time they could spend watching TV. More than half of the students reported spending less than one hour per week on homework in English and in social studies classes (Chart 3).

In responding to questions about their educational and occupational

**Chart 3: Time students spend on English and social studies homework each week**

	English	Social Studies
None	10.1%	12.8%
Less than 1 hour	43.6	39.1
1 hour	21.1	21.6
2 hours	9.7	10.4
3 hours	5.4	5.7
4-6 hours	3.6	3.6
7-9 hours	0.8	1.0
10 or more hours	0.3	0.4

**Chart 4: Emphasis teachers give to English topics**

	Major topic	Minor topic	Review only	Not covered
Composition	76.3%	21.9%	1.2%	0.6%
Grammar	74.6	19.5	5.5	0.4
Literature	57.9	27.7	3.6	10.8
Reading	43.7	33.0	11.7	11.6
Spelling	41.2	41.5	12.6	4.6
Study Skills	18.6	45.2	29.7	6.4

**Chart 5: Frequency of teachers' use of literary genres in making assignments to their students**

	Majority of time	Some of time	Rarely	Never
Fiction	45.6%	43.2%	5.1%	6.0%
Expository Text	9.4	47.3	30.4	12.8
Drama	5.1	57.4	24.6	13.0
Biography	4.9	59.4	24.5	11.2
Poetry	4.1	55.6	31.0	9.4
Mythology/Folktales	3.3	45.7	32.0	19.0
Other Non-fiction	4.9	52.7	30.8	11.6

plans, eighth graders tended to aim high—nearly two-thirds expect to finish college and a third aspire to careers in professional, business, or managerial occupations.

### What English Teachers Assign

When asked how much emphasis they give to various types of instruction, eighth-grade English teachers most often listed composition as their primary focus, followed in descending order by grammar, literature, reading, spelling, and study skills (Chart 4). These teachers had an overwhelming preference for fiction in making their assignments, with all other forms of

literature trailing distantly (Chart 5). One in five English teachers did not require their students to read any books outside their textbook.

### Parental Participation

Parents of eighth graders indicated a high level of interest in their children's activities. Slightly less than half reported that they go to history museums with their children, and almost 90 percent reported that they enforce family rules about homework. Even so, one in three reported that they "seldom or never" helped their eighth grader with his or her homework. □

# THE FRANKEL AWARDS

BY MARY T. CHUNKO



Photo by Susan Q. Jaffe

*Five people have been chosen as the winners of this year's Charles Frankel Prize for their work in bringing history, literature, philosophy, and other areas of the humanities to the general public. Those being honored are:*

**Mortimer Adler**, a "philosopher at large" who has made accessible the ideas of Aristotle, Aquinas, and other thinkers through the Great Books Foundation, and who is himself the author of more than forty books;

**Henry Hampton**, a film producer who examines aspects of history and the African-American experience and whose company, Blackside, Inc., has produced more than fifty films, among them *Eyes on the Prize*, which won nineteen awards;

**Bernard M. W. Knox**, author of *Oedipus at Thebes* and for five decades an eloquent spokesman about the world of the ancients as a professor of classics at Yale University and director of Harvard University's Center for Hellenic Studies;

**David Van Tassel**, Benton Professor of History at Case Western Reserve University and the founder of National History Day, which in sixteen years has grown to involve 300,000 secondary school students in forty-seven states;

**Ethyle R. Wolfe**, professor of classics, who while serving as provost and vice president for academic affairs at Brooklyn College, became the architect of a core curriculum which has served as a model for other institutions nationwide.

"We at the Endowment are delighted to recognize the achievements of these five distinguished citizens who have fostered understanding and appreciation of the humanities among a wide cross-section of the American public," said NEH Chairman Lynne V. Cheney in making the announcement. "Each of them exemplifies the commitment to scholarship and public affairs that characterized the life and work of Charles Frankel."

Frankel was a Columbia University professor of philosophy committed to the role of humanist scholars in public service. He served as an assistant secretary of state for educational and cultural affairs (1965-67) and then became the first president of the National Humanities Center in North Carolina. The award, which is being given for the second time, carries a stipend of \$5,000 for each of the winners.

# THE FRANKEL SCHOLARS

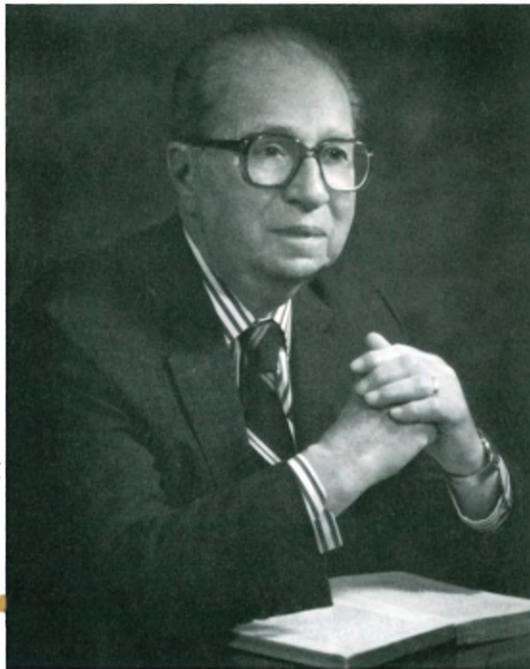


Photo by Bachrach

MORTIMER J. ADLER

**P**HILOSOPHER, educator, and author of widely read works in philosophy and the history of ideas, Mortimer J. Adler calls himself a "philosopher at large." During a career spanning six decades, he has exposed thousands of Americans to the ideas of Plato, Aristotle, Aquinas, and other outstanding thinkers. An advocate of education based on close reading of the great texts of Western civilization, Adler has devoted much of his life to "restoring philosophy to its proper place in our culture and making it accessible again to the person in the street," as he said in a 1981 interview.

Born in New York City in 1902, Adler attended Columbia University, where he completed the four-year program in three years, was elected to Phi Beta Kappa, but failed to receive a B.A. degree because he did not attend the required physical education classes. Despite this, he was appointed instructor in psychology in 1923, wrote his doctoral dissertation on the measurement of musical appreciation, and received a Ph.D. in 1928. Adler received his B.A. degree from Columbia in 1983.

At the invitation of President Robert Maynard Hutchins, Adler

moved to the University of Chicago in 1930, where he and Hutchins changed the school's academic requirements to emphasize the classics of Western civilization. In 1946, he and Hutchins established the Great Books Foundation, a nonprofit organization that brings together adults from all walks of life to discuss the classics. Hutchins and Adler also edited the 54-volume set of the *Great Books of the Western World*, published by Encyclopedia Britannica, Inc. In connection with this project, Adler edited the two-volume *Syntopicon* ("synthesis of topics"), which is an index to the ideas contained in the great books. Since 1974 he has been chairman of the board of editors of the *Encyclopedia Britannica*.

Since 1952, Adler has been president and director of the Institute for Philosophical Research, where he has continued to promote public understanding of the great ideas of Western civilization. In 1980 he convened a group of twenty-two educators to develop Paideia—from the Greek word meaning "bringing up a child"—a program aimed at introducing Socratic discussion of primary texts to public elementary and secondary schools nationwide. Adler continues to address many groups across the country and currently serves as honorary trustee of the Aspen Institute. He is also University Professor at the University of North Carolina at Chapel Hill.

Adler's many books include *Art and Prudence* (1937, reprinted 1978); *What Man Has Made of Man* (1937, reprinted 1957); *How to Read a Book* (1940, revised edition 1972); *How to Think About War and Peace* (1944); *The Time of Our Lives* (1970); *Philosopher at Large* (1977); *Aristotle for Everybody* (1978); *How to Think About God* (1980); *Six Great Ideas* (1981); *The Angels and Us* (1982); *The Paideia Proposal* (1982); *How to Speak/How to Listen* (1983); *Ten Philosophical Mistakes* (1985); *A Guidebook to Learning* (1986); *We Hold These Truths* (1987); *Reforming Education* (1989); *Intellect* (1990); and *Truth in Religion* (1990).

**F**ILMMAKER Henry E. Hampton has combined his interests in mass communications, religion, and African-American culture to reach national audiences with films that examine significant aspects of history and the African-American experience.

A native of St. Louis, Missouri, Hampton was born in 1940, attended Washington University, and graduated with a degree in pre-med and English literature in 1961. From 1963 to 1968, he was director of broadcasting and information for the Unitarian Universalist Association, a national



Courtesy of Blackside, Inc.

## HENRY E. HAMPTON

*Henry Hampton (top right) filming in Boston, with business manager Ben Harris and production assistant Peter Montgomery at the camera.*

religious organization based in Boston. In 1968 he served as press officer for an interfaith group of U.S. religious leaders who met with world leaders to promote peace and cross-cultural understanding. In 1977 he was awarded a Loeb Fellowship at the Harvard University School of Design to pursue research on the relationship between the media and government information programs.

In 1968 Hampton founded Blackside, Inc., a film and television production company. As president of Blackside, Hampton has been responsible for more than fifty films and media projects, including "Nightrain" (1968), a series that aired over five Boston-area commercial television stations; "Voices of a Divided City" (1982), which aired nationally on public television; "Kinfolks" (1979), an award-winning documentary that examines the state of the African-American family in America; and "Eyes on the Prize: America's Civil Rights Years (1954-1965)," a six-part documentary series that aired on public television in 1987. This series garnered more than nineteen television and film awards, including a Peabody Award and a DuPont-Columbia Gold Baton for excellence in broadcast journalism. Hampton's "Eyes on the Prize II: America at the Racial Crossroads" was broadcast to critical acclaim earlier this year. He is the coauthor with Steve Fayer of *Voices of Freedom*, a 700-page oral history of the civil

rights movement. He is currently at work on two documentary projects, a nine-hour series on America and the Great Depression and a six-hour series on America's war on poverty.

Hampton has been a visiting professor at Tufts University and board chairman of Boston's Museum of Afro-American History, where he led the campaign to restore the African Meeting House, the oldest standing African-American church in the country. He has been a political and cultural commentator for WGBH-TV in Boston and has published several articles on religious issues and urban affairs. Hampton has received ten honorary degrees, including one from his alma mater, Washington University.

**D**URING A CAREER spanning five decades, Professor Bernard M. W. Knox has eloquently evoked the world of ancient Greece in books, on television, and in public lectures. As professor of classics at Yale University and director of the Center for Hellenic Studies, he introduced a generation of students and young scholars to Greek tragedies

and historical texts. By discussing ancient Greek works as living, dramatic texts in lectures, books, films, and dramatic criticism, he has made these works accessible to a broad public. He told a *Washington Post* reporter in 1983, "To be a professor of ancient Greek is to be a professor of modernity."

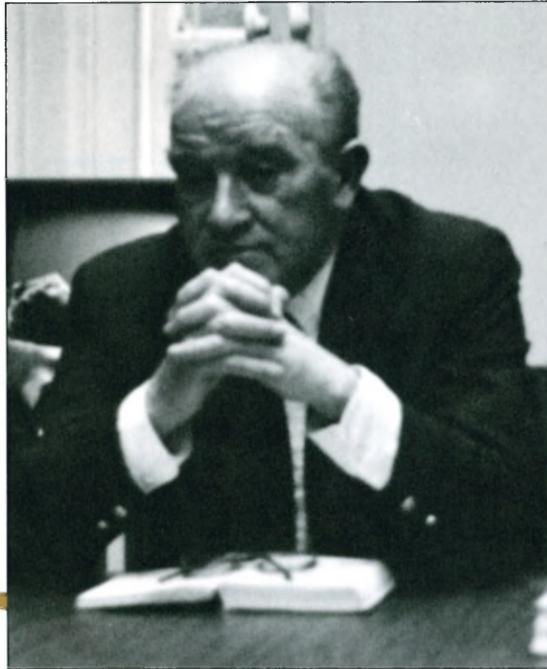
Born in Bradford, England, in 1914, Knox was educated at St. John's College, Cambridge University, where he graduated with a B.A. in 1936. Knox, who is a naturalized American citizen, volunteered to serve in the U.S. Army during World War II and received the Bronze Star, as well as the Croix de Guerre from France. After the war, he earned a Ph.D. in classical studies at Yale University in 1948 and joined the faculty as professor of classics.

In 1961 Knox became the first director of Harvard University's Center for Hellenic Studies in Washington, D.C. Established with a grant from the Old Dominion Foundation, the center each year hosts eight "junior scholars" from around the world who live there with their families. Knox retired as director of the center in 1985.

Throughout his career, Knox has been much in demand as a speaker and has lectured at numerous colleges and universities, including Oberlin College, Stanford University,

**BERNARD M. W. KNOX**

**ETHYLE R. WOLFE**



Courtesy of Bernard Knox



Photo by J. T. Miller

Oxford University, and the University of California, Berkeley. For many years he spoke at the Naval War College on the relationship between contemporary American foreign policy and the situation of Athens during the classical period. He has also written and acted in a television film on Sophocles' *Oedipus the King*, and in 1978 he received the George Jean Nathan Award for his dramatic criticism. He has received honorary degrees from Yale, Princeton, and George Washington universities. Knox's other honors include a Guggenheim fellowship and membership in the American Academy of Arts and Sciences.

Knox has published widely in scholarly, as well as popular, publications. Among his books are *Oedipus at Thebes* (1957), *Oedipus the King* (1959), *The Heroic Temper* (1964), and *Word and Action* (1979). He served as contributing editor of the 1985 edition of *The Cambridge History of Classical Literature* (Volume 1). His most recent work is *Essays Ancient and Modern*, which won the 1990 PEN/Spielvogel-Diamonstein Award honoring the art of the literary essay.

**A**S ARCHITECT OF Brooklyn College's acclaimed core curriculum, educator Ethyle R. Wolfe has provided the school's large and diverse student body with a coherent vision of what constitutes a liberal education. Thanks to Wolfe's efforts in developing the ten courses that make up the college's required core of learning, thousands of students at Brooklyn College and other institutions nationwide have been challenged by a liberal arts education consisting of courses in literature, history, science, art, and philosophy. Through her many addresses at campuses and conferences across the country, as well as through a visitor's program that she established at Brooklyn College, she has been an effective catalyst for reform of college curricula nationwide.

Born in Burlington, Vermont, in 1919, Wolfe attended the University of Vermont, earning bachelor's and master's degrees in 1940 and 1942. She pursued graduate study at Bryn Mawr College and at New York University, where she earned a Ph.D. in classics in 1950. Wolfe's long association with Brooklyn College, which is part of the City University of New York, began in 1947. She has served as a professor in the college's Department of Classics and Comparative Literature and as dean of the School of Humanities, as well as provost and vice president for academic affairs.

As a faculty member, Wolfe was instrumental in the formulation and adoption of the college's core curriculum. Today she is provost emerita.

Shortly after the core curriculum was adopted in 1980, core committee chairman Wolfe invited faculty of the college to attend a series of four-day development seminars. As she stated in a 1989 article in *Brooklyn College Magazine*, "It was not until after the core was devised and I was charged with making what looked promising on paper actually work, that I realized curriculum reform is meaningless without faculty development. The seminars are really the most exhausting thing I have ever done." In addition to the development seminars, Wolfe organized a visitor's program which brought 153 educators from 120 colleges across the country to the Brooklyn College campus to learn more about the core curriculum. Her outreach efforts have extended beyond the Brooklyn College campus as she travels widely to address the academic community and the general public on the importance of liberal arts education.

At Brooklyn College Wolfe established both the Latin/Greek Institute, an intensive ten-week program in



Courtesy of David Van Tassel

## DAVID D. VAN TASSEL

classical studies that draws students from across the country, as well as a humanities institute, recently re-named the Ethyle R. Wolfe Institute for the Humanities, which promotes intellectual and interdisciplinary discourse among scholars.

Wolfe has served as coeditor of *The American Classical Review* and as associate editor of *The Classical World*. Recently, she served on the executive committee of the study group that produced *The Liberal Art of Science: Agenda for Action* (1990), a publication of the American Association for the Advancement of Science.

**H**ISTORIAN David D. Van Tassel has spent much of his career encouraging public interest in the study of the past. As founder of National History Day, a national competition that recognizes secondary school students for excellence in historical research and analysis, he has fostered a better understanding and appreciation of history and the work of historians among students as well as the general public. Born in Binghamton, New York, in 1928, Van Tassel grew up in Darien, Connecticut. He graduated from Dartmouth College in 1950 and earned a Ph.D. in history from the

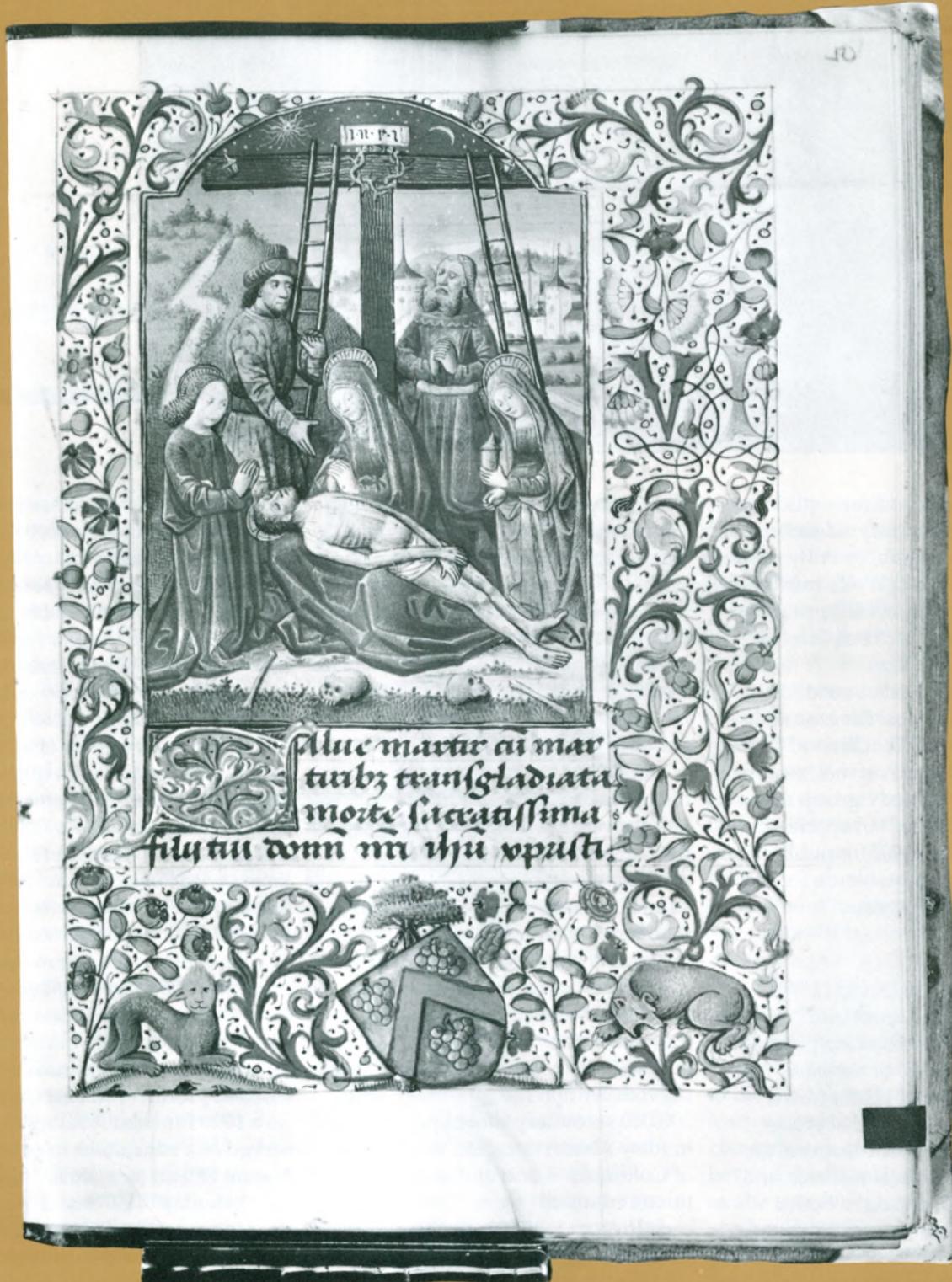
University of Wisconsin, Madison, in 1955. From 1957 to 1969, he taught history and philosophy of education at the University of Texas. Since 1969, he has taught history at Cleveland's Case Western Reserve University, where he has served as chairman of the department since 1987. In 1980, he was named Elbert Jay Benton Professor of History.

In 1974, Van Tassel established a history competition on the campus of Case Western Reserve. He started the competition in order "to give secondary school teachers a tool to stimulate interest and excitement in their students for the learning of history." From a local event involving 125 participants the first year, the competition spread throughout the state of Ohio. In 1980, the first national competition was held. Today the competition involves more than 300,000 secondary school participants in forty-seven states and the District of Columbia. Local and state competitions culminate in national finals each June, at which more than 1,800 students present historical papers, media presentations, performances, and exhibitions on historical topics.

A specialist in U.S. social history and gerontology, Van Tassel has written and edited several works on local and national history, including the *Encyclopedia of Cleveland History* (1987), the first encyclopedia for an urban area in the United States.

Among Van Tassel's other books are *Recording America's Past: An Interpretation of the Development of Historical Studies in America, 1607-1884* (1960); *Science and Society in the United States* (1966); *American Thought in the Twentieth Century* (1967); *European Origins of American Thought* (1969); *The Rand McNally Series on the History of American Thought and Culture* (1967-1976); *Aging, Death, and the Completion of Being* (1978); *The Elderly in a Bureaucratic Society: The Elderly, the Experts, and the State in American History* (published with Peter Stearns, 1986); and *Cleveland: A Tradition of Reform* (published with John Grabowski, 1986).

Van Tassel is the founding editor of *Human Values and Aging Newsletter* and served on the editorial board of *The Gerontologist*. He has also served as a consultant to filmmakers. He assisted producer Robert Ornstein on a 1976 film about Robert Frost and served as a consultant to producer Naomi Feil on two films, "Looking for Yesterday" (1978) and "One Hundred Years to Live!" (1980). □



# *More Than a Manuscript*

*The Story Behind Medieval and Renaissance Books*

BY ELLEN MARSH



O the discerning scholar, old books often convey a story that goes beyond the words on their pages.

In the collection of the Walters Art Gallery is a late fifteenth-century French prayer book, with the original velvet binding and silver gilt book clasps. It was commissioned by Jean II Budé during an illness when he was in his fifties, and contains fervent prayers addressed to the cross and to the sufferings endured by Christ and the Virgin. Budé had chosen, as was the custom in France at that time, to have himself depicted close to the sacred figures of the pietà. "This is not a portrait in the modern sense of the word," says Lilian Randall, research curator of manuscripts at the Walters, "although the beard is probably true to life."

When Randall examined this previously uncatalogued volume, she was able to identify Budé by the coat of arms in the lower border. "It is rare to find both heraldic and pictorial evidence of this sort in a prayer book other than ones made for members of the French royal family," Randall notes. She conjectures that the younger man attired in gold brocade, who looks sympathetically toward the kneeling figure of Budé, is his son and heir, Jean III Budé.

The elder Budé (ca. 1430-1501) was royal counselor and *audiencier de la Chancellerie de France* under Charles VIII. Between 1481 and 1487 Budé suffered an extended period of poor health, which seems to have inspired him to add to his library, with emphasis on works in medicine, philosophy, and theology. The prayer book was one of these acquisitions. "The prayers must have been successful," remarks Randall. "Budé lived for another twenty years."

Since 1977, Randall has been working full time on a catalogue of the Walters's holdings of medieval

Ellen Marsh is an assistant editor of Humanities.

and Renaissance manuscripts. The Walters project and similar ones at the Beinecke Library at Yale, the Houghton Library at Harvard, and Berkeley's Bancroft Library are being supported by the National Endowment for the Humanities as part of a concerted effort to make medieval and Renaissance manuscripts accessible to students and scholars.

No scribe in a scriptorium could be more dedicated to his work than the scholars who devote themselves to writing detailed analyses and descriptions of books made by hand five hundred or more years ago. The cataloguer's task is not easy. "As they have come down to us, some volumes are cobbled-up products, perhaps comprised of excerpts from manuscripts of different dates and origins," says Anthony Bliss, rare books librarian at the University of California at Berkeley. "The expert has to be able to detect that this is not an intact fifteenth-century book, for instance; that in fact it did not exist as such in the fifteenth century."

Portions within a volume may be untitled; sometimes pages are missing; some sections may be bound upside down; some are even unbound. The cataloguer must identify each author and text, and, if possible, the scribe and illuminator; the date; provenance; the use to which the work was put and for whom intended; and its travels through various libraries and owners.

Scholars now consider a precise description of the physical appearance of the book to be important—how the binding is attached, the appearance and materials of the spine, what kind of clasp or ribbons close the volume, and, if the text is on paper, the watermarks. Even stains on pages are recorded. The cataloguer records any notations made in the book by its owners over the years, as well as bookplates, tags, and book numbers. An entry for a single manuscript, which includes text, decoration, physical description, history, and bibliography, may fill six closely printed pages in a catalogue.

"We try to place the book in the context of its time," says Randall,

"and to give scholars enough basic information for them to pursue their own specific interests. Cataloguers have inquiring minds. One of our most difficult decisions is at what point to cut off our research. We must leave further discoveries to future investigators." For instance, the gifted scribe who did most of the textual transcription in Budé's prayer book may have executed other commissions for Budé—but this remains to be studied.

The profession demands a broad range of skills. Cataloguers are both paleographers, who decipher ancient hands, and codicologists, who describe and interpret the book as a cultural artifact. They must be well versed in history, art history, literature, languages (both classical and vernacular), and have a comfortable familiarity with the Bible, the lives of the saints, and liturgy. They must also have the wisdom to call upon colleagues and consultants for advice and information.

The manuscript cataloguing system of many libraries has been casual. Anthony Bliss describes the one at the Bancroft Library in Berkeley as "Believe It or Don't." "When the library acquired a volume, the dealer's description or a general description from a catalogue would be copied and added, along with an accession number, to a binder. Texts were misidentified," Bliss says, "and attributions, scribal signatures, and other important clues about the manuscript were not noted. Therefore significant resources were hidden from students and scholars." Other repositories had similar uncritical cataloguing procedures.

Contemporary methods of cataloguing manuscripts have been strongly influenced by the work of the late Oxford scholar N. R. Ker, whose publication in 1969 of *Medieval Manuscripts in British Libraries* set an international standard for meticulous

(Far left) Pietà from a late 15th-century prayerbook in the collection of the Walters Art Gallery (W. 258, f. 50). The coat of arms of the original owner, Jean II Budé, is depicted in the lower border.

**Yale University  
Beinecke Library MS 446:  
Three Treatises on Falconry**

Each manuscript is described in meticulous detail: the condition of the parchment, the handwriting of the scribe or scribes, the coloring in each illustration, the random markings, the repairs, the binding, the provenance. Here is an excerpt from the catalogue description of MS 446, in which this miniature appears.

Parchment (fine, smooth), ff. i (paper) + i (original parchment flyleaf) + 66 (later foliation 1-62) + i (paper), 262 x 175 (168 x 101) mm. Written in 25 long lines. Double horizontal and vertical bounding lines, full length and full across; ruled on hair side in hard point or faintly in lead; some prickings in outer margin.

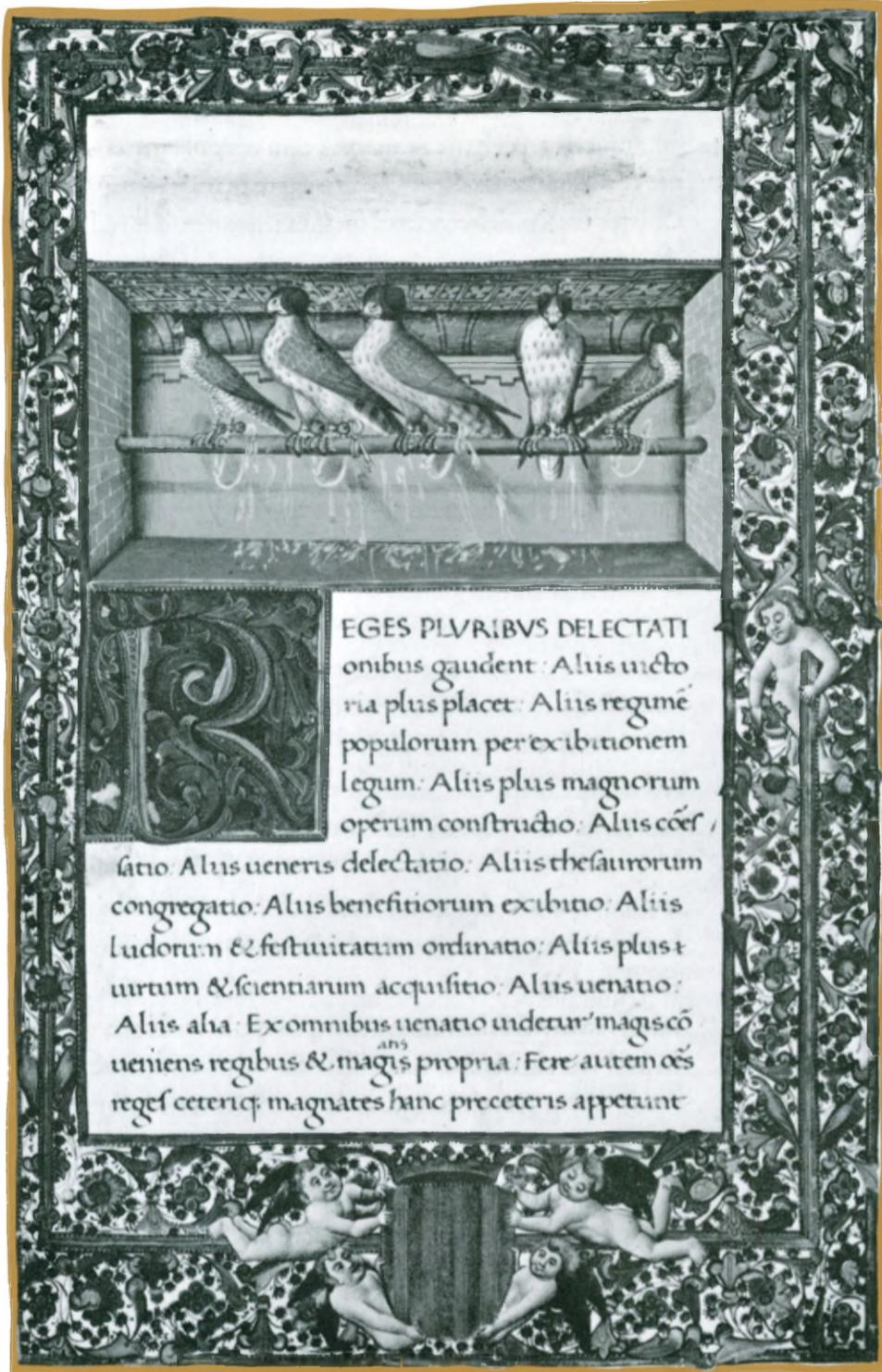
I-VI<sup>10</sup>, VI<sup>16</sup>. Catchwords perpendicular to text between inner bounding lines.

Written by a single scribe in elegant round humanistic script below top line.

One miniature, f. 1r, five falcons sitting on a perch in a niche, with a 6-line initial, blue and light green, with green and blue acanthus, against gold, framed in red, with white dots; full border, pink and blue flowers on stems with pink, orange and green leaves and gold dots spiraling around a pink and gold bar; framed in gold and inhabited by birds, putti; four of the putti in lower margin support a coat-of-arms (or, 4 pallets tenné; see T. de Marinis, *La biblioteca napoletana dei re d'Aragona* [Milan, 1947] v. 2, p. 324 and pl. 13A, of f. 1r). 5-line initials, gold, filled with blue or crimson with flowers in white, on irregular grounds of crimson or blue with flowers in white, and hair-spray extensions with crimson and blue leaves, flowers and gold trefoil leaves or dots. 2-line initials, gold, filled with crimson or blue against irregular crimson or blue grounds with white filigree. Rubrics throughout.

Binding: s. xix. Red goatskin, gold-tooled with "Cetreria" on spine. Gilt edges with illegible inscription on fore edge.

Produced probably in Naples in the third quarter of the 15th century for Ferdinand II of Aragon (arms on f. 1r; see A. Lupis, *La sezione venatoria della biblioteca aragonese di Napoli...* [Bari, 1975] pp. 33-38). Unidentified round label with the number "238" on spine. Belonged to Sir



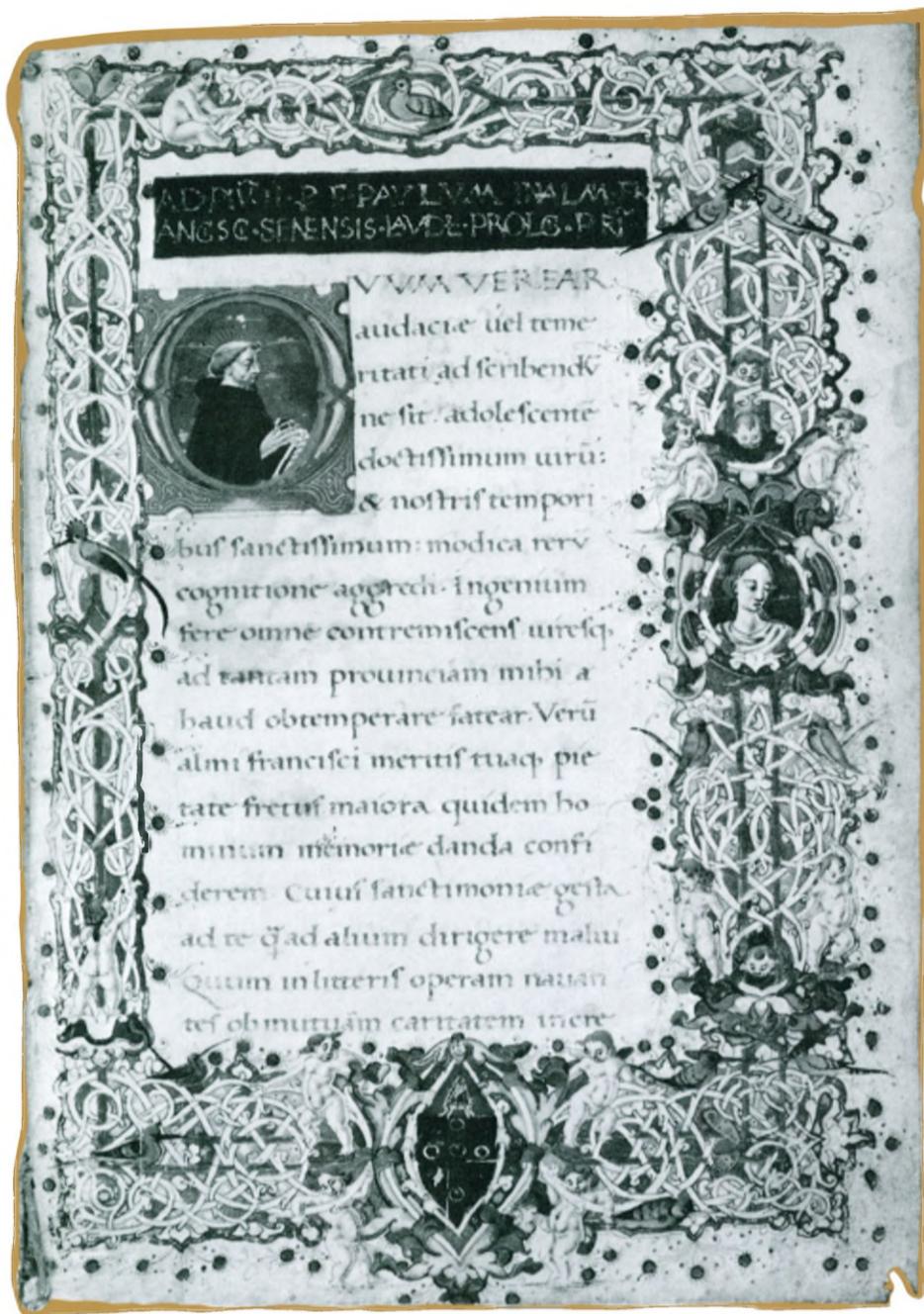
"At the beginning of the Beinecke manuscript there is a splendid miniature of five falcons relaxing in their palatial abode with hoods over their eyes, as if to keep them from darting away from the falconer at an inopportune moment. The unidentified artist has added an unexpected element of realism, delicately painted bird droppings below the perch."

Barbara A. Shailor

Thomas Phillipps (no. 2253; stamp on f. i recto and tag on spine); his purchase from Longman. Sold by Sotheby's on 1 July 1946 (no. 16, pl. 23 of f. 1r) to C. A. Stone-

hill from whom it was purchased and presented to Yale (October 1946) by William Robertson Coe.

Excerpted from *Catalogue of Medieval and Renaissance Manuscripts in the Beinecke Rare Book and Manuscript Library, Yale University* by Barbara A. Shailor, Vol. II, pp. 397-398.



The first folio of Frater Paulus's *Almi Viri Francisci Senesis Vita* (Florence, ca. 1460) portrays Francesco Patrizzi (1275-1328), the subject of the text.

description of these materials. British and European scholars dominate the field, but there is now a small coterie of American scholars who specialize in cataloguing.

Until recently, researchers have had to rely upon several venerable reference works for U.S. holdings: Seymour de Ricci and W. J. Wilson's *Census of Medieval and Renaissance Manuscripts in the United States and Canada* (1935 and 1937), and a 1962 supplement compiled by C. U. Faye and W. H. Bond. The information in these catalogues is being superseded by current scholarship that reflects the changes to collections that have occurred over the years as well as

the changes in cataloguing standards. Instead of an encyclopedic approach such as De Ricci's, however, American institutions with major manuscript collections have decided to publish individual catalogues of their holdings.

Students and scholars in many disciplines—art historians, philologists, classicists, linguists, medievalists, and those interested in Renaissance topics, among others—find manuscripts to be an indispensable source of primary material. These scholars need catalogues with detailed, precise information: A good catalogue obviates the need to visit a multitude of individual libraries in

pursuit of a particular line of inquiry and pinpoints the material that one needs to see.

"As a librarian," says Rodney Dennis, curator of manuscripts at Harvard, "I am constantly amazed that nobody knows where anything is. For instance, scholars are often not aware that their own universities may have impressive holdings of medieval manuscripts. Cataloguing these collections has an enormous effect on scholars, on how they study and what they study." He adds, "There is no way to tell now precisely how the catalogues will be used, but you can be sure that they will be used." □

*The cataloguing of medieval and Renaissance manuscripts has been supported by the Access category of the Division of Research Programs at the following institutions: Bancroft Library, University of California, Berkeley, \$66,492 outright in 1988; Beinecke Rare Book and Manuscript Library, Yale University, \$113,208 outright since 1981; Houghton Library, Harvard University, \$171,315 outright and matching funds since 1987; and the Walters Art Gallery, \$226,194 outright since 1985.*

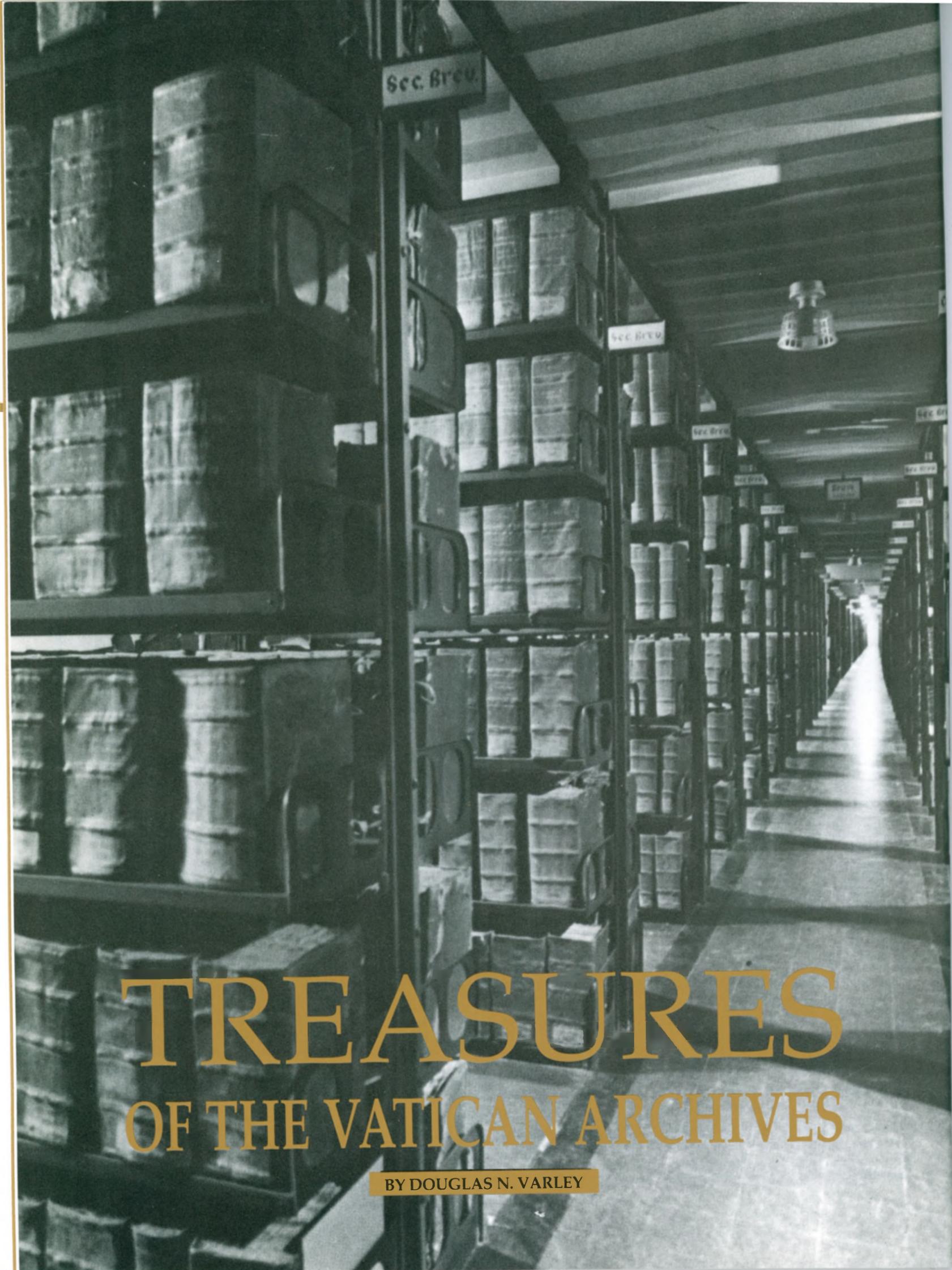
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# TREASURES OF THE VATICAN ARCHIVES

BY DOUGLAS N. VARLEY

**V**ISITORS TO THE Vatican are moved by the beauty of its glorious paintings and its magnificent architecture. For many scholars, however, the Vatican's precious treasures include not only its works of art but also the rare documents housed in its archives.

The nearly five miles of correspondence and registers that fill the shelves of the Vatican archives record both the signal events that seem to define European civilization and the background against which they stand out. The list of texts relating to eminent individuals or decisive moments in the last 1,100 years of Western history is rivaled by few archives anywhere. The proceedings of Galileo's trial over his belief in a heliocentric solar system, petitions of the English lords urging the Pope to accept Henry VIII's marriage to Catherine of Aragon: These are among the crown jewels in the Vatican's collection.

The resources of the archives, however, are much broader than any list of its most famous manuscripts can suggest. The Vatican has been no mere repository of important papers but an active shaper of social, intellectual, and political history on an ecumenical scale. The archival record of its involvement in spiritual and mundane affairs reaches beyond the institutional history of the church into every domain of human activity. Even the early history of urban planning is well represented, the changing shape of Rome having been of constant interest to the popes.

With support from the National Endowment for the Humanities, Francis Blouin, an archivist at the University of Michigan's Bentley Library, is constructing a computerized data base for the archives, which he calls an extraordinary resource for studying "the history of the discovery of knowledge."

The collection contains not only material vital for understanding the conflicts between orthodoxy and the

dawning scientific view of the heavens but also an abundance of texts recounting European exploration of this world as well. Among the most impressive documents from the Age of Discovery is Pope Alexander VI's bull *Inter Cetera* of 1493, which arbitrates between Spanish and Portuguese claims to the lands just visited by Columbus. Less celebrated, but perhaps more useful for current research, is the correspondence of the *Propaganda Fide* (housed separately from the Vatican archives but included in the project), which forms a continuous account of Catholic evangelism worldwide from 1470 to the present. This material, says Blouin, can be invaluable to scholars tracing the dynamics of cross-cultural interaction and the development of colonialism.

No less important is the part played by the Vatican in shaping Europe's sense of its Greek and Roman past. "Much of what we know of classical art and the classical world comes to us as a result of papal efforts," says Blouin. In the eighteenth century, for example, the papacy commissioned archaeological excavations and amassed large collections of ancient art. Papal commissions also played an important role in fostering the use of classical forms in

new works. According to Blouin, the record of the Vatican's activities in this area holds valuable information for art historians, who are only beginning to understand the social and institutional context of neoclassicism.

The archives are not, however, just the private textual preserve of historical characters the stature of popes, explorers, and artists. Blouin is quick to point out that they contain a surprising wealth of information on social life in the seventeenth and eighteenth centuries. For example, petitions for papal benefices, the ecclesiastical equivalent of grant proposals, provide detailed information about the petitioner that historians can use to reconstruct social relations of status and obligation. Given the growing interest in social history, this is a vein in the Vatican collection that scholars are likely to mine with increasing thoroughness.

**T**HE SWISS GUARDS and papal gendarmes who man the three security check points through which every visitor must pass on the way to the *sala di consultazione*, or reading room, present no real obstacles to the pursuit of scholarship: The archives are open to any serious scholar. A real hindrance



Opposite: Some of the registers from the Secretary of Briefs, a Vatican curial office. Above: A document (1530) from the Lords Assembled of England to Pope Clement VII to support the annulment of Henry VIII's marriage to Catherine of Aragon.

Douglas N. Varley is a freelance writer in the Washington, D.C., area.



*The original stack room of the Archivio Segreto Vaticano in the Belvedere, located next to the Salona Sistina.*

researchers confront is the 1,300 indexes. Some are first-rate works of archival scholarship, but many are outdated and incomplete.

Aside from tracing the footnotes of others and using specialized subject guides, these indexes serve as the only points of entry into the archives' vast holdings. The indexes, essentially lists of the contents of record series, are currently not organized into any readily apparent system. A scholar new to the archives must pore through a list of indexes to find those that are most promising. More problematic, many of the archives' holdings are not listed in any index or Vatican guide. To find these texts, the scholar has to rely on luck or the advice of the staff. "For one of the world's great archives, it's surprising how difficult it is to use," Blouin says.

The University of Michigan's data base will remedy this situation by providing an automated overview of the complete archives. "We're trying to provide the researcher with a comprehensive sense of the holdings of the Vatican in order to see the broad research possibilities in this diverse collection," says Blouin. The project team, including Elizabeth

Yakel, project archivist, and Katherine Gill, project historian, has already located more than 300 series of documents in the archives not listed in any of the indexes or in any published guide. Each series of related documents will have its own bibliographic record in the data base, which will contain more than 2,500 entries. When it is completed, scholars on this side of the Atlantic will be able to review the entire archive through the Research Libraries Information Network (RLIN) before leaving for Rome.

To make this ancient repository "user friendly," the data base will be structured according to modern archival methods like those used in state and national archives in the United States. The organizing principle behind modern archives is the grouping of documents according to the bureaucratic structure of the institution that generated them. Because the Vatican is one of the earliest modern bureaucracies, its collection lends itself well to this approach, which will allow anyone with general knowledge of the church's administrative history to home in on the records that are most

likely to be valuable for his or her research.

Blouin came upon this opportunity to apply modern archival methods to ancient texts quite by chance. While on a visit to Rome with the American Friends of the Vatican Library, he naturally wanted to have a look at the archives. The Vatican archives extended to Blouin the extraordinary privilege of complete stack access, and he immediately recognized a great collection badly in need of an improved and more complete access system. His initial suggestions to the prefect in charge of the archives about constructing a computer data base were well received.

Blouin still remembers his feelings as he realized he would have a chance to rethink the access system to one of the world's greatest repositories of medieval and modern manuscripts: "I just kept saying this can't be for real." □

*In 1989, to modernize the access system to the Vatican archives, the University of Michigan received \$112,772 in matching funds from the Access category of the Division of Research Programs.*

# Luis Martin

*Distinguished Scholar of Latin American Studies*

BY VICTORIA I. McALISTER

"STUDENTS CAN LEARN Latin American history in the library. They don't need me to do that," historian Luis Martin says. "A teacher has to be like a symphony conductor who really makes a certain music with our lives, who makes people realize that they have gifts and skills that are very important, and that is what a teacher has to do more than anything."

Martin, who is the Edmund and Louise Kahn Professor of History at Southern Methodist University in Dallas, says education is paramount in his life because of his desire to explore with others the "open-ended mystery of our common humanity."

In his book, *The Daughters of Conquistadores*, a history of the women of the viceroyalty of Peru, Martin writes: "If my reader gains some new insights into the variety, the splendor and, at times, the sorrow of being human, my efforts will not have been in vain." In this book as in his four others, Martin takes a storyteller's approach in recounting and interpreting the events and circumstances of history.

Martin tries to cultivate in his students a sense of their own connections to the past. He stresses the importance of Latin American studies: "We must know more about our neighbors, about the history, the culture, and, if possible, even the language of Latin America because they are becoming part of the fabric of our nation. I think a fair reason is that the problems in Latin America are affecting us too: their foreign debt, their problems with drugs, and terrorism."

For Martin, the Quincentenary in 1992 of Columbus's first voyage to the New World is an opportunity "to put aside political rhetoric and to reflect deeply on what we have accomplished in the past, the good and the bad." Such a commemora-

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*Victoria McAlister, an intern in the Office of the Chairman, is now a senior at Princeton University.*

tion of a clash of cultures deserves, according to Martin, attention and sensitivity as part of "the on-going saga of human transformation because the natives of America are impacted greatly by the Europeans, but the Europeans are changed as well by transferring themselves to the New World, to a new environment."

Martin underscores his hope that U.S. students will take a greater interest not just in Latin American history and culture, but any culture different from their own. "To become a truly educated person," Martin maintains, "you must become universal and therefore go beyond your boundaries, to plunge into the history, the culture, the way of life, the art, of a people that are not English-speaking."

Martin believes his own multicultural experiences over the years have enriched his scholarly perspective. Born and raised in Spain, Martin earned a B.A. from San Luis College and an M.A. in philosophy from Recuerdo College in Madrid. He was to live on two other continents with very different cultures over the next decade. He went to Japan, where he earned a certificate in oriental studies and Japanese from Eiko Gakuen in Yokosuka. His next step took him to the United States, where he completed his Ph.D. in Latin American history at Columbia University in New York. Martin returned to Japan as a visiting professor of Latin American history at Sophia University in Tokyo, and then went on to teach at the University of Puerto Rico. In 1968, he returned to the mainland United States and joined the faculty at SMU, where he has been teaching now for more than twenty years.

Martin sees the problems of getting a good education in the United States linked to a need for improvement in the quality of teaching, especially at elementary and secondary school levels. "I am always eager to contribute as much as I can," says Martin, "to the development of our teaching staffs in the public schools."



Courtesy of Luis Martin

Professor Ronald Davis said that after hearing Luis Martin speak at a workshop, one leaves "revved up to do better work, to read better books, to think on a higher plane, and, above all, to teach better."

Each summer, Martin arranges to take twenty-five to forty adult students on educational tours of Spain or Latin America. One such trip explored the route of Cervantes' fictive knight, Don Quixote. As they traveled by bus, the group's members studied the novel and stopped at many of the places described, such as Toboso, where Dulcinea, the knight's lady, was supposed to have been born. Tours to Latin America have included trips down the Amazon River and visits to Machu Picchu, the lost city of the Incas.

Currently Martin is also working on his memoirs, in which he deals with his experiences growing up during the Spanish Civil War. "I am doing this book as a sort of catharsis," says Martin, "because I see the Spanish Civil War affecting so many things that have taken place in my life, and I want to enfold that outside of me, onto the page. This book is meant for one reader, my son."

Martin also is committed to starting a new association in Dallas for educators in the field of history. The idea is to bring together, once a month, teachers from colleges, junior colleges, and high schools to encourage one another, discuss issues, and, Martin emphasizes, "to create pride in the profession of teaching." □

# Santa Fe Indian School A Native American Perspective

BY BOB QUICK

**W**HEN SIX-YEAR-OLD Petra Romero arrived at Santa Fe Indian School from her pueblo of Jemez in 1910, the school's white administrators replaced her moccasins with a pair of shoes. It was a symbolic step into a way of life intended to assimilate native Americans into mainstream American society.

This year, the Santa Fe Indian School is marking its hundredth anniversary. While many native American schools around the country have closed, Santa Fe Indian School not only remains open but is administered by the nineteen New Mexico pueblos whose children form the majority of its students. Joseph Abeyta, a Santa Clara Pueblo Indian and a Harvard graduate, is school superintendent, and more than 80 percent of the staff are native American.

Celebrating the school's centennial this fall is the exhibition "One House, One Voice, One Heart," which tells, from a native American perspective, the story of Santa Fe Indian School through photographs, murals, and oral history interviews. From mid-November 1990 to February 1991, the exhibition will be located at Santa Fe's Museum of Indian Arts and Culture; from there it moves to different tribal museums and community centers in the state before traveling outside the state.

The exhibition was made possible by two grants from the National Endowment for the Humanities. The first enabled Santa Fe Indian School students to interview former students of the school, many of them elderly, as part of an oral history project in

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*Bob Quick is a reporter for The New Mexican in Santa Fe. He has been an instructor at the Santa Fe Indian School.*



*A 1900 photograph of a classroom.*

# chool: erspective



Courtesy of Pablitia Valverde

Uniformed boys in front of the boys' wing of the original school building. The girls are lined up in the background, by their wing of the building. Ca. 1905.



Courtesy of Museum of New Mexico, neg. 1036

Santa Fe Indian School, founded in 1890.

1986 and 1987. The second funded the exhibition's implementation, the publication of a catalogue and book, and the exhibition's travel to major tribal museums in 1991.

"The project is unique in coming from the pueblos as it did," says project director Sally Hyer, a Santa Fe author and historian. Hyer, herself not a native American, notes that the pueblos' involvement makes the exhibition far different from other presentations. "Most studies of Indian schools are studies of federal policy," she says. "We were trying to get away from that in this project and look at the people who actually experienced the school."

Yet Hyer found that, until the Pueblo Indians assumed administrative control of the school in the mid-1970s, federal policy was impossible to ignore. "It defined everything they did at the school: how they ate, what they studied, everything," she says. Federal policy, in an effort to do what seemed best at the time, oscillated between a goal of complete assimila-



U.S. Government Printing Office

A laundry class, photographed for a 1904 report of the superintendent of Indian schools.



Photo by H. Carlton Seymour, courtesy Gilbert Washburn

The baseball team, ca. 1939.

tion and a more tolerant acceptance of cultural diversity, Hyer explains.

The Santa Fe Indian Industrial Training School was established in 1890 when the local trade board donated 100 acres of farm land to match a \$25,000 grant by Congress for school buildings and student tuition. The new school was largely identical in policy and purpose with twenty-five other Indian schools built in fifteen states between 1880 and 1900. All the schools were based on the principles set by Pennsylvania's Carlisle Indian School, which army officer Henry Pratt founded at an abandoned army post in 1879. His plan was to help native Americans join the white world by removing children from the reservation, imposing strict military discipline, and teaching English and vocational skills. Speaking native American languages was prohibited, and students were encouraged to forget the old ways.

In one of the exhibition's oral histories, Santanita Lefthand, now a prominent member of Taos Pueblo, recalls her memories of setting off for the Santa Fe school from Taos in 1919: "When we were climbing down the hill from Taos Junction in the train,

the boys used to tell us, 'Look at that mountain for the last time, sisters!' And we started crying. We thought we were going some place we would never come back from."

Because high school was thought inappropriate for native American children, Hyer says, the Santa Fe Indian School offered just eight grades until 1930. Boys and girls lived apart, with the boys working in the shops with the tailor, shoemaker, or baker, and the girls practicing sewing, ironing, and cooking. In the early 1930s, a sweeping change in federal Indian policy took place, as a result of pressure from Indian advocates and a national study of Indian affairs recommending that Indian school courses should reflect the history and arts of the tribes they served. The school

became an important force in the revival of native American arts and crafts. Tribal artists were hired to teach silversmithing, weaving, embroidery, pottery making, and wood-working. Marching was dropped, the vocational program was improved, and a high school was started, with the first class graduating in 1934.

In one of the exhibition's oral histories, Joe Sando, who attended the school from 1937 to 1941, remembers how important it was to have an Indian mentor in the classroom. "Mr. Bluespruce, our cabinet-shop teacher, influenced me because he was an Indian," Sando said. "He was the reason I went to college. He gave me encouragement to go on and be something." Sando attended Eastern New Mexico University and Vander-



Photo by Bruce Hucko

*Creating computer art, 1990.*

bilt University and became an educator and author.

Dorothy Dunn, a young white teacher who studied at the Chicago Art Institute, was in charge of the art education program at the school in the 1930s. In another oral history, Pablita Velarde, one of Dunn's students who became a successful artist, recalled Dunn as a teacher who encouraged students to become aware of what native Americans could contribute to the art world. "If it hadn't been for Dorothy Dunn, I wouldn't have amounted to anything," Velarde said.

As students went off to World War II, enrollment fell. By the late 1940s, the emphasis in native American education had swung back to teaching skills that would enable stu-

dents to get jobs in cities. As much as possible, native American students were expected to attend public schools, and, over the objections of students, staff, and pueblo governors, Santa Fe Indian School was closed in 1962.

By the mid-1970s, responding to a report that native American education was "a national tragedy," Congress passed the Indian Self-Determination Act, which set up the means for tribes to run their own schools. The All Indian Pueblo Council, made up of the governors of the state's nineteen pueblos, contracted to run the still-existing Albuquerque Indian School and later moved the program back to Santa Fe, whose Indian school reopened in 1981.

Santa Fe Indian School is now controlled by the pueblo governors

and, for the first time, has a native American superintendent. In 1987, the school won a national award for excellence from the Office of Education. More than 80 percent of graduates continue their education. Among former students are the chairman of the All Indian Pueblo Council and the presidents of the Mescalero and Jicarilla Apache tribes.

The superintendent sees the school as both a tradition and a path to the future. "Historically the Indian community has operated on the philosophy that the whole is important and the community makes its decisions as a group," says Superintendent Joseph Abeyta. "Over the next ten to fifteen years, competition will emerge between Indian people who are oriented toward individual goals and the traditional community that always operated on behalf of the whole. The solution is to teach the students to respect their traditional way of life and also to develop themselves as individuals with individual talents." □

*To develop its centennial exhibition, Santa Fe Indian School has received a combined total of \$145,313 in outright funds from the Division of Public Programs.*

# American Political Parties 1789-1989

BY DOUGLAS N. VARLEY

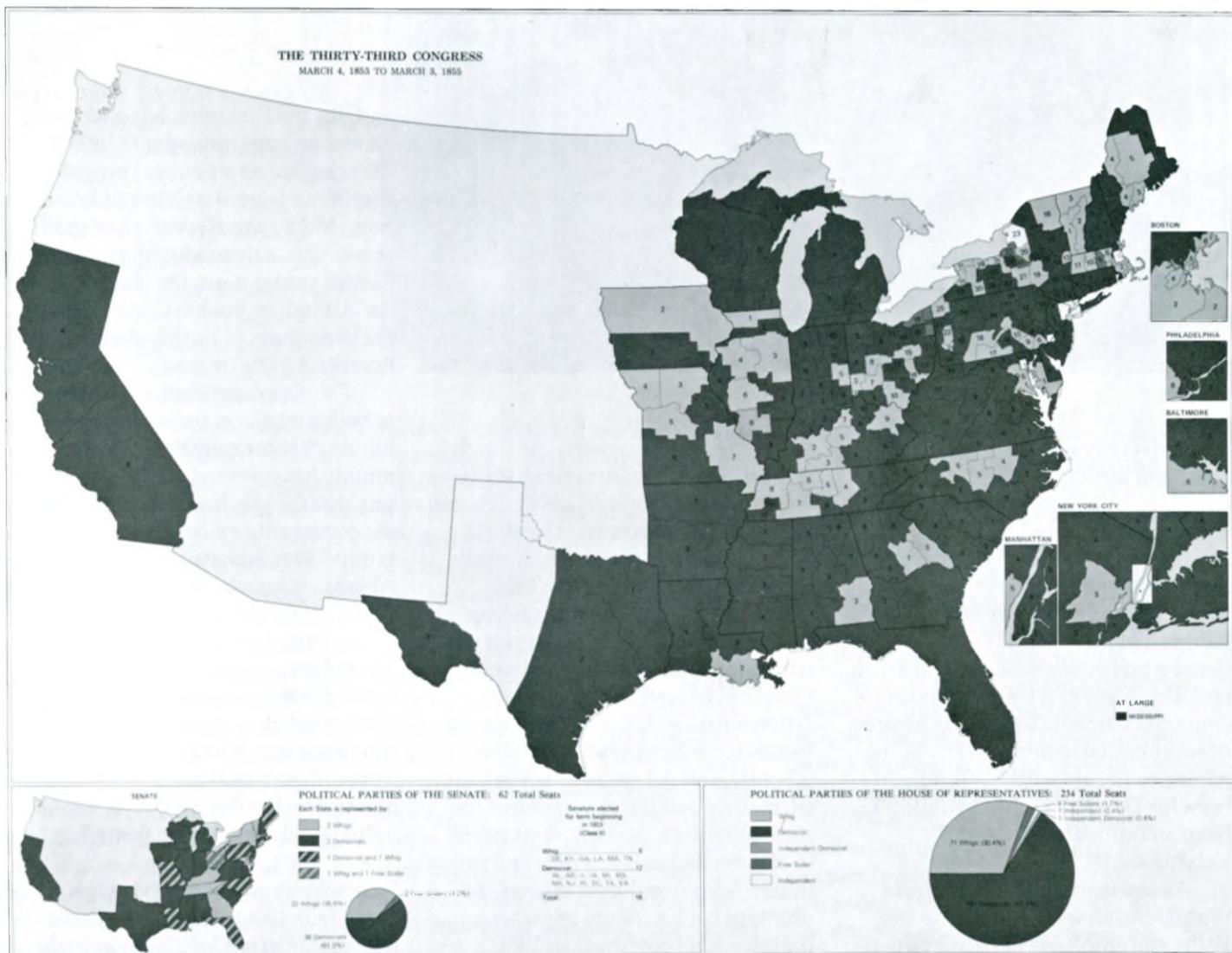
**T**HE FRAMERS OF the Constitution intended that the Congress, the House of Representatives in particular, be a forum where local interests would be expressed. The selection of representatives by geographically defined districts built district, regional, and sectional concerns into the institution. Yet from the first Congress on, congressmen have tended to form political factions that have not always corresponded to regional boundaries.

*Douglas N. Varley is a freelance writer in the Washington, D.C., area.*

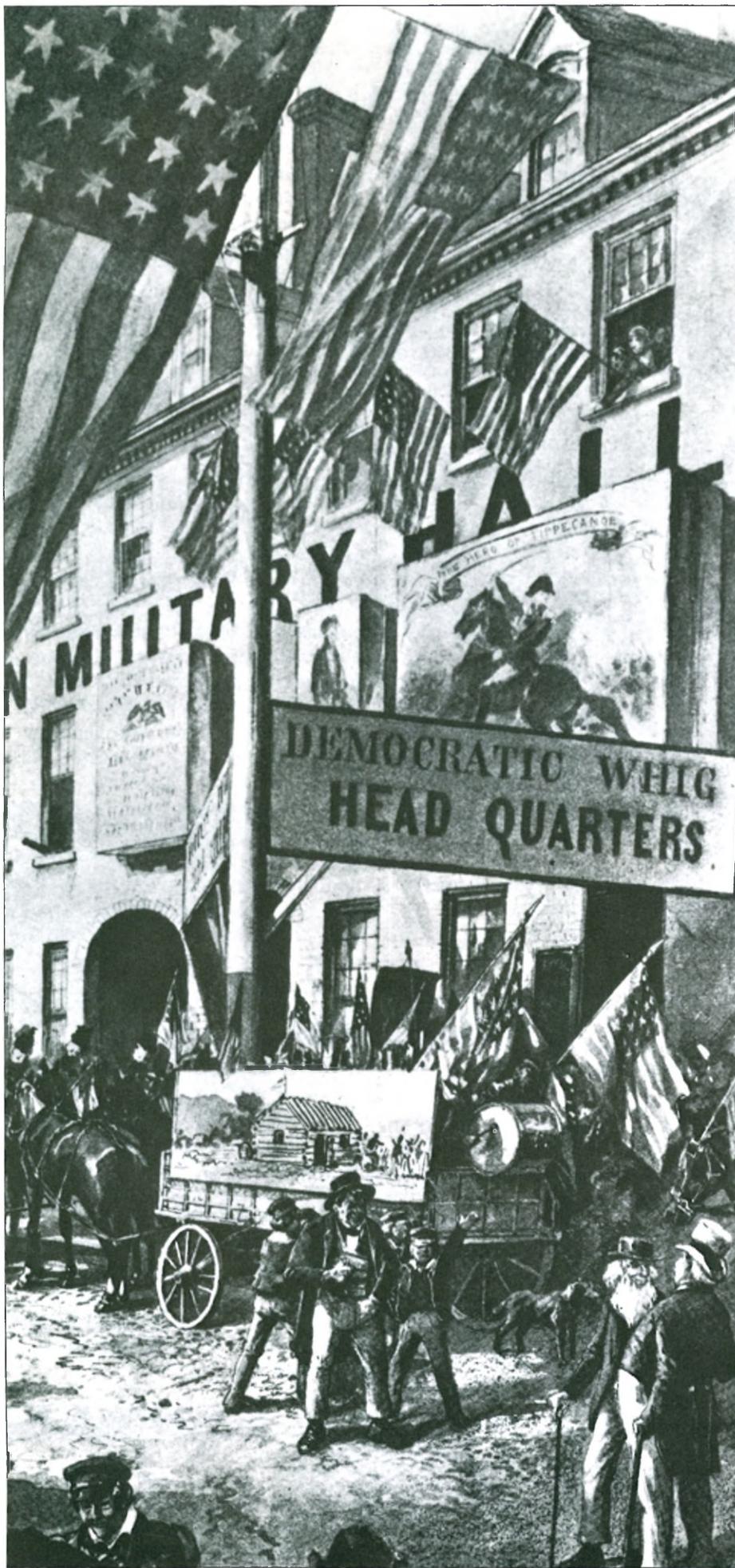
Beginning with the Federalists and Antifederalists, these factions, which ultimately developed into our modern political parties, have been a major feature of American politics.

In the NEH-supported *Historical Atlas of Political Parties in the United States Congress: 1789-1989* (Macmillan), Kenneth C. Martis, a professor of geography at West Virginia University, charts the geographical patterns of party politics reflected among the members of the first 100 Congresses. The result is the only reference work to include a complete listing of party affiliations for all of the

nearly 12,000 individuals who have served in Congress. Containing 200 color-coded maps (100 for the House, 100 for the Senate), the atlas provides an exhaustive presentation of congressional political geography. For the first time, students of American politics can see not only the shifting proportions of party representation but also the district-by-district breakdown of each Congress. In all, the results of over 35,000 House and Senate elections are presented. From this great mass of detail, Martis has distilled a visual presentation of what he calls "the birth, growth or decline, and



The map indicates that in the Thirty-third Congress (1853-55) the Whigs and Democrats had significant support in both North and South. A few years later the Whigs, torn by pro- and antislavery factions, had disappeared as a national party.



The 1840 "log cabin and hard cider" presidential campaign of William Henry Harrison inaugurated the modern era of congressional party politics.

trends of congressional political parties for every two-year period in U.S. history."

Martis divides the history of Congress into three eras. For the first three Congresses (1789-95), historians agree that there were no parties at all, only loose voting blocs divided over the principle of a strong central government. The second era, which began with the fourth Congress (1795-97) and lasted until the late 1830s, saw an increase in party feeling. More well-defined congressional groups, like the Federalists and Democrat-Republicans, held caucuses and even set up boarding houses so that like-minded congressmen could share a common address while in the capital. But formal party structure remained rudimentary, and many congressmen can be assigned an affiliation only on the basis of their roll-call voting behavior.

William Henry Harrison's victory in the presidential election of 1840 inaugurated the third, and modern, era of congressional parties. The Whigs' brilliantly engineered "Log Cabin Campaign" won Harrison 243 electoral votes, to the 60 of his Democratic opponent, Martin Van Buren. This strong showing demonstrated once and for all the value of a strong, national party organization for getting out the vote and getting candidates to Washington. Stressing the ordinary roots of their candidate, the Whigs organized their electoral machine down to the level of wards and counties. This new reliance on party structure made Harrison's success, in Martis's words, "a bellwether in the development of American politics."

Read in sequence, the maps in the atlas display the electorate's responses to the issues that shaped the first 200 years of U.S. history. For example, the maps depicting the congressional geography of the mid-nineteenth century illustrate the distribution of American sentiment toward slavery. The map of the Thirty-third Congress (1853-55) shows the two main parties, the Whigs and the Democrats, fairly evenly distributed, each with significant support in both the North and the South. By the Thirty-fifth Congress (1857-59), however, the passage of the Kansas-Nebraska Act, which threatened to overturn the existing balance between free and slave states, had changed the situation radically,



A campaign flag for the 1840 presidential campaign, which used slogans ("Tippecanoe and Tyler Too"), songs, and political paraphernalia to elect the Whig candidates.

as the corresponding map indicates. The Whigs were gone—unable to keep their pro- and antislavery factions united in a single national party, they simply disintegrated—and the country became divided along strictly regional lines. The Democratic party held sway in the South, while a new party, the Republican, was in firm control of the North.

This split, as the maps for the next 130 years graphically demonstrate, was destined to become the background against which Democratic inroads in the North or Republican successes in the South appear to be special deviations. Popular distress over the Union army's performance on the battlefield did carry some northern Democrats to the House during the Civil War congressional elections of 1862 and 1863, and freed slaves cast their ballots for southern Republicans during Reconstruction. But by the Forty-fifth Con-

gress (1877-79), the distribution of House seats had returned to the 1857 pattern. The post-Reconstruction South was again solidly Democratic and the North uniformly Republican. That the congressional atlas makes this obvious at a glance is an example of the value of cartographic representation.

The atlas also illustrates patterns in voting behavior within states. The maps for House elections show that intrastate party differences have been a fact of political life down to the present day. For example, most of the maps reveal a marked sectional split within Tennessee and Kentucky going all the way back to the days of pre-Civil War Unionist sentiment. In these states, the mountainous eastern districts have tended to vote Unionist, and then Republican. The western districts, on the other hand, were linked to the South and naturally went Democratic after the mid-1850s.

Library of Congress

Martis notes that the atlas also illustrates how migration patterns played a role in bringing new states into the prevailing matrix of North-South structure. For example, Oklahoma, which became a state in 1907, was settled in the north by Republican midwesterners moving south, while the southern section of the state was populated by Democratic southerners moving west. For much of Oklahoma's history, the state's voters have remained faithful to their political ancestry by sending Republicans to represent its northern districts and Democrats to speak for those farther south.

To capture the sometimes intricate patterns of urban politics, the congressional party atlas includes enlarged district maps for major cities. Students of urban history will find these a valuable resource for visualizing such phenomena as the sometimes marked difference between urban, suburban, and rural voting patterns. Chicago, for instance, appears to have been a Democratic island in the sea of Republican northern Illinois since the turn of the century. Los Angeles has also maintained a Democratic core since the 1930s, while surrounding districts in southern California have switched their allegiance over the years. Researchers interested in even greater detail can use the atlas in conjunction with Martis's earlier work, *The Historical Atlas of U.S. Congressional Districts: 1789-1983* (Macmillan), also completed with NEH support, to determine the effects of redistricting on big-city congressional elections.

"Maps open up a whole new dimension in historical understanding," says Martis. By providing graphic access to the entire history of congressional elections, *The Historical Atlas of Political Parties in the United States Congress: 1789-1989* exemplifies the contribution of geography as a discipline to public and scholarly understanding of the web of regional interests and political visions in American history. □

To produce the congressional party atlas, West Virginia University received \$186,372 in outright funds from the Reference Materials program of the Division of Research Programs. The university also received \$115,658 in outright funds from the same program to produce the atlas of congressional districts.

# CALENDAR

November ♦ December



The Detroit Institute of Art

This nineteenth-century gallery from Independence Hall is recreated in "Mermaids, Mummies & Mastodons: The Evolution of the American Museum," opening December 1 at the Peale Museum in Baltimore.



Florentine Films

"Sentimental Women Need Not Apply," a documentary history of the American nurse, airs November 5 on PBS.



Thomas Corbille, Inc.

The goddess of fortune, or Tyche, is part of "The Coroplast's Art: Greek Terracottas of the Hellenistic World," at Princeton University in New Jersey through December.



Paul Clifford Larson

"The Spirit of H. H. Richardson" looks at buildings inspired by the architect's romanesque style in an exhibition at the Kansas State Historical Society in Topeka through November 19.



The Schlesinger Library

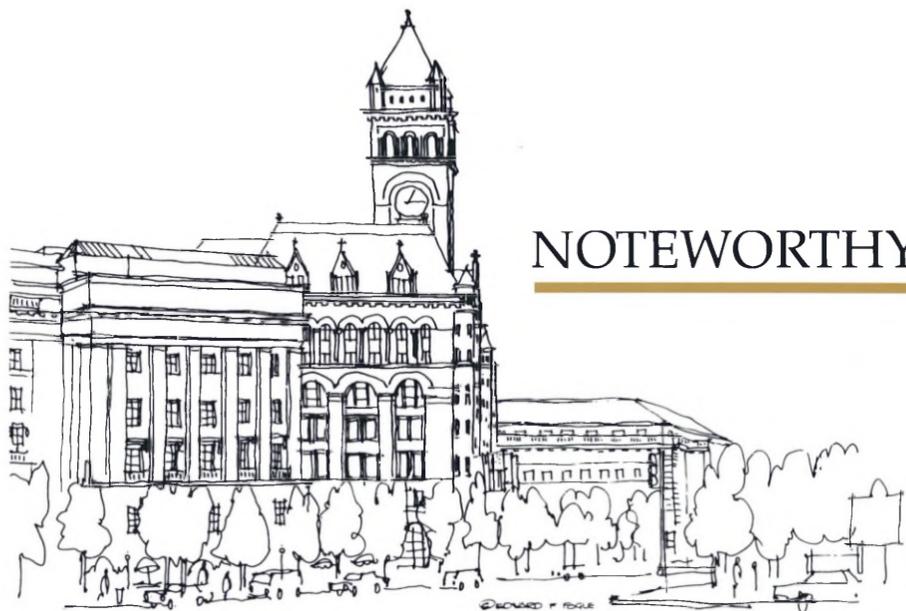
The transformation of a neighborhood into a bohemian enclave is examined in "Greenwich Village, 1830 to 1930," an exhibition at the Museum of the City of New York through February.



The Nelson-Atkins Museum of Art

"Sacred Mountains in Chinese Art" explores Eastern mysticism in an exhibition opening November 10 at the Krannert Art Museum in Champaign, Illinois.

—Kristen Hall



## NOTEWORTHY

### U.S. Newspaper Program

"It was 10 a.m. on April 22, 1988, when Glenn Miller, bridge tender of the Fort Bayou Bridge in Ocean Springs, Mississippi, looked up from the book he was reading and noticed cars swerving around something on the drawbridge grate. . ." relates Sherry Brockett, co-coordinator of the New York State Newspaper Project.

Since NEH launched the U.S. Newspaper Program in 1982, preser-



Albany Atlas, saved from the dump.

vationists have found newspapers in unlikely places — attics, garages, cellars, city halls. The story Brockett tells is perhaps the most unusual of all.

As the story goes, Miller, thinking the pile was a heap of trash, went out into the middle of the bridge to discover that the papers blowing into the river were issues of the *Albany Atlas* dating from 1848 to 1850. The clothbound volume had fallen out of a truck headed for a nearby landfill.

Because of his interest in the paper, Miller saved the volume of the *Albany Atlas* from the dump and has donated the papers to the New York State Library's collection.

This story was retold in news-

papers from Florida to Tennessee as well as Mississippi and New York. It caught the eye of the librarian at the Lauren Rogers Museum of Art in Laurel, Mississippi. In the library's collection, the librarian found loose issues of five New York newspapers and offered them to Brockett. Remarkably, the state library of New York did not already own any of the issues and one title was not even listed in the comprehensive bibliography compiled of all the New York regional newspapers.

These valuable papers have been catalogued and added to a national data base. After microfilming, they, like all USNP materials, will be available to researchers nationwide.

Since its inception, the U. S. Newspaper Program has grown to involve thirty-nine states and two territories. Aimed at the identification, preservation, and cataloguing of newspapers published in the United States from the eighteenth century through the present, currently funded USNP projects will produce records for approximately 163,000 newspaper titles and approximately 33 million pages of newsprint on microfilm.

### Man in the White Suit to the Rescue

Reknowned essayist and author of *Bonfire of the Vanities*, Thomas Wolfe joins the list of public figures who have assisted NEH grantees in meeting challenge-grant fund-raising goals. Wolfe helped the Milton S. Eisenhower Library of Johns Hopkins University raise \$20,000 toward their NEH challenge grant awarded to improve the library's humanities collection.

In conjunction with the library's twenty-fifth anniversary celebration, Wolfe, donning a mortar board and black robe over his traditional pale three-piece suit, was awarded the honorary degree of doctor of humane letters.

Other prominent names who have helped institutions meet their challenge grants include Jehan Sadat, widow of the slain Egyptian presi-



Photo by Bob Stockfield

Tom Wolfe on the Hopkins campus.

dent, who raised \$136,000 for the manuscript library at Saint John's University in Minnesota, and author Eudora Welty, who raised \$14,000 as part of a Great Authors series currently sponsored by the Friends of the University of California, San Diego, Library.

### 14 Teaching Professorships

Fourteen colleges and universities are receiving challenge grants of up to \$300,000 under a new \$3.2 million NEH program of endowing faculty chairs for distinguished teaching professorships in the humanities.

They are Colby College in Waterville, Maine; the College of Saint Scholastica, Duluth, Minnesota; Emory University, Atlanta; Gettysburg College, Pennsylvania; Kenyon College, Gambier, Ohio; Luther College, Decorah, Iowa; Miami University, Oxford, Ohio; Mount Holyoke College, South Hadley, Massachusetts; Ohio University, Athens;

St. John's College, Santa Fe, New Mexico; Saint Joseph's College, Rensselaer, Indiana; St. Olaf College, Northfield, Minnesota; Southwest Texas State University, San Marcos; and Syracuse University, New York.

Plans for the endowed chairs vary. In many cases, the professor will serve as a mentor for other faculty members and will develop improvements in the institution's undergraduate curriculum.

The special challenge grants were developed in response to the NEH report, *Humanities in America*. "Good teaching," wrote Chairman Lynne V. Cheney, "is the surest method for bringing students to understand the worth of the humanities, the surest method for encouraging lifelong exploration of what Alexis de Tocqueville called 'the empire of the mind.'" The 1988 report found that U.S. colleges and universities place too much emphasis on publication or specialized research and not enough on teaching.

#### "Bethany" Gets Christopher Award

"The Silence at Bethany," a television play about a young man torn between orthodox and conservative factions of a Mennonite community, has won a 1990 Christopher Award for excellence. Written and produced by Joyce Keener, the NEH-supported project originally aired in March 1989 as part of the PBS television series, *American Playhouse*.



The Silence at Bethany. Wedding scene at the bride's home. The bride, Dorcas Nissley (Suzanne H. Smart), and groom, Ira Martin (Mark Moses), are at far right.

#### Encyclopedia Wins Medal

The *Encyclopedia of Southern Culture* was the unanimous choice of the American Library Association to receive the Dartmouth Medal for



#### Gertrude Himmelfarb, Historian, Named 1991 Jefferson Lecturer

**G**ERTRUDE HIMMELFARB, a historian with a special interest in Victorian England, has been chosen as the 1991 Jefferson Lecturer in the Humanities. The lectureship, established in 1972, is the highest award the federal government bestows for achievement in the humanities.

Himmelfarb, professor emerita of history at the Graduate School of the City University of New York, is the author of *Lord Acton: A Study in Conscience and Politics*, *Darwin and the Darwinian*

*Revolution*, *Victorian Minds*, *On Liberty and Liberalism*, *The Idea of Poverty*, *Marriage and Morals Among the Victorians*, and *The New History and the Old*. She has edited collections of the works of Lord Acton, Thomas Malthus, and John Stuart Mill, and has contributed essays and articles to several editions and journals. Born in New York, Himmelfarb earned a bachelor of arts degree in history from Brooklyn College in 1942. She did graduate work at Girton College of Cambridge University in England and earned a doctorate in history from the University of Chicago in 1950. In a twenty-three-year teaching career at Brooklyn College and the Graduate School of the City University of New York, Himmelfarb served as chairman of the doctoral program in history and as Distinguished Professor of History.

"Professor Himmelfarb's writings and lectures affirm the value of studying the great historical ideas and political structures that have influenced modern, democratic societies," said NEH Chairman Lynne V. Cheney in announcing the selection. "The Endowment is proud to honor Gertrude Himmelfarb with the Jefferson Lectureship." Himmelfarb is the twentieth recipient of the award, which carries a \$10,000 stipend. The lecture will be in Washington in May.

outstanding reference book of 1989. Developed by the Center for the Study of Southern Culture at the University of Mississippi, the encyclopedia was also cited as an outstanding reference book by three library journals — *American Libraries*, *College & Research Libraries*, and *Library Journal*.

#### A Rose Is a Rose Is a . . .

The Division of General Programs is changing its name to the Division of Public Programs. "We decided to strike a blow for clarity," said Donald Gibson, division director. "The new name emphasizes our work with public television, museums, libraries, and other cultural institutions."

#### Planning Grant for Marianas

A \$30,000 planning grant has gone to citizens of the Northern Marianas to draft a proposal for a humanities council in the island commonwealth.

The planning committee, headed by Daniel H. Nielsen, federal programs coordinator for Northern Mariana College, says its goals would be to foster literacy and education and to promote the culture of the Marianas and its Carolinian and Chamorro languages.

Currently, there are humanities councils in the fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

—Alisa E. Regas

# JAPANESE Archaeological Ceramics

BY RICHARD PEARSON



FIGURE 1



FIGURE 2



FIGURE 3

IN THE 1950s, Japanese archaeologists radiocarbon-dated the layers of ancient sites in the Tokyo Bay region and on the island of Kyushu. Finding that the pottery fragments from these layers were the oldest ceramics in the world, they assumed that there must have been a mistake. Surely the oldest ceramics would be found in the Near East, the "Cradle of Civilization." In fact, it is now well documented that ceramics began in Japan millennia before they appeared in western Asia.

Some eighty specimens of Japanese ceramics, ranging through six periods of Japanese prehistory and ancient history from about 10,500 B.C. to the eleventh century A.D., will be on display at the IBM Gallery in New York from early December 1990 through February 9, 1991. Supported by the National Endowment for the Humanities, "The Rise of a Great Tradition: Japanese Archaeological Ceramics" is organized by the Japan Society in New York and by Japan's Department of Cultural Affairs of the Ministry of Education.

The earliest ceramics in the exhibition are earthenware cooking and storage vessels of the Jomon period (10,500 B.C. to 350 B.C.). In this period, Japan remained relatively isolated despite the proximity of the Japanese islands to China. While the Chinese developed several different systems of cultivation that transformed their Neolithic society into state-level societies by around 2000 B.C., the inhabitants of Japan continued to live in hunting and gathering societies in pit-house villages in inland valleys and near marine shores. They turned to cultivation around

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350 B.C., with the advent of rice cultivation from the continent.

Jomon vessels were used for cooking and steaming plant foods that were too fibrous to eat raw, or that needed to be leached to make them edible. Shellfish were probably also steamed in them. The early vessels had textured surfaces created by rolling twisted cords over them. The technique sounds simple, but the effects, multiplied by twisting, knotting, and winding one cord over another, are distinctive. By Middle Jomon, around 2000 B.C., the rims and upper surfaces of the vessels were carved and sculpted. Figure 1 shows a simple cylindrical form of the Middle Jomon (2500-1500 B.C.) whose surface has been sculpted with outlined ridges with incisions in them. Elaborate coil-made vessels of this type could be set in the hearth for cooking, judging from carbon and food deposits on the vessels.

Around the end of the Jomon period, smooth, burnished surfaces were common in many areas. Some of the later vessels were coated with lacquer, which made them waterproof, durable, and extremely decorative. Small pouring vessels appear to have had a ceremonial function. The vessel in Figure 2, from the Late Jomon (1500-1000 B.C.), is polished black earthenware of the famous Kamegaoka style. It is thought to have contained wine or herbal medicine. At this time, the hunting and gathering Jomon people of northeastern Japan seem to have reached a peak of ceremonial intensity, in which vessels were exchanged over long distances.

The Jomon people, especially in northeastern Japan, created clay figurines that Japanese archaeologists believe were used in curing rituals. They are often found broken and scattered, suggesting that their ritual power was temporary. The imposing figurine (Figure 3) of the Final Jomon (1000 B.C. to 300 B.C.) is termed the

snow-goggle type because the eyes appear to resemble Eskimo snow goggles. Her body is covered with tattoo-like decorations, and she has a headdress or ceremonial hairstyle.

In the Yayoi period (350 B.C. to A.D. 300), close cultural ties with the Korean peninsula are reflected in new forms of ceramics. Yayoi culture was centered first in northern Kyushu in southwestern Japan, but later shifted to the Osaka region of the main island of Honshu. Pottery vessels display plain surfaces, which were sometimes slipped or painted red. In some cases, comb patterns have been applied to the surfaces of vessels.

The pitcher (Figure 4) of the Middle Yayoi (first century B.C. to first century A.D.) is decorated with alternating bands of different kinds of comb patterns. The short cylindrical foot has cutout leaf-motif decorations. Fine vessels like this appear to have been used by local chiefs for conspicuous display.

The Yayoi tradition of ceramics continued into the Kofun period (A.D. 300 to 700), with the production of a soft, reddish, utilitarian ceramic known as *haji*. During this period, Japanese society underwent further changes, including the appearance of a centralized government by the fifth century A.D. On the coastal plain near Osaka, huge keyhole tumuli of the same scale as the ancient tombs of China and Egypt were constructed in the fifth and sixth centuries. At this time, under the influence of the Paekche kingdom of Korea, the Japanese began to produce hard, grey ceramics termed *sue*. Used for funerary offerings as well as daily tasks, they display a range of new shapes and were often deposited in the large tumuli.

The burial rituals associated with these tumuli provided the occasion for some of Japan's most spectacular ceramic art—the great tomb figures, or *haniwa*. Placed on the upper exterior surfaces of the burial mounds, these took the form of cylinders, houses, weapons, animals, and in the sixth and seventh centuries, humans. Many of the animal *haniwa* figures represent warrior-chiefs or shamanesses, but some portray commoners. The laughing man from the Late Kofun period (Figure 5) comes from a prefecture near Tokyo on the edge of the Kanto Plain, a center of cultural development in the Kofun period.

Some 20,000 cylindrical *haniwa* were placed around the tomb traditionally thought to belong to Emperor Nintoku, judging from an eroded section examined many decades ago. The so-called imperial tombs have not yet been opened by archaeologists because many people believe that they belong to the ancestors of the Japanese imperial family, who prohibit their excavation.

In the late fifth century, *haniwa* horses were created. By that time, it appears that a fascination with horse breeding and with the use of equestrian armor and weapons had emerged in areas such as the Kanto Plain near Tokyo. While some historians believe that Japan was actually invaded and conquered by horse-riding people from the Korean peninsula, most archaeologists believe that horse-riding traits were simply adopted by the ruling elite.

With the coming of continental culture and Buddhism, ceramics were adapted to new roles, including roof tiles. The oldest decorative roof tile in Japan (Figure 6), from the ancient Yakushiji Temple, dating to the eighth century A.D., shows a demon motif. Thought to have been used to ward off evil spirits, the motif replaced more conventional Buddhist decorations of lotus and arabesques of earlier periods.

Glazed ceramics came into Japan in the sixth and seventh centuries. Three-colored ware arrived from China, as well as green-glazed ware from both China and Korea. The Japanese produced three-colored wares only in the eighth century, but they produced green, lead-fluxed, twice-glazed earthenware objects—developed under the tutelage of Korean specialists—as early as the seventh century and continued until the twelfth century.

The Sanage kilns near Nagoya also produced ash-glazed stoneware, with a dark, olive-green color. Examples of these wares from the sixth to the tenth centuries, rarely seen in the West, are included in the exhibition. □

In 1990, to support an exhibition on Japanese archaeological ceramics, the Japan Society in New York City received \$100,000 from the Humanities Projects in Museums and Historical Organizations program of the Division of Public Programs.



FIGURE 4



FIGURE 5



FIGURE 6



Courtesy of Jon Moline

Professor Jolene Barjasteh of the St. Olaf Romance Language Department explains a point of French vocabulary in an Advanced Foreign Language Component session of a course on the Christian tradition in European history.

**T**HE ENGLISH philosopher J. L. Austin once wrote that our common stock of words embodies all the distinctions we have found worth drawing and all the connections we have found worth making in countless generations. These distinctions and connections are at the heart of knowledge and are central to every humanities discipline.

What makes these words ours? Many are imported, and unclaimable without foreign language proficiency. Like the rest of our cultural inheritance, this part cannot be received passively. We have to work to claim it.

*Jon N. Moline is vice president and dean of St. Olaf College in Northfield, Minnesota.*

Yet, it is not uncommon for American undergraduates in liberal arts colleges to view foreign language study as little more than an inconvenient hurdle to be cleared on the way to a B.A. Foreign language study stops just when students have acquired some mastery of forms, but before they have seen the new disciplinary content that this mastery makes available to them in history, philosophy, religion, and other humanities disciplines.

Even students whose life after college may not involve working in international business or diplomacy need to understand world events. The resurgent nationalism at work in the world today often involves centripetal forces made up of political unions whose peoples do not share

the same native tongue. Ukrainians will never be Russians, nor Tibetans Chinese, whatever the official borders may temporarily be. The most robust and durable ideas of political identity tend to be ideas of linguistic and cultural identity.

Breaking down the isolation of foreign language study from the rest of the curriculum will require changing the attitudes of students and even some faculty members. At my own St. Olaf College, with support from the National Endowment for the Humanities, we have embarked upon a long-range program intended to change attitudes toward gaining, using, and maintaining foreign language proficiency.

St. Olaf College enjoys some ad-

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vantages in that respect. The college never abandoned its foreign language requirement when it would have been fashionable to do so. Almost 60 percent of each graduating class over the past several years has studied abroad. The principal study-abroad programs are faculty led, and these programs have created a large cadre of faculty members outside the foreign language departments who appreciate the value of foreign language study. After the experience of getting twenty or thirty undergraduates not only taught but also transported and housed in Tokyo, Taipei, or Cairo, a faculty member needs no convincing of the usefulness of foreign language proficiency and the cultural understanding inseparable from it.

Despite these advantages, incentives have been devised to make it attractive for students and faculty to devote significantly more time and energy to foreign language study, for schedules are full, and there are competing demands. For students, the college has established an Advanced Foreign Language Component (AFLC). This component requires five semesters of a foreign language followed by significant application in a field of humanities study. Certification of applied foreign language competence is granted (and noted on transcripts) after the successful completion of two AFLC courses.

The AFLC courses require students to apply their knowledge of a particular foreign language as they study, for example, history. These are courses taught by regular departmental faculty having advanced proficiency in the foreign language. Students taking such a course (e.g., "History of Modern Germany") meet for an extra discussion hour weekly with the course instructor and foreign language instructor. The additional hour is reflected in a 25 percent increase in course credit for AFLC students.

In that hour, class discussions are in the foreign language. Half of the

course reading assignments for AFLC students are in the foreign language as well. Integration of different reading lists for AFLC and non-AFLC students so far has not been a problem.

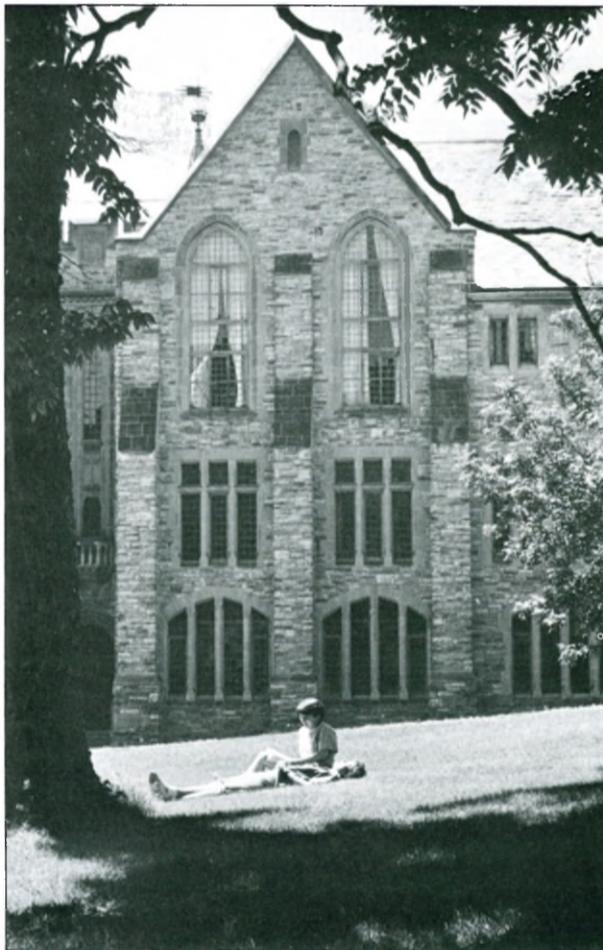
In the spring of 1990 when the program was started, the courses were offered in the English department ("Backgrounds to British and American Literature," with a Spanish language component based on *Don Quixote*), in history ("Modern Germany"), and in religion ("Essentials of Christian Theology," with a French language component). In the 1990-91 academic year the courses being offered are in history ("Modern France," "Modern Germany," and "Modern Latin American History"), in English ("Backgrounds of Literature," with a Spanish component), and in religion ("Essentials of Christian Theology," with a German component, "The Christian Tradition in History," with a French component, and "Liberation Theology," with a Spanish component, offered on site in Mexico).

It is an important part of the design of the AFLC disciplinary courses that they are *regular* offerings in such departments as history or religion, and are not restricted to AFLC students. Students who are not taking these courses for the AFLC rely on translations, as they always have. But all students in these courses can benefit from the greater attention to meaning and hence the more accurate understanding that develops from the work done in the AFLC discussion sessions. Our intention is to change the

Holland Hall, St. Olaf College.

attitudes of students in the humanities disciplines: Students who read important texts in the original language will be seen by other students as having attained greater depth and accuracy of understanding than those who have had to rely on English translations.

Students are relearning the degree to which language influences ideas in the disciplines and in the world of affairs. For example, students of German history dealing with Wilhelm von Humboldt's educational theories learn that the words "culture and education" fail to convey the implications of Humboldt's *Kultur and Bildung*. They then begin to grasp the importance Germans have attached to the *Bildungsbuergertum*, and realize that this means more than "educated middle class." This additional meaning helps them understand German attitudes toward education.



Courtesy of St. Olaf College

# LANGUAGES OUR OWN

BY JON N. MOLINE

Initial student evaluations indicate that by far the most common reason for taking a course with an advanced foreign language component is the intriguing prospect of applying foreign language proficiency outside foreign language courses. Student evaluations indicate that students believe their comprehension of the subject was enhanced even more than their foreign language proficiency. Students realize that there is no substitute for reading primary documents in the original language.

Since the regular course instructor and the foreign language instructor form a team, careful preparation is essential if their work together is to succeed. The foreign language faculty members chosen for the project have shown not only literary interests but also broader cultural and historical ones. Faculty members chosen from the humanities disciplines have a background of study and research in the foreign language to be used in the course. Since appro-

### Foreign Language Initiatives

The Division of Education Programs is accepting applications for its Special Opportunity in Foreign Language Education. Possible projects range from summer institutes for school teachers to redesign of college language curricula such as the language-across-the-curriculum effort at St. Olaf. The deadline is March 15, 1991. Information is available from Thomas Adams or Elizabeth Welles of the Division of Education Programs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

priate foreign language materials must be identified as assignments for students, and study guides and glossaries must be prepared in each course, released time and summer salaries for course preparation are made available. Provision is also made for faculty to improve their proficiency in the foreign language.

In the initial stage, seven pairs of faculty members are involved. In the summer of 1989, they took part in a weeklong faculty development seminar in which they considered

ways to relate the study of the disciplines to foreign language study and explored ways to meet the pedagogical challenges involved in this integration of foreign language and disciplinary study. An additional seminar of this type was held in the summer of 1990. One faculty member commented afterward, "I wish we had videotaped the seminar. It was inspirational."

Since a sizable pool of potential students was deemed essential to the success of this project, it was decided to limit the initial stage to French, German, and Spanish. There are at least 100 to 150 students in the college who have completed the fifth semester in each of these languages. Later we hope to extend the program to include other languages—Russian and Norwegian next, and later, Japanese and Chinese.

Curricular coherence is promoted by encouraging students and faculty to see courses as linked. With judicious planning a student can graduate with a major in Spanish, a second major in Hispanic studies, and the Advanced Foreign Language Component, all without sacrificing the breadth of a liberal arts education. Indeed, this breadth will have been achieved with greater curricular integrity than normal. Student evaluations indicate a strong appreciation of this connectedness and complementarity between foreign language preparation and AFLC courses in the disciplines. One student commented, "It is a great experience to see the language that you've been working so hard at learning *applied*."

One of the saddest things about teaching a foreign language must be the realization that most of one's students are unlikely to apply or retain what one has helped them learn. Hence, a program that facilitates retention of the foreign language through disciplinary application can give new hope to language teachers that their labors will not have been in vain. Foreign language faculty members are motivated by the prospect of seeing their own isolation reduced, the value of what they do as faculty colleagues affirmed, and the prospect of having more advanced foreign language students in the future if the project encourages more students to take courses beyond the minimum, as we intend.

Faculty members in the disciplines are motivated to some degree by the prospect of reactivating and improving their foreign language skills and by the improvement in the course as a whole that results from the leavening influence of the AFLC students on others. Since this is above all a teaching faculty, they are motivated by the prospect of developing improved challenges for their students and of removing obstacles in the way of doing this. Initial faculty reports indicate that AFLC students engaged in more careful analysis of course material and prepared for class better than others in the same courses.

This project could easily overtax the library resources of a liberal arts college: A vital component of it is a library acquisition program for suitable foreign language research materials to support the AFLC courses. This is overseen by a professional librarian who has both foreign language and humanities expertise. The librarian works closely with both the project director and the pairs of faculty members to ensure that materials are ordered and made available in time.

The success of this program will depend heavily upon student response, which, after all, is the entire point of the effort. So far enrollments are larger than anticipated. We are convinced that the effort incorporates ideas whose time has come, and that world events underline this with increasing urgency. Ideas are intangible, and the spread of information technology has helped make them both the principal form of capital and the most important product in the contemporary world. Unfortunately, ideas may travel no better across linguistic barriers than some wines travel across oceans, even if information technology transmits encoded symbols instantly. Ideas are notoriously difficult to translate without partial loss of meaning, partial gain of spurious meaning, or, more typically, both loss and gain. The Tower of Babel left a terrible legacy, but this need not be an excuse to regard the voices of others as babble or unworthy of serious attention. □

*For its program in the Advanced Foreign Language Component (AFLC), St. Olaf College has received \$568,750 in matching funds from the Four-Year Colleges Program of the Office of Challenge Grants.*

# HUMANITIES GUIDE

FOR THOSE WHO ARE THINKING OF APPLYING FOR AN NEH GRANT

## Research Conferences

BY CHRISTINE KALKE

MARGARET MEAD ONCE observed that the development of the scholarly conference was "fostered by the rebellion of the educated man against a new kind of ignorance, an ignorance that is not the stimulating ignorance of the unknown, but the ignorance of what is already known." Today, with large numbers of scholars pursuing diverse lines of research, continuing pressure to publish, an increase in the number of scholarly journals, and long delays in bringing completed research into print, scholars have found it difficult to keep up with research in a single field and impossible to be fully aware of developments in allied areas of interest or other disciplines. Conferences provide an alternative means of ascertaining this information.

The Endowment's Conferences program encourages conferences that provide opportunities for scholars to present their work and subject their research results and theses to the informed critique of colleagues both inside and outside the familiar group of specialists in the field. These conferences bring together scholars working on related topics in one or several disciplines at a time when the open exchange of ideas will most benefit ongoing research.

For example, a conference on the French Revolution challenged historians, art historians, scholars of literature, and political theorists to fit specialized studies and diverse sources into a larger framework by discussing

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*Christine Kalke is senior program officer for Conferences, Centers, and International Research in the Division of Research Programs.*

the relationship between literary, historical, and pictorial representations of the Revolution. The three-day conference was held at Dartmouth College and involved 125 scholars. A conference on Mozart's piano concertos at the University of Michigan responded to the need for discussion of emerging differences in interpretation in light of newly available materials, recent studies of the concerto before and during Mozart's time, and the insights of performers who have been reevaluating these works from the experience of using period instruments. Presentations by twenty-four scholars served as the focus of discussion for the two hundred participants.

Before preparing an application to the Conferences program, conference organizers should first review the state of scholarship on a particular topic to identify the issues that most need open and critical discussion and then establish specific goals for the conference. The next steps would be to select the scholars who would bring to the discussion the most pertinent knowledge and experience, to design a program that clearly implements the conference goals, and to arrange for the dissemination of the conference results to a wider audience.

Particularly important in a Conferences application is the statement of the significance of the project. Applicants should discuss the importance of the topic in terms of the state of research in the field or fields involved and the expected contributions of the conference to the advancement of scholarly research and to a greater understanding of the humanities.

Presenters should be selected to provide diverse points of view and

should be those scholars, junior and senior, American and foreign, whose current work and interests make them best suited to contribute to the conference. Other participants may include faculty from a wide range of institutions, undergraduate and graduate students, local teachers, and members of the public. The Endowment believes that participation in research conferences can simultaneously serve the needs of specialists and nonspecialists.

The design of the conference program itself is also critical to the success of the application. One of the questions evaluators ask is whether a conference is really necessary or other means, such as the publication of the collected papers or a panel session at a professional meeting, would accomplish the same goals more simply and with less expense. The design of the conference sessions can reveal whether the conference will simply display the various views on a topic or foster genuine critical discussion. For example, sessions involving specialists from different fields or scholars with marked differences in viewpoints can generate provocative questions and productive discussion.

While other types of meetings are supported by other Endowment programs, the Conferences program aims principally to advance of the state of scholarly research. The staff welcomes inquiries and encourages submission of preliminary drafts. The next application deadline is January 15, 1991. For application materials and further information, write or call the Conferences Program, Division of Research Programs, National Endowment for the Humanities, Washington, DC 20506; 202/786-0204. □

# RECENT NEH GRANTS

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 Public 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 International Research  
RT Tools  
RE Editions  
RL Translations  
RC Access

## Office of Challenge Grants

CG Challenge Grants

## Archaeology and Anthropology

**American Schools of Oriental Research**, Baltimore, MD; Lawrence E. Stager: \$58,663 OR; \$20,000 FM. Research on excavations in Tunisia at Carthage, the Phoenician city-state occupied from the 8th century B.C. to 146 B.C., when it was defeated by Rome in the Third Punic War. **RO**

**Arizona State U.**, Tempe; George L. Cowgill: \$57,118 OR; \$40,000 FM. Research on a temple pyramid in Teotihuacan in central Mexico, the first known city of the pre-Columbian civilization that flourished from 100 B.C. and 750 A.D. **RO**

**Brooklyn Museum**, NY; Diana G. Fane: \$200,000 OR; \$100,000 FM. A traveling exhibition, catalogue, and public programs on the Culin Collection of American Indian art. **GM**

**Cornell U.**, Ithaca, NY; John E. Coleman: \$30,000 OR; \$60,000 FM. Excavation and study of the Neolithic and Classical levels at Halai in East Lokris, Greece, on the coast north of Athens, to provide information about early life in Greece outside the famous urban centers. **RO**

**Cornell U.**, Ithaca, NY; Robert T. Farrell: \$30,000 OR; \$35,607 FM. An archaeological

survey of crannogs (artificial or enhanced natural islands) in the midlands of Ireland, using a combination of land and underwater techniques to survey these medieval settlement sites. **RO**

**Corporation for Jefferson's Poplar Forest**, VA; William M. Kelso: \$20,000 OR; \$66,500 FM. Excavation and study of Thomas Jefferson's Poplar Forest plantation, 1773-1823, 90 miles from Monticello, to compare landscape design and labor systems on the two estates. **RO**

**Deerfield Academy**, MA; Caleb I. Bach: up to \$28,500. A yearlong study of "Bishop Blaise: A Saint's Progress." **ES**

**Historic St. Mary's City**, MD; Henry M. Miller: \$60,000 OR; \$50,000 FM. A study of previously unknown Catholic religious structures in St. Mary's City, the first capital of the 17th-century English colony of Maryland. **RO**

**Idaho State U.**, Pocatello; Mary C. Suter: \$5,000. Planning of computerized documentation of the ethnology collection. **GM**

**Memorial Middle School**, Laconia, NH; Elinor H. Thorsell: up to \$28,500. A yearlong archaeological and cultural study of Celtic mythology. **ES**

**Milwaukee Public Museum**, WI; Nancy O. Lurie: \$200,000 OR; \$200,000 FM. A permanent introductory exhibition for the museum's North American Indian galleries. **GM**

**School of American Research**, Santa Fe, NM; Douglas W. Schwartz: \$45,300 OR; \$22,000 FM. Three postdoctoral fellowships in anthropology and related humanities disciplines. **RA**

**SUNY Research Foundation/New Paltz**, NY; Jaimee P. Uhlenbrock: \$50,000. A traveling exhibition and catalogue on Greek terra-cottas of the Hellenistic period. **GM**

**Texas A&M Research Foundation**, College Station; George F. Bass: \$20,000 OR; \$95,843 FM. Excavation and study of a 14th-century B.C. shipwreck near Kas, Turkey, to provide information for Near Eastern studies, ancient trade and economics, Homeric studies, Egyptology, and ancient shipbuilding. **RO**

**U. of Arizona**, Tucson; Russell B. Varineau: \$250,000 OR; \$200,000 FM. An exhibition, publication, and educational programs on the native peoples of Arizona. **GM**

**U. of California**, Berkeley; Nelson H. H. Graburn: \$225,000 OR; \$50,000 FM. A traveling exhibition, catalogue, and public programs on the art and material culture of Alaskan native peoples. **GM**

**U. of California**, Berkeley; William S. Simmons: \$50,000. A traveling exhibition, catalogue, and related programs on the encounter of European and native American cultures on the California frontier. **GM**

**U. of California**, Berkeley; David B. Stronach: \$9,992 OR; \$5,000 FM. A surface survey and publication of data on the history of settlement and the layout of the lower town of Nineveh, the imperial capital of Assyria (present-day Iraq), 705 to 612 B.C. **RO**

**U. of Chicago**, IL; Douglas L. Esse: \$30,000 OR;

\$80,200 FM. An archaeological investigation of village life at Tell Yaqush, Israel, a site occupied from the 4th to the 3rd millennia B.C. **RO**

**U. of Louisville**, KY; Lin A. Poyer: \$133,758. An interdisciplinary study of stories about World War II in the Pacific told by Micronesians who lived in the former Japanese colonies during the war. **RO**

**U. of South Alabama**, Mobile; Gregory A. Waselkov: \$30,000 OR; \$110,000 FM. An archaeological investigation of Old Mobile, the founding settlement of French colonial Louisiana occupied from 1702 to 1711. **RO**

**U. of South Carolina**, Columbia; Isaac Jack Levy: \$55,836. A study of Judeo-Spanish folk religion and its meaning for the Sephardim, the descendants of the Jews expelled from the Iberian peninsula in the 15th century. **RO**

**U. of Texas**, Austin; Joseph C. Carter: \$89,598 OR; \$60,000 FM. An archaeological study of the role of the countryside and its relationship to the Greek colonial cities of Magna Graecia, Italy. **RO**

**U. of Texas**, Austin; William G. Reeder: \$50,000. Planning of a traveling exhibition and publication on the museum's ethnographic collection of Mexican folk toys. **GM**

**K. Aslihan Yener**: \$60,000 OR; \$50,000 FM.

Excavation and study in the Taurus Mountains of an early Bronze Age settlement (Gultepe, Turkey) opposite a tin mine (Kestel), to answer questions about early metallurgy and trading patterns in the ancient Near East. **RO**

## Arts — History and Criticism

**Academic and Cultural Collaborative of Maine**, Portland; Victoria Bonebakker: \$185,495. A two-year collaborative project, consisting of an institute for 35 Maine humanities teachers, regional seminars, and follow-up activities, on the modernist vision in American art, literature, and music. **ES**

**American Corpus Vitrearum**, Charlestown, MA; Madeline H. Caviness: \$100,014 OR; \$50,000 FM. Preparation of catalogue entries about pre-1700 stained glass in American collections, eventually comprising four regional volumes. **RO**

**Brooklyn Museum**, NY; Linda S. Ferber: \$150,000. A traveling exhibition, publication, and educational programs on Albert Bierstadt, 1830-1902, and his relationship to American landscape painting in the mid-19th century. **GM**

**Dartmouth College**, Hanover, NH; James Cuno: \$250,000. A traveling exhibition and catalogue on the European "Age of the Marvelous." **GM**

**Dartmouth College**, Hanover, NH; Timothy F. Rub: \$140,000. A traveling exhibition, catalogue, and related programs on the concept of paradise in Islamic art. **GM**

**Harvard U.**, Cambridge, MA; John B. Howard: \$190,000. An inventory of music manuscripts

from 1600 to 1800 held by U.S. libraries. The inventory is part of the Repertoire International des Sources Musicales. **RC**

**José Limón Dance Foundation**, NYC; Norton Owen: \$14,000. Arrangement and description of the José Limón Dance Company archives and production of a printed guide and machine-readable entries in the Research Libraries Information Network national bibliographic data base. **RC**

**Bruce A. King**: \$78,000. A historical study of the Trinidad Theater Workshop from its origins to the present, its place in West Indian cultural history, and the role of Derek Walcott as director and playwright, 1959-77. **RO**

**Beth I. Lewis**: \$110,000 OR; \$20,000 FM. A collaborative study of German art and its institutions—schools, the press, merchants, and artist groups—in the first four decades of the 20th century. **RO**

**Los Angeles County Museum of Art**, CA; Earl A. Powell: \$200,000 OR; \$150,000 FM. A traveling exhibition, catalogue, and programs analyzing the policies of the National Socialists toward art, music, film, and literature during the pre-World War II era. **GM**

**Patricia Mainardi**: \$45,000. Production of a reference work documenting 19th-century French art institutions. **RT**

**Museum of Fine Arts**, Houston, TX; Anne-Louise Schaffer: \$50,000. Planning for an exhibition on changes in Inca art in the two centuries following the Spanish conquest. **GM**

**Museum of Modern Art**, NYC; Rona Roob: \$52,667. Production of 40 oral interviews documenting the museum's history and the entry of cataloguing records for the interviews into a national bibliographic data base. **RC**

**New York U.**, NYC; Larissa Bonfante: \$27,826 OR; \$45,000 FM. Preparation of a fascicle documenting Etruscan mirrors held in American collections for the International Corpus of Etruscan Mirrors. **RT**

**North Carolina Museum of Art Foundation, Inc.**, Raleigh; Richard S. Schneiderman: \$200,000. A traveling exhibition, catalogue, and programs on Buddhist paintings and related pictorial arts produced in China between 850 and 1850. **GM**

**Pennsylvania Academy of the Fine Arts**, Philadelphia; Susan Danly: \$55,626 OR; \$20,000 FM. Research and writing of an interpretive catalogue of photographs by American artist Thomas Eakins, 1844-1916, focusing on artistic practice and the cultural milieu of 19th-century Philadelphia. **RO**

**Pennsylvania State U.**, Main Campus, University Park; Robert D. Hume: \$120,035 OR; \$5,000 FM. Research and writing of a book on the Pantheon Theater and the staging of Italian opera in London at the end of the 18th century. **RO**

**Phoenix Art Museum**, AZ; Claudia G. Brown: \$150,000. A traveling exhibition on painting in China from the end of the Qianlong reign in 1796 to the 1911 revolution. **GM**

**Research Libraries Group, Inc.**, Mountain View, CA; Nancy E. Elkington: \$212,209. Microfilming of 2,000 volumes of late 19th- and early 20th-century serials important to research in the history of art and architecture. **PS**

**U. of California, Berkeley**; Sidra Stich: \$200,000. A temporary exhibition, catalogue, and public programs on surrealist art and its historical and cultural framework. **GM**

**U. of Michigan**, Ann Arbor; David E. Crawford: \$110,000. Development of an automated catalogue of Renaissance liturgical publications held by American and European libraries and the

transfer of records to a national bibliographic data base. **RC**

**U. of Mississippi**, University; Suzanne F. Steel: \$88,462. Cataloguing of 10,000 45 rpm recordings of blues and other popular African-American music. **RC**

## Classics

**Chicago State U.**, IL; William J. Lowe: \$211,345. A two-year collaborative project on the origins of Western civilization for 100 Chicago elementary and secondary school teachers of literature and social studies. **ES**

**Miss Porter's School**, Farmington, CT; Phyllis B. Katz: up to \$28,500. A yearlong study of the decline and fall of Rome. **ES**

**Robert E. Lee High School**, San Antonio, TX; Ned W. Tuck: up to \$28,500. A yearlong study of the archaic and Hellenistic foundations of Latin literature. **ES**

**Rolla High School**, MO; Kathleen B. Elifrits: up to \$28,500. A yearlong study of Augustan Age poets Vergil and Horace. **ES**

**Rutgers U.**, New Brunswick, NJ; Jocelyn P. Small: \$100,000 OR; \$87,795 FM. Addition of information about classical antiquities in U.S. collections to both the *Lexicon Iconographicum Mythologiae Classicae* (LIMC) and the electronic index maintained by the United States Center of LIMC. **RT**

**U. of California**, Irvine; Theodore F. Brunner: \$430,309. Expansion of the *Thesaurus Linguae Graecae* data bank to cover the addition of late Greek and Byzantine texts and scholia. **RT**

## History—Non-U.S.

**Bates College**, Lewiston, ME; Robert W. Allison: \$87,096 OR; \$1,270 FM. Preparation of tools for cataloguing the manuscripts in the 19 monasteries on Mount Athos, Greece. **RT**

**Brown U.**, Providence, RI; Thomas R. Adams: \$120,000. Editing and proofreading of the two final volumes of *European Americana*, a six-volume chronological guide to writings on the Americas published in Europe between 1492 and 1750. **RC**

**Cedar Falls High School**, IA; Marguerite D. Vance: up to \$28,500. A yearlong study of medieval literature from St. Augustine through Dante. **ES**

**Dartmouth College**, Hanover, NH; Gene R. Garthwaite: \$120,000 OR; \$5,000 FM. A study of the impact of government-sponsored economic centralization on selected regions of Iran from 1921 to 1941. **RO**

**Edward Reed High School**, Sparks, NV; Audrey Cournia: up to \$28,500. A yearlong study of historical and cultural perspectives on contemporary Central America. **ES**

**Bernard Lewis**: \$10,000. 1990 Jefferson Lecture in the Humanities. **GJ**

**Lutheran School of Theology at Chicago**, IL; Ralph W. Klein: \$42,760. Cataloguing of some 2,000 microfilms of Syriac manuscripts important for the study of the literature, culture, and history of Eastern Christianity and Islam. **RC**

**Museum of Fine Arts**, Boston, MA; Rita Freed: \$60,000 OR; \$40,000 FM. Preliminary work, two field seasons, and preparation of a publication on the tomb complex of the Old and Middle Kingdoms at Bersheh, Egypt, a period of dispersion of royal power in the 2nd and 3rd millennia B.C. **RO**

**National Faculty**, Atlanta, GA; Robert J. Baird: \$201,000. A two-year collaborative project, including a three-week summer institute on

world history instruction, for 40 Michigan middle and high school teachers of history and social studies. **ES**

**Pensacola High School**, FL; Jacqueline Y. Young: up to \$28,500. A yearlong study of the development of the welfare state in the Victorian novel. **ES**

**Princeton U.**, NJ; Denis C. Twitchett: \$175,000 OR; \$50,000 FM. Work on volumes 2, 4, and 5 of the *Cambridge History of China*, covering China from the Han through the Tang and Sung dynasties, the 3rd through the 13th centuries. **RO**

**Providence College**, RI; Paul J. Dalpe: \$47,650. A two-year masterwork study project for 16 English and history teachers from five Rhode Island and southern Massachusetts high schools on the Western classical tradition and the use of the Socratic method of teaching. **ES**

**Saint Ann's School**, Brooklyn, NY; William R. Everdell: up to \$28,500. A yearlong study of the history of ideas in Europe and America: 1872-1913. **ES**

**Southwest Texas State U.**, San Marcos; James E. Sherow: \$185,349. A four-week summer institute with a two-day, follow-up seminar in 1992 for 30 Texas social studies teachers on American environmental history. **ES**

**St. Andrew's Episcopal School**, Jackson, MS; Charles A. Weeks: up to \$28,500. A yearlong study of the confrontation between Europe and America in the Old Southwest, 1527-1820. **ES**

**SUNY Research Foundation/Binghamton**, NY; Paul E. Szarmach: \$158,226. Completion of a reference work documenting the sources used by Anglo-Saxon writers. **RT**

**U. of Arizona**, Tucson; Peter E. Medine: \$201,686. A five-week national institute for 40 secondary school English teachers on Shakespeare and Milton. **ES**

**U. of Illinois**, Urbana; Donald E. Crummey: \$114,000. A study of land use and ownership in Ethiopia from the 13th to the early 20th century. **RO**

**U. of Minnesota**, Minneapolis; Thomas S. Noonan: \$92,468. A comprehensive catalogue of the dirham, a medieval Islamic coin of western Eurasia, that will examine the origins and development of Islamic commerce with Europe. **RT**

**U. of South Carolina**, Columbia; Ralph W. Mathisen: \$35,108. Creation of Humanitas, a computerized data base of biographical information on 12,000 individuals from Late Antiquity, 260-640. **RT**

## History-U.S.

**American Council of Learned Societies**, NYC; Douglas Greenberg: \$315,000. Preparation of the *American National Biography*, a 20-volume biographical dictionary. **RT**

**Bowling Green State U.**, OH; Paul D. Yon: \$50,274. Arrangement and description of 13 archival and manuscript collections containing material on the maritime history of the Great Lakes. **RC**

**Center for Community Studies, Inc.**, NYC; John Kuo Wei Tchen: \$65,000. Planning for an exhibition on the history of the Chinese in New York City. **GM**

**Chicago Historical Society**, IL; Susan P. Tillett: \$200,000 OR; \$50,000 FM. A temporary exhibition, catalogue, and public programs on Chicago's emergence as a modern metropolis in the 1890s. **GM**

**Detroit Historical Society**, MI; Maud Lyon: \$80,000. Planning for an exhibition on the development of the automobile industry and its effects on the people of 20th-century Detroit. **GM**

**Edison Elementary School**, Salt Lake City, UT; Cynthia N. Finder: up to \$28,500. A yearlong study of "The Westward Movement: Its Themes and Literature for Children." **ES**

**Germantown Historical Society**, Philadelphia, PA; Ann M. Hermann: \$27,800. Planning for an exhibition on the history of Germantown, Pennsylvania, from the late 17th century to the present. **GM**

**Goshen College**, IN; John D. Roth: \$57,505. Microfilming of 52 Mennonite-related periodicals. **PS**

**Historical Society of Pennsylvania**, Philadelphia; Marianne S. Wokeck: \$240,000. Work on the *Biographical Dictionary of Early Pennsylvania Legislators*, a three-volume reference work on the lives and careers of 1,100 Pennsylvania legislators who served in the assembly in the 17th and 18th centuries. **RT**

**Institute of Early American History & Culture**, Williamsburg, VA; Jean Butenhoff Lee: \$26,000. A postdoctoral fellowship for a beginning scholar. **RA**

**Japanese American National Museum**, Los Angeles, CA; James A. Hirabayashi: \$150,000 OR; \$50,000 FM. Implementation of an exhibition on Japanese immigration to Hawaii and to the American mainland from 1885 to 1924. **GM**

**John Carter Brown Library**, Providence, RI; Norman Fiering: \$47,500. Two or three postdoctoral fellowships in the history of the Americas before 1830. **RA**

**Kona Historical Society**, Capt. Cook, HI; Jill R. Olson: \$19,900. A self-study to enhance public humanities programming. **GM**

**Lakeland High School**, Rathdrum, ID; Wesley R. Hanson: up to \$28,500. A yearlong study of the black protest movement through autobiographies. **ES**

**Memphis Museums, Inc.**, TN; Douglas R. Noble: \$50,000. Planning for an exhibition and school programs on the history of Memphis during the rule of Boss Edward Crump, 1910-54. **GM**

**New York Public Library**, NYC; Irene M. Percelli: \$62,068 OR; \$52,413 FM. Completion of the entry of 7,000 titles into a bibliographic data base and microfilming of 2 million newspaper pages, as part of the U.S. Newspaper Program. **PS**

**Newberry Library**, Chicago, IL; John H. Long: \$200,000. Preparation of a multivolume historical atlas detailing in maps and text all changes in the boundaries of U.S. counties from their origins to 1990. **RT**

**Oklahoma Historical Society**, Oklahoma City; Bob L. Blackburn: \$18,000. Planning for an Oklahoma Newspaper Project. **PS**

**Onondaga County Department of Parks & Recreation**, Liverpool, NY; Dennis J. Connors: \$150,000 OR; \$25,000 FM. Implementation of an orientation exhibition at the site of the 17th-century French settlement, Ste. Marie de Gannentaha. **GM**

**David R. Ransome**: \$65,293. Microfilming of the Ferrar Papers, which relate to English trade, exploration, and settlement in Virginia before 1665. **RC**

**St. Louis Park High School**, MN; Lee H. Smith: up to \$28,500. A yearlong study to integrate the history of religion into U.S. history. **ES**

**State Historical Society of Iowa**, Iowa City; Nancy E. Kraft: \$68,970 OR; \$31,000 FM. Microfilming of 1.6 million pages of Iowa newspapers as part of the U.S. Newspaper Program. **PS**

**Strawbery Banke Museum**, Portsmouth, NH; Jane C. Nylander: \$40,000. Planning for an exhibition on a Portsmouth corner grocery store as a central institution reflecting the social and cultural changes in American life during World War II. **GM**

**Strong Museum**, Rochester, NY; Scott G. Eberle: \$100,000. Implementation of an exhibition, symposium, and educational programs on the history of American advertising from 1840 to 1940. **GM**

**Tudor Place Foundation, Inc.**, Washington, DC; Eleanor C. Preston: \$5,000. Planning for computerization of the cataloguing system at Tudor Place, a historic site in Washington, D.C. **GM**

**U. of Maryland**, College Park; Peter H. Curtis: \$144,915. Cataloguing Maryland newspapers, adding 1,500 titles to a national bibliographic data base, and microfilming 200,000 pages as part of the Maryland Newspaper Project. **PS**

**U. of Missouri**, Kansas City; John P. Popko: \$507,667. Cataloguing newspapers from state repositories, adding 1,000 titles to a national bibliographic data base, and microfilming 236,000 pages as part of the Missouri Newspaper Project. **PS**

**U. of New Orleans**, LA; Jill B. Fatzler: \$156,740. Microfilming of the information in the case files of the Supreme Court of Louisiana that date from 1846 to 1861. **PS**

**U. of Puerto Rico**, Rio Piedras; Enrique Vivoni: \$10,000. Arrangement and description of the archival records of two historically important sugar companies in Puerto Rico. **RC**

**Valentine Museum**, Richmond, VA; B. Frank Jewell: \$225,000 OR; \$50,000 FM. An exhibition, catalogue, symposium, and other public programs on the history of working people in Richmond from 1865 to 1920. **GM**

**VI Division of Libraries, Archives and Museums**, St. Thomas, VI; Jeannette A. Bastian: \$30,324. Microfilming of the contents of 205 land transaction, probate, and court record books from St. Croix, Virgin Islands, dating from 1778 to 1958. **PS**

**Washington State U.**, Pullman; Jacqueline L. Swagerty: \$14,000 OR; \$22,000 FM. Planning for an exhibition on cultural exchange between Jesuit missionaries and the American Indians of the plains. **GM**

**Washington U.**, St. Louis, MO; Richard W. Davis: \$50,000. Writing of a multivolume series, *The Making of Modern Freedom*, focusing on the social, economic, and political dynamics of Western Europe and America in the 17th and 18th centuries. **RO**

**Western Heritage Center**, Billings, MT; Lynda Bourque Moss: \$35,197. Planning for an exhibition on the history of the Yellowstone River region from 1890 to 1940. **GM**

## Interdisciplinary

**Abraham Lincoln Elementary School**, Oakland, CA; Judith Marantz: up to \$28,500. A yearlong study of the African-American slave experience. **ES**

**Albuquerque Public Schools**, NM; Leonora B. Durrett: up to \$28,500. A yearlong study of native American myths, poetry, science, and petroglyphs. **ES**

**American Academy in Rome**, NYC; Joseph Connors: \$81,000. Three postdoctoral fellowships in classical studies, postclassical studies, and art history. **RA**

**American Institute for Conservation**, Washington, DC; Catherine L. Maynor: \$72,559. Production of the *Paper Conservation Catalog*, which will provide information about preserving archival and artistic materials on paper. **PS**

**American Institute of Indian Studies**, Chicago, IL; Joseph W. Elder: \$50,000. Five postdoctoral fellowships for humanities research in India. **RA**

**American Research Center in Egypt**, NYC; Terry Walz: \$94,000. Three yearlong fellowships in

Egyptology and in Islamic and other Middle Eastern studies. **RA**

**Association for Computers & the Humanities**, Poughkeepsie, NY; C. M. Sperberg-McQueen: \$318,974 OR; \$100,000 FM. Development of guidelines on preparing and interchanging machine-readable texts for humanities research. **RT**

**Benson Village School**, VT; Lawrence S. Abbott: up to \$28,500. A yearlong study of the impact of the oral tradition on contemporary native American literature. **ES**

**Brooklyn Historical Society**, NY; David M. Kahn: \$40,000. Planning for an exhibition and public programs on Brooklyn's Hispanic communities. **GM**

**California State U.**, Fullerton; James R. Hofmann: \$55,000. Research and writing of a biography of French scientist Andre-Marie Ampere, 1775-1836, founder of the science of electrodynamics. **RH**

**Center for Advanced Study in Behavioral Sciences**, Stanford, CA; Philip Converse: \$70,000 OR; \$70,000 FM. Five postdoctoral humanities fellowships. **RA**

**Center for Research Libraries**, Chicago, IL; Marjorie E. Bloss: \$95,080. Creation of machine-readable catalogue records for 40,000 rare humanities titles in 14 microform collections. **RC**

**John M. Chernoff**: \$62,650. A study of Dagbamba (Ghana) drummer musicians in their role of preserving and transmitting their people's history. **RO**

**Colby College**, Waterville, ME; Robert P. McArthur: \$150,000. Endowment of a distinguished teaching professorship in the humanities that will be awarded to a faculty member for a three-year term. The incumbent will develop a new core curriculum at the college. **CG**

**College of Saint Scholastica**, Duluth, MN; George L. Goodwin: \$218,750. Endowment of a distinguished teaching professorship in the humanities for a three-year term. The incumbent will teach freshman seminars, classics colloquia for the faculty, and honors courses. **CG**

**Columbia U.**, NYC; Robert Wedgeworth: \$349,146 OR; \$200,000 FM. Training of preservation administrators and collections conservators at the Conservation Education Program of Columbia University's School of Library Service. **PS**

**Cornell U.**, Ithaca, NY; Sander L. Gilman: \$62,000. A study of how Sigmund Freud dealt with the pathology and conditions ascribed to Jews in the 19th-century medical literature and the relationship of racial theories to gender stereotypes in Freud's psychoanalytical theory. **RH**

**Council for Basic Education**, Washington, DC; Ruth Mitchell: \$2,263,429. A three-year project to fund fellowships for six weeks of independent summer study annually for elementary and secondary school teachers, librarians, and principals. **ES**

**CUNY Research Foundation/Hunter College**, NYC; Nancy G. Siraisi: \$61,000. Preparation of a guide and translation for the 1543 edition of Vesalius's major work on anatomy, *The Fabric of the Human Body*. **RH**

**CUNY Research Foundation/Lehman College**, Bronx, NY; Joseph W. Dauben: \$119,000. Preparation of a guide to selections from the works of ancient Chinese mathematicians that will relate them to early Western mathematics. **RH**

**Department of Education**, Lihue, HI; E. Kalani Flores: up to \$28,500. A yearlong study of the Hawaiian traditions of Kaua'i. **ES**

**Dubois High School**, WY; Michael G. Zecher: up to \$28,500. A yearlong study of contemporary Japan. **ES**

**Duke U.**, Durham, NC; Henry Louis Gates, Jr.: \$70,000 OR; \$60,000 FM. Preparation of a

comprehensive microfiche edition of fiction, poetry, and book reviews published in black periodicals between 1827 and 1940, and an index to the literature. **RE**

**Emory U.**, Atlanta, GA; Irwin T. Hyatt: \$300,000. Endowment of two distinguished teaching professorships in the humanities for four-year terms. The incumbents will mentor undergraduates, encourage effective teaching, and emphasize the value of the humanities to all students. **CG**

**Episcopal Academy**, Merion, PA; Lee T. Pearcy: up to \$28,500. A yearlong study of rhetoric, science, and medicine in ancient Greece. **ES**  
**Folger Shakespeare Library**, Washington, DC; Werner L. Gundersheimer: \$85,400. Three fellowships in Renaissance studies. **RA**

**Georgia College**, Milledgeville; Janice C. Fennell: \$29,250 OR; \$15,000 FM. Preservation of Flannery O'Connor's manuscripts by photocopying, microfilming, repairing, deacidifying, and encapsulating. **PS**

**Gettysburg College**, PA; L. Baird Tipson: \$240,000. Endowment of a distinguished teaching professorship in the humanities for a three-year term. The incumbent will be selected from the faculty and will strengthen the quality and content in the freshman colloquy in liberal learning. **CG**

**Grant High School**, Portland, OR; Janet L. Martin: up to \$28,500. A yearlong study of metaphor in Asian, African, and North American mythology. **ES**

**Mott T. Greene**: \$10,971. Preparation of a guide to Alfred Wegener's 1912 article on the theory of continental drift. **RH**

**Harvard U.**, Cambridge, MA; Walter J. Kaiser: \$198,800. Four postdoctoral fellowships in Italian Renaissance studies each year for two years. **RA**

**Indiana U.**, Bloomington; James C. Riley: \$91,000. A study of illness among British workers from 1872 to 1922 in order to reconstruct the geographical and temporal health patterns in a period of mortality decline and radical changes in disease theory and public health. **RH**

**Institute for the History of Astronomy**, Berkeley, CA; Norriss S. Hetherington: \$56,000. Preparation of a guide to five of Edwin Hubble's publications on modern cosmology. **RH**

**Japan Society, Inc.**, NYC; Gunhild Avitabile: \$100,000. An exhibition and catalogue on Japanese archaeological ceramics from 10,000 B.C. to A.D. 1185. **GM**

**Johns Hopkins U.**, Baltimore, MD; Owen Hannaway: \$75,000. Preparation of a guide to the treatises on the natural sciences and on mining technology by 16th-century German humanist Georgius Agricola. **RH**

**Johns Hopkins U.**, Baltimore, MD; Daniel P. Todes: \$65,000. Research and writing of a biography of physiologist Ivan Pavlov, 1869-1936, placing him in the context of scientific ideas and the social relations of scientists in this period of Russian history. **RH**

**Kenyon College**, Gambier, OH; Reed S. Browning: \$240,000. Endowment of a distinguished teaching professorship in the humanities for a faculty member for a three-year, renewable term. The incumbent will develop new courses, mentor junior faculty, and advise future teachers. **CG**

**Lincoln Senior High School**, Sioux Falls, SD; William R. Thompson: up to \$28,500. A yearlong study of contemporary Sioux humor. **ES**

**Luther College**, Decorah, IA; A. Thomas Kraabel: \$150,000. Endowment of an annual distinguished teaching professorship that will be awarded to a faculty member who has taught the humanities with distinction and will teach

core courses and develop activities aimed at improving humanities education. **CG**

**Madison No. 1 School**, Phoenix, AZ; Jody A. Chambers: up to \$28,500. A yearlong study of early modern to contemporary southwestern history and literature. **ES**

**Massachusetts Board of Library Commissioners**, Boston; Gregor Trinkaus-Randall: \$35,580. Development of a coordinated statewide preservation plan for libraries and archives in Massachusetts. **PS**

**Miami U.**, Oxford, OH; Stephen M. Day: \$300,000. Endowment of a distinguished teaching professorship in the humanities that will be filled annually by a visiting professor and three distinguished fellows who will be selected from the faculty. **CG**

**Model Laboratory School, Eastern Kentucky University**, Richmond; Stella K. Terango: up to \$28,500. A yearlong study of Russian and Chinese myths and folktales. **ES**

**Morgan Park Academy**, Chicago, IL; Barry Kritzberg: up to \$28,500. A yearlong study of American reformers in the 1840s. **ES**

**Mount Holyoke College**, South Hadley, MA; Elizabeth T. Kennan: \$200,000. Endowment of a distinguished teaching professorship in the humanities that will be awarded to senior faculty members on a rotating five-year term. The incumbent will plan the Western Traditions course and will recruit the teachers. **CG**

**Museum Computer Network**, Syracuse, NY; Deirdre C. Stam: \$120,185. Defining a standard format that will enable museums to record and exchange machine-readable information about their collections. **RC**

**Museum of the City of New York**, NYC; Richard E. Beard: \$130,000. A temporary exhibition, catalogue, and educational programs on the history of Greenwich Village from 1850 to 1930. **GM**

**National Trust for Historic Preservation**, Washington, DC; Susanne B. Pandich: \$16,207. A self-study of the resources and interpretive programs at Lyndhurst, a historic site on the Hudson River. **GM**

**Neal Middle School**, Durham, NC; Beth C. Smith: up to \$28,500. A yearlong study of 20th-century North Carolina literature and history. **ES**

**Nebraska Library Commission**, Lincoln; Katherine L. Walter: \$33,350. Preparation of a coordinated statewide preservation plan for Nebraska. **PS**

**New Orleans Notarial Archives**, LA; Sally K. Reeves: \$96,520. Stabilization and rehousing of 4,978 extra-large scale watercolor architectural drawings and plot plans held by the New Orleans Notarial Archives. **PS**

**Newberry Library**, Chicago, IL; Richard H. Brown: \$95,600 OR; \$35,000 FM. Seven postdoctoral humanities fellowships. **RA**

**Nicolet High School**, Glendale, WI; Julia S. Werner: up to \$28,500. A yearlong study of the individual in society and the cosmos from medieval to early modern times. **ES**

**North Carolina Preservation Consortium**, Raleigh; David J. Olson: \$41,000 OR; \$9,000 FM. Preparation of a coordinated statewide preservation plan for North Carolina. **PS**

**Northeast Document Conservation Center**, Andover, MA; Ann E. Russell: \$135,925. Expansion of photographic preservation services by purchasing equipment for a new laboratory and training two photographic technicians in copying techniques. **PS**

**Northwestern U.**, Evanston, IL; Daniel Britz: \$58,504. Creation of a machine-readable finding aid for 4,200 African Islamic manuscripts in the university's Africana Library. **RC**

**Ohio U.**, Athens; J. David Stewart: \$300,000.

Endowment of three distinguished teaching professorships in the humanities that will be divided between two faculty members and a visiting professor. The incumbents will conduct public forums and workshops for high school teachers. **CG**

**Old York Historical Society**, ME; Kevin D. Murphy: \$35,000. Planning for exhibitions, a catalogue, a brochure, and tours on the colonial revival movement in the Piscataqua region of southern Maine and New Hampshire between 1876 and World War I. **GM**

**Peabody Museum of Salem**, MA; Susan S. Bean: \$50,000. Planning for the installation of an exhibition of the museum's Asian collections. **GM**

**Public Museum of Grand Rapids**, MI; Bryan W. Kwapil: \$50,000. Documentation of the collections in the museum's historic property, the Voigt House, built in 1895 and occupied by a single family until 1971. **GM**

**Regional Council of Historical Agencies**, Syracuse, NY; Laurie Rush: \$40,000. A professional development program for history museum staff in upstate New York, leading to a series of exhibitions on the history of industrialization. **GM**

**Research Libraries Group, Inc.**, Mountain View, CA; Steven L. Hensen: \$200,000. Conversion to machine-readable form of 16,000 catalogue records describing American history manuscripts and collections held by ten universities, libraries, and historical societies. **RC**

**Research Libraries Group, Inc.**, Mountain View, CA; Karen S. Smith-Yoshimura: \$190,000. Conversion into machine-readable format of the records of ten East Asian library collections in North America, to be made accessible through the Research Libraries Information Network bibliographic data base. **RC**

**Solinet**, Atlanta, GA; Jane M. Pairo: \$450,000. Support for the *Solinet* Preservation Program, which will provide preservation education, training, and information services to institutions in ten states in the Southeast. **PS**

**St. John's College**, Santa Fe, NM; Anthony J. Carey: \$225,000. Endowment of a distinguished teaching professorship in the humanities that will be filled on a rotating two-year term. The incumbent will do teaching-related research and will lead a faculty study group. **CG**

**Saint Joseph's College**, Rensselaer, IN; John P. Nichols: \$250,000. Endowment of a distinguished teaching professorship in the humanities for a three-year term. The incumbent will mentor other faculty members who teach core courses and conduct a summer workshop on primary texts in the humanities. **CG**

**Saint Olaf College**, Northfield, MN; David L. Wee: \$300,000. Endowment of a distinguished teaching professorship in the humanities that will be filled on a three-year, rotating basis. The incumbent will teach three courses a year and design a model interdisciplinary course. **CG**

**Society for the Preservation of New England Antiquities**, Boston, MA; Nancy C. Carlisle: \$25,000. Documentation of the collection of women's costumes and accessories. **GM**

**Southeastern Library Network, Inc.**, Atlanta, GA; Jane M. Pairo: \$1,265,389. Microfilming of 18,000 brittle books and serials held by 12 members of the Association of Southeastern Research Libraries. **PS**

**Southwest Texas State U.**, San Marcos; Lydia A. Blanchard: \$100,000. Endowment of a distinguished teaching professorship in the humanities that will be filled by a tenured faculty member on a three-year, rotating basis. The incumbent will improve the humanities courses. **CG**

**Stanford U.**, CA; David C. Weber: \$190,000. Conversion of eight university research librar-

ies' bibliographic records for Latin American studies materials to machine-readable format for entry into national data bases. **RC**  
**Stockton State College**, Pomona, NJ; Margaret S. Marsh: \$98,000. A study of the history of infertility in the U.S. in the 19th and 20th centuries, focusing on the connections among medical theory and practice, cultural ideals, and societal relations. **RH**

**SUNY Research Foundation/New Paltz**, NY; Mary J. Corry: \$135,044. Production of an index and data base of colonial American newspaper sources on the performing arts from 1690 to 1783. **RC**

**Syracuse U.**, NY; Samuel Gorovitz: \$272,500. Endowment of a distinguished teaching professorship in the humanities. Chosen from the faculty for a three-year term, the incumbent will mentor junior faculty members and give special attention to introductory courses. **CG**

**T. C. Williams High School**, Alexandria, VA; Mary Jane Adams: up to \$28,500. A yearlong study of regional languages and cultures in France and Spain. **ES**

**Two Eagle River School**, Pablo, MT; Donald W. Burgess: up to \$28,500. A yearlong study of belief and conflict among the Salish and Kootenai Indians of Montana. **ES**

**U. of California**, Berkeley; Joseph A. Rosenthal: \$105,085. Development of a model program to train conservation staff in the care of general library collections. **PS**

**U. of Chicago**, IL; Sherry Byrne: \$1,398,039. Microfilming of 10,150 brittle volumes from the Crerar History of Technology Collection at the University of Chicago library. **PS**

**U. of Florida**, Gainesville; Harry W. Paul: \$55,000. Research and writing for a history of wine production in France since the Enlightenment, examining the increasing role of science and technology and the cultural, social, and medical context of wine production. **RH**

**U. of Illinois**, Urbana; William J. Maher: \$490,402. Microfilming of 4,500 deteriorating volumes in German, Brazilian, and Argentine literature. **PS**

**U. of Maryland**, College Park; Stephen G. Brush: \$40,000. A historical study of the role of prediction in the reception and confirmation of scientific hypotheses. **RH**

**U. of Michigan**, Ann Arbor; Robert M. Warner: \$977,358. Microfilming of 15,050 volumes that document the history of social sciences and of Slavic and East European countries. **PS**

**U. of Missouri**, Columbia; A. Mark Smith: \$54,000. Preparation of a guide for Ptolemy's *Optics*. **RH**

**U. of Nebraska**, Lincoln; David J. Wishart: \$85,000. A geographic and historical study of the effects of territorial restrictions on the history of native Americans of Nebraska, Iowa, and Wisconsin in the 19th century. **RO**

**U. of Texas**, Austin; Harold W. Billings: \$17,699. Planning for a public symposium and exhibition on the thematic, technical, and linguistic aspects of Mexican-American literature from 1960 to the present. **GL**

**U. of Texas**, Austin; Harold W. Billings: \$67,753. Cataloguing of 69 Mexican-American archival collections in the Nettie Lee Benson Latin American Collection and the preparation of a printed guide. **RC**

**U. of Utah**, Salt Lake City; Thomas R. Carter: \$71,284 OR; \$60,000 FM. Fieldwork and research for a six-part study of nonprofessional architecture in the American West from 1840 to the present. **RO**

**U. of Wisconsin**, Madison; David A. Woodward: \$114,000 OR; \$220,000 FM. Work on

*The History of Cartography*, a six-volume series documenting map-making from prehistory to the present in both Western and non-Western cultures. **RT**

**Vermont Folklife Center**, Middlebury; Martha G. Ostrum: \$40,000. Planning for a traveling exhibition, publication, and interpretive programs on the history and development of Vermont's agricultural landscape. **GM**

**Virginia Polytechnic Institute & State Univ.**, Blacksburg; Roger Ariew: \$98,000. A study of the decline of Aristotelian natural philosophy and the emergence of modern science, specifically, the new mechanical philosophy, in Paris in the first half of the 17th century. **RH**

**Wasilla High School**, AK; Nancy L. Robinson: up to \$28,500. A study of the potters of Tzintzuntzan, a Mexican artisan community. **ES**

**Wayne State U.**, Detroit, MI; Thomas N. Bonner: \$98,000. A comparative history of medical education in Britain, France, Germany, and the United States from 1800 to 1914. **RH**

**Wilmington Friends School**, DE; Richard S. Reynolds: up to \$28,500. A yearlong study of Hispanic and Latin American migration to the United States. **ES**

**Winterthur Museum**, DE; Katherine Martinez: \$58,000. Two postdoctoral humanities fellowships. **RA**

**Yale U.**, New Haven, CT; Mario T. Garcia: \$80,000. Research and writing of a comparative history of Hispanics in the United States from the 17th century to the present. **RO**

## Jurisprudence

**Yale U.**, New Haven, CT; Morris L. Cohen: \$110,000. Preparation of an annotated bibliography of early American law through 1860. **RC**

## Language and Linguistics

**Abbeville High School**, LA; Earlene B. Echeverria: up to \$28,500.3. A yearlong study of French-Acadian folk songs and folklore in the study of French. **ES**

**California State U.**, Long Beach; Clorinda Donato: \$40,500. A masterwork study project on Italian literature and culture for 15 elementary and secondary school teachers of French and Spanish. **ES**

**Cornell U.**, Ithaca, NY; Stephen M. Parrish: \$33,184. Preparation of a concordance to the complete writings of Sigmund Freud. **RT**

**Hebrew Union College**, Cincinnati, OH; Stephen A. Kaufman: \$270,000 OR; \$90,000 FM. Preparation of a comprehensive lexicon of Aramaic, a major ancient language, based on a new compilation of Aramaic literature from 925 B.C. to A.D. 1400. **RT**

**SUNY Research Foundation/Purchase**, NY; Maria Gagliardo: \$265,402. A three-year regional collaborative project on French and Spanish masterpieces for 60 French and Spanish teachers from New York, New Jersey, and Connecticut. **ES**

**UMS-Wright**, Mobile, AL; Irene B. McDonald: up to \$28,500. A yearlong study of 19th- and 20th-century Russian and Soviet literature and language. **ES**

**U. of Chicago**, IL; Harry A. Hoffner, Jr.: \$270,000 OR; \$30,000 FM. Preparation of the *Chicago Hittite Dictionary*, which includes pub-

lished and unpublished cuneiform texts from the empire of the Hittites. **RT**

**U. of Chicago**, IL; Erica Reiner: \$260,000 OR; \$50,000 FM. Preparation of the *Chicago Assyrian Dictionary*, a comprehensive lexicon of Akkadian, the earliest known Semitic language. **RT**

**U. of Chicago**, IL; Robert Morrissey: \$180,000. Mark-up of textual features and corrections in electronic language of the data base American and French Research on the Treasury of the French Language, which contains 1,800 French texts from the 17th through the 20th centuries. **RT**

**U. of Colorado**, Boulder; Zygmunt Frajzngier: \$145,000. Preparation of the first historical overview of the complex sentence structure of 140 languages in the Chadic group of Afro-Asiatic languages. **RT**

**U. of Georgia Research Foundation, Inc.**, Athens; William A. Kretzschmar, Jr.: \$155,000 OR; \$20,000 FM. Computerization of the *Linguistic Atlas of the Middle and South Atlantic States*, a comprehensive study of the speech variations in the area from New York to northern Florida and from the east coast to Ohio and Kentucky. **RT**

**U. of Washington**, Seattle; Anne O. Yue-Hashimoto: \$90,000 OR; \$10,000 FM. A collaborative study of syntactic variation in six major Chinese dialects that will benefit Chinese language studies, comparative linguistics, and the history of the diffusion and migration patterns of the Chinese people. **RO**

**Yale U.**, New Haven, CT; William W. Hallo: \$200,000. Completion of the cataloguing of 40,000 cuneiform tablets and related Near Eastern artifacts in the Yale Babylonian Collection and preparation of printed guides to two major components of the collection. **RC**

## Literature

**American Antiquarian Society**, Worcester, MA; Nancy H. Burkett: \$195,104. Completion of the cataloguing of the society's collection of American children's books issued between 1821 and 1899. **RC**

**Battle Ground Academy**, Franklin, TN; Laurel E. Eason: up to \$28,500. A study of domestic issues in five classic 19th-century novels. **ES**

**Central High School**, Omaha, NE; Edward A. Raucht: up to \$28,500. A yearlong study of "Shakespeare's *Henry V*: The Laws and Politics of War." **ES**

**Claude O. Markoe School**, St. Croix, VI; Raymond H. Ross: up to \$28,500. A yearlong study of explorations in West Indian literature. **ES**

**Clinton High School**, OK; Nancy B. Goodwin: up to \$28,500. A yearlong study of Shakespeare's comedies and histories and their Italian and classical sources. **ES**

**Forrest City High School**, AR; Peggy S. Barry: up to \$28,500. A yearlong study of the theme "coming of age" in 20th-century southern literature. **ES**

**Great Bend High School**, KS; James D. Schoonover: up to \$28,500. A yearlong study of the exodus of German intellectuals to America, 1930-41. **ES**

**Greenfield Community College**, MA; Margaret E. C. Howland: \$33,108. Preparation of a descriptive catalogue of the papers of Archibald MacLeish, 20th-century poet, dramatist, and Librarian of Congress, and the entry of bibliographic records into national data bases. **RC**

**Harman Elementary School**, Hanover, MD; Hunter M. Nesbitt: up to \$28,500. A yearlong study of introducing Shakespeare to children. **ES**



# DEADLINES

Area code for all telephone numbers is 202.

Deadline

For projects beginning

## Division of Education Programs — James C. Herbert, Director 786-0373

Higher Education in the Humanities — Lyn Maxwell White 786-0380	<b>April 1, 1991</b>	October 1991
Institutes for College and University Faculty — Barbara A. Ashbrook 786-0380	<b>April 1, 1991</b>	October 1991
Core Curriculum Projects — Frank Frankfort 786-0380	<b>April 1, 1991</b>	October 1991
Two-Year Colleges — Judith Jeffrey Howard 786-0380	<b>April 1, 1991</b>	October 1991
Elementary and Secondary Education in the Humanities — F. Bruce Robinson 786-0377	<b>December 15, 1990</b>	July 1991
Special Opportunity in Foreign Language Education — F. Bruce Robinson 786-0377	<b>March 15, 1991</b>	October 1991

## Division of Fellowships and Seminars — Guinevere L. Griest, Director 786-0458

Fellowships for University Teachers — Maben D. Herring 786-0466	<b>June 1, 1991</b>	January 1, 1992
Fellowships for College Teachers and Independent Scholars — Joseph B. Neville 786-0466	<b>June 1, 1991</b>	January 1, 1992
Fellowships on the Foundations of American Society — Maben D. Herring 786-0466	<b>June 1, 1991</b>	January 1, 1992
Summer Stipends — Joseph B. Neville 786-0466	<b>October 1, 1991</b>	May 1, 1992
Travel to Collections — Kathleen Mitchell 786-0463	<b>January 15, 1991</b>	June 1, 1991
Faculty Graduate Study Program for Historically Black Colleges and Universities — Maben D. Herring 786-0466	<b>March 15, 1991</b>	September 1, 1992
Younger Scholars — Leon Bramson 786-0463	<b>November 1, 1991</b>	June 1, 1992
Summer Seminars for College Teachers — Stephen Ross 786-0463		
Participants	<b>March 1, 1991</b>	Summer 1991
Directors	<b>March 1, 1991</b>	Summer 1992
Summer Seminars for School Teachers — Michael Hall 786-0463		
Participants	<b>March 1, 1991</b>	Summer 1991
Directors	<b>April 1, 1991</b>	Summer 1992

## Office of Challenge Grants — Harold Cannon, Director 786-0361

Distinguished Teaching Professorships	<b>December 1, 1990</b>	December 1, 1990
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## Office of Preservation — George F. Farr, Jr., Director 786-0570

National Heritage Preservation Program — Vanessa Piala 786-0570	<b>November 1, 1991</b>	July 1992
Preservation — George F. Farr, Jr. 786-0570	<b>December 1, 1990</b>	July 1991
U.S. Newspaper Program — Jeffrey Field 786-0570	<b>December 1, 1990</b>	July 1991

# DEADLINES

Area code for all telephone numbers is 202.

Deadline

For projects beginning

## Division of Public Programs — Donald Gibson, Director 786-0267

Humanities Projects in Media — James Dougherty 786-0278	March 15, 1991	October 1, 1991
Humanities Projects in Museums and Historical Organizations — Marsha Semmel 786-0284	December 7, 1990	July 1, 1991
Public Humanities in Libraries — Wilsonia Cherry 786-0271	March 15, 1991	October 1, 1991
Humanities Projects in Libraries — Thomas Phelps 786-0271		
Planning	February 1, 1991	July 1, 1991
Implementation	March 15, 1991	October 1, 1991

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

### Texts — Margot Backas 786-0207

Editions — Douglas Arnold 786-0207	June 1, 1991	April 1, 1992
Translations — Martha Chomiak 786-0207	June 1, 1991	April 1, 1992
Publication Subvention — Gordon McKinney 786-0207	April 1, 1991	October 1, 1991

### Reference Materials — Jane Rosenberg 786-0358

Tools — Helen Agüera 786-0358	September 1, 1991	July 1, 1992
Access — Jane Rosenberg 786-0358	September 1, 1991	July 1, 1992

### Interpretive Research — Daniel Jones 786-0210

Archaeology Projects — David Wise 786-0210	October 15, 1991	July 1, 1992
Collaborative Projects — David Wise 786-0210	October 15, 1991	July 1, 1992
Humanities, Science and Technology — Daniel Jones 786-0210	October 15, 1991	July 1, 1992

### Conferences — Christine Kalke 786-0240

January 15, 1991      October 1, 1991

### Centers for Advanced Study — David Coder 786-0240

December 1, 1990      July 1, 1991

### International Research — David Coder 786-0240

March 15, 1991      January 1, 1992

## 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.

To receive guidelines for any NEH program, contact the Office of Publications and Public Affairs at 202/786-0438. Guidelines are available at least two months in advance of application deadlines.

Telecommunications device for the deaf: 202/786-0282.

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