

## 1986 Press Releases

### January

NEH Offers U.S. Teachers Summer Seminar Opportunities

(A list of 1986 seminars is attached.)

Acting Chairman John Agresto Critical of Compliance with EEOC Regulations

(John Agresto statement and Clarence Thomas package included.)

Humanities Endowment Staff Challenged to Cut Costs

### February

President Reagan Requests \$126 Million for NEH in FY 1987

(A brief description of special emphases in the FY 1987 request and a table of recent NEH funding history are attached.)

Congress Designates Feb. 9-15, 1986, as National Humanities Week

(A copy of the joint resolution is attached.)

Winter 1986 Meeting of NEH National Council to be Held Feb. 13 and 14

NEH Will Not Award Grants to Student Loan Delinquents

### March

Humanities Endowment Awards 262 Fellowships to Nation's Top Scholars

(A list of fellowships for independent study and research is attached.)

Humanities Endowment Makes Key Appointments

Acting Chairman to Present Maine Grant

NEH Announces First Awards to Bicentennial Younger Scholars for 1986

### April

NEH Announces Media Projects Scheduled for Broadcast on Public Television and Radio

### May

Leszek Kolakowski fact sheet

Media Advisory/News Conference - Leszek Kolakowski

1986 Jefferson Lecture fact sheet

Media Advisory/News Conference - Leszek Kolakowski

Leszek Kolakowski Warns of "The Idolatry of Politics" - Noted Scholar Delivers NEH's 1986 Jefferson Lecture

Lynne V. Cheney Confirmed as Chairman of Humanities Endowment

Lynne Cheney, In First Statement as NEH Chairman, Underscores Value of Liberal Arts to Professional, Personal Life

### June

Lynne V. Cheney fact sheet

"America: A Reading" at the Tucson Public Library - NEH Grants

Combine in New Reading and Discussion Project for Adults

Guinevere L. Griest Appointed Director of Fellowships and Seminars

NEH Awards Grants for Exemplary Work by Ten State Councils - Chairman

Lynne Cheney Announces Awards at Milwaukee Lecture

1986 press releases continued

July

Translation of Popol Vuh, Mayan Book of the Dawn of Life Funded by  
NEH, Wins Pen Award for Poetry - NEH Chairman Lynne V. Cheney  
Announces Translation Grants  
Humanities Endowment Summer Seminars, Institutes Help Teachers, Law  
Professors Study the U.S. Constitution  
Humanities Endowment Helps Teachers Continue Learning - More Than  
3,000 Teachers Have Attended Summer Seminars and Institutes

August

Chairman Issues Invitation for Radio and Television Biographies of  
"American Lives"  
Humanities Endowment Announces Grants for Women's Studies  
NEH Makes Grants to CA, NY and DC Institutions for Projects in  
Preservation  
(Facts and grant descriptions list enclosed.)  
(Harold Cannon paper titled "The Silent Censor".)

September

Humanities Endowment Offers "Bicentennial Bookshelf" - Grants to  
Libraries Matching Grants Will Provide Texts on the Constitution  
(Facts - Recommended titles)

October

Humanities Endowment Bimonthly Review Focuses on Relationship Between  
Technology and Humanities  
Margerite H. Sullivan Appointed Director of Public Affairs  
"Huey Long" Award Winning Documentary Funded BY NEH to Air Oct. 15  
NEH Establishes "Access to Excellence" Program - Will Assist Urban,  
Rural and Native American Grant Applicants

November

Forrest McDonald Named 1987 Jefferson Lecturer  
NEH Awards \$19 Million to State Humanities Councils  
(List of awards to each state attached.)

December

NEH Awards to Scholars Enable "Travel to Collections" Around World  
Fact sheet - Travel to Collections - November 1986 Awards  
Chairman to Teach Class on "Life in Constitution City: Philadelphia  
In 1787" - Lynne V. Cheney Also Will Open 100th Annual Meeting  
Middle State Association of Colleges and Schools  
Humanities Endowment Awards \$14.2 Million in Challenge Grants - Funds  
Will Help Raise Nearly \$43 Million for 41 U.S. Institutions  
Fact sheet - NEH Challenge Grants - December 1986  
Bicentennial "Baseball" Cards  
Humanities Endowment Offers Fellowships to 230 Scholars  
List - College Teachers and Independent Scholars

# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

Contact: Susan Metts 202/786-0446  
Darrel deChaby 202/786-0449  
Noel Milan 202/786-0449

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT OFFERS U.S. TEACHERS SUMMER SEMINAR OPPORTUNITIES  
Participants Will Receive Stipend to Cover Most Expenses  
Deadline for Applications is March 1, 1986

WASHINGTON -- Two "Summer Seminar" programs offered again this year by the National Endowment for the Humanities (NEH) will provide up to 750 secondary school teachers and 672 college teachers with stipends ranging from \$1,700 to \$3,000 and opportunities for summer study with many of America's top scholars and master teachers at 60 sites.

Seminar participants will focus on significant humanities texts related to a specific topic in one of 56 summer seminars offered for college teachers or in one of 50 seminars for secondary school teachers.

They will explore such subjects as Roman art, social organization and change in China from 1644-1949, Coleridge and the imagination, and the making of the U.S. Constitution.

"Each seminar creates a small community of scholars," said NEH Acting Chairman John Agresto in describing the programs. "These seminars are designed to foster intellectual growth and rekindle the intellectual excitement that characterizes good teaching."

College teachers' seminars are offered for teachers at two-, four-, and five-year colleges who wish to deepen and enrich their knowledge of the subjects they teach.

"The Endowment offers seminars for secondary school teachers in the belief that the significant texts of civilization form the foundation of

- MORE -

the intellectual life in the humanities," Agresto said, "and that knowledge of these texts constitutes both the starting point and the focus of educational inquiry."

He added that the seminar programs reflect the Endowment's continuing commitment to excellence in American education. "I encourage all teachers who share that commitment to explore these opportunities."

Competition is keen for places in these seminars, with college teachers' seminars limited to 12 participants, and secondary school teachers' seminars limited to 15.

Seminar directors received NEH grants to cover the stipends for all participants and other seminar costs in an earlier competition among scholars and master teachers. Directors, in consultation with their selection committees, review all applications and select the participants for their respective seminars.

The deadline for applications for both programs is March 1, 1986. Awards to college teachers will be announced on March 24; awards to secondary school teachers will be announced on April 15.

Both NEH programs provide stipends to help defray the costs of travel to and from the seminar, books, and living expenses while attending the seminar. The stipend for participating college teachers is \$3,000 for the eight-week seminars; participants in the summer seminars for secondary school teachers will receive \$1,700, \$2,025, or \$2,350, depending on the length of the seminar, which may be four, five, or six weeks.

"The teachers participating aren't the only beneficiaries," Agresto explained. "When they return to the classroom, their students also are rewarded by teachers with fresh ideas and contagious enthusiasm for their subjects."

The following summer seminars for college teachers are among those offered in 1986:

- o "Descartes and his Contemporaries," directed by Marjorie Grene, Cornell University, New York;
- o "Race and Slavery in American Literature," directed by Eric J. Sundquist, University of California, Berkeley;
- o "Central American Crises in Historical Perspective," directed by Ralph Woodward, Jr., Tulane University, New Orleans;
- o and "Sophists and Skeptics: Humanism in Ancient Greek Philosophy," directed by Paul B. Woodruff, The University of Texas, Austin.

The following summer seminars are among those offered to secondary school teachers in 1986:

- o "The Major Plays of Eugene O'Neill," directed by Jordon L. Pecile, Eugene O'Neill Theatre Center, Waterford, Conn.;
- o "Greek Values in Crisis: Thucydides, Sophocles, Plato," directed by Charles Hamilton, San Diego State University;
- o "War and Peace as a Universal Novel," directed by Frank R. Silbajoris, The Ohio State University;
- o and "The Short Stories of Kate Chopin, Eudora Welty, Flannery O'Connor, and Alice Walker: Linking Region, Gender, and Genre," directed by Barbara C. Ewell, Loyola University, New Orleans.

Additional information about the NEH summer seminars, including a list of all seminars in each program, the directors and their addresses, and eligibility requirements, is available from the Public Affairs Office, National Endowment for the Humanities, 1100 Pennsylvania Ave. NW - Room 409, Washington, DC 20506, or call 202/786-0438.

The National Endowment for the Humanities, now marking 20 years as an independent federal agency, supports research, scholarship, education and general audience programs in the humanities.

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EDITORS AND WRITERS PLEASE NOTE: A list of the 1986 seminars, with directors' names and addresses and seminar sites, is attached.

NEH SUMMER SEMINARS FOR SECONDARY SCHOOL TEACHERS FOR 1986

Classical, Medieval, and Renaissance Studies

Theodore M. Andersson  
Department of German Studies  
Stanford University  
Stanford, CA 94305

Four Medieval Cultures

June 30-August 1, 1986 (5 weeks)

Michael J. Curley  
c/o The Honors Program  
University of Puget Sound  
Tacoma, WA 98416

Arthurian Literature of the  
Middle Ages

July 7-August 1, 1986 (4 weeks)

Charles Hamilton  
Classical and Oriental  
Languages and Literature Department  
San Diego State Univ.  
San Diego, CA 92182

Greek Values in Crisis:  
Thucydides, Sophocles, Plato

June 30-August 8, 1986 (6 weeks)

John R. Maier  
Department of English  
SUNY, College at Brockport  
Brockport, NY 14420

Gilgamesh: Myth and  
the Heroic Quest

July 7-August 8, 1986 (5 weeks)

Marsh H. McCall, Jr.  
Department of Classics  
Stanford University  
Stanford, CA 94305

Aeschylus, Sophocles, Euripides:  
Performance and Interpretation of  
Greek Tragedy

June 30-August 8, 1986 (6 weeks)

Gregory Nagy  
Department of Classics  
Harvard University  
Cambridge, MA 02138

Principles of Classical Lyric:  
A Comparative Approach

June 30-August 8, 1986 (6 weeks)

Comparative Literature, Modern Literature, and the Arts

Edward J. Ahearn  
Department of Comparative  
Literature, Box E  
Brown University  
Providence, RI 02912

Fictions of the City: Balzac,  
Dickens, Dostoevsky

June 30-August 8, 1986 (6 weeks)

Leo Braudy  
Department of English  
University of Southern California  
Los Angeles, CA 90089-0354

Visual and Verbal Narrative

June 23-July 25, 1986 (5 weeks)

Reed S. Browning  
Department of History  
Kenyon College  
Gambier, OH 43022

Autobiography in the Eighteenth  
Century

June 30-August 8, 1986 (6 weeks)

NEH SUMMER SEMINARS FOR SECONDARY SCHOOL TEACHERS FOR 1986

Comparative Literature, Modern Literature, and the Arts (cont.)

David W. Foster  
Department of Foreign Languages  
Arizona State University  
Tempe, AZ 85287

Twentieth-Century Mexican  
Literature: Paz, Rulfo, Fuentes  
June 30-August 1, 1986 (5 weeks)

David J. O'Connell  
Department of French  
Box 4348  
University of Illinois  
at Chicago  
Chicago, IL 60680

Celine, Beranos, and Camus: The  
Novel of Moral Commitment

June 30-August 8, 1986 (6 weeks)

Frank R. Silbajoris  
Department of Slavic Languages  
and Literatures  
Ohio State University  
1841 Millikin Road  
Columbus, OH 43212

War and Peace as a Universal Novel

June 30-August 8, 1986 (6 weeks)

English and American Literature

Bonnie Costello  
Department of English  
Boston University  
Boston, MA 02215

Observation and Reflection in  
Modern American Lyric

June 30-August 1, 1986 (5 weeks)

Herbert R. Coursen  
Department of English  
Bowdoin College  
Brunswick, ME 04011

Hamlet: Text, Criticism, and  
Performance

June 30-July 25, 1986 (4 weeks)

Barbara C. Ewell  
Loyola University  
Box 14, City College  
New Orleans, LA 70118

The Short Stories of Chopin,  
Welty, O'Connor, and Walker:  
Linking Region, Gender, and Genre  
July 7-August 1, 1986 (4 weeks)

Marjorie Garber  
Department of English and  
American Literature  
Warren House  
Harvard University  
Cambridge, MA 02155

Hamlet

June 23-August 1, 1986 (6 weeks)

Jay L. Halio  
Department of English  
University of Delaware  
Newark, DE 19716

Shakespeare: Enacting the Text

June 30-August 8, 1986 (6 weeks)

(Seminar Location: University of Delaware and Stratford, England)

NEH SUMMER SEMINARS FOR SECONDARY SCHOOL TEACHERS FOR 1986

English and American Literature (cont.)

Robert W. Hamblin  
Department of English  
Southeast Missouri State  
University  
Cape Girardeau, MO 63701

William Faulkner: The Regional  
and the Mythic

June 23-August 1, 1986 (6 weeks)

Walter Harding  
Blake D-104  
SUNY, College at Geneseo  
Geneseo, NY 14454  
(Seminar Location: Concord, MA)

The Concord Authors: Thoreau,  
Emerson, and Hawthorne

June 30-August 8, 1986 (6 weeks)

Hamlin L. Hill  
Department of English  
University of New Mexico  
Albuquerque, NM 87131

Masterworks of American Humor

July 14-August 15, 1986 (5 weeks)

Michael C. Lund  
Department of English, Philosophy  
and Foreign Language  
Longwood College  
Farmville, VA 23901

Dickens, Eliot, James: Great  
Serial Novels

June 30-August 1, 1986 (5 weeks)

Bruce K. Martin  
Department of English  
Drake University  
Des Moines, IA 50311

George Eliot's Middlemarch:  
The Novel as Worlds

June 30-July 25, 1986 (4 weeks)

Jordon L. Pecile  
Eugene O'Neill Theater Center  
Summer Seminars for Secondary  
School Teachers  
Waterford, CT 06385

The Major Plays of Eugene O'Neill

June 30-August 8, 1986 (6 weeks)

Patrick G. Scott  
Department of English  
University of South Carolina  
Columbia, SC 29208

Local Roots and Cultural Identity"  
Wordsworth, Tennyson, Arnold

June 30-August 1, 1986 (5 weeks)

Howard Stein  
Summer Sessions, 418 Lewisohn Hall  
Columbia University  
New York, NY 10027

Masterworks of American Drama

June 30-August 8, 1986 (6 weeks)

Lisa M. Steinman  
Department of English  
Reed College  
Portland, OR 97202

The Place of Poetry in Modern  
America: Williams, Stevens,  
and Moore

June 30-August 8, 1986 (6 weeks)

Catherine & Michael Zuckert  
Department of Political Science  
Carleton College  
Northfield, MN 55057

The Return to Nature in  
American Literature

June 30-August 8, 1986 (6 weeks)



NEH SUMMER SEMINARS FOR SECONDARY SCHOOL TEACHERS FOR 1986

History and Political Thought

Richard R. Beeman  
Summer Sessions Office  
210 Logan Hall/CN  
University of Pennsylvania  
Philadelphia, PA 19104

The Making of the Constitution

June 30-August 1, 1986 (5 weeks)

Elizabeth Rauh Bethel  
Rhode Island Black  
Heritage Society  
1 Hilton Street  
Providence, RI 02905

Black Autobiography and the  
Quest for Identity

June 30-August 8, 1986 (6 weeks)

David R. Costello  
Department of History

Camus, Koestler, Orwell, and  
Silone: The Quest for a Democratic  
Humanism in Twentieth-Century  
Europe

Canisius College  
Buffalo, NY 14208

June 30-August 8, 1986 (6 weeks)

Paul Finkelman  
Department of History  
SUNY, Binghamton  
Binghamton, NY 13901

The Creation of the American  
Constitution

July 7-August 15, 1986 (6 weeks)

Timothy Fuller  
Department of Political Science  
Colorado College  
Colorado Springs, CO 80903

Natural Law, Natural Rights, and  
the American Constitutional Order

June 30-August 1, 1986 (5 weeks)

Sol Gittleman  
c/o Ms. Edie Wieder  
Summer School  
Tufts University  
Medford, MA 02155

Three German Texts and the Road to  
Hitler: Hesse's Demian, Mann's  
Mario and the Magician, Grass's  
The Tin Drum

June 30-July 25, 1986 (4 weeks)

Kenneth T. Jackson  
Department of History  
610 Fayerweather Hall  
Columbia University  
New York, NY 10027

Classic Studies in American Urban  
and Social History

(Seminar Location: Dartmouth College, Hanover, NH)

June 30-August 8, 1986 (6 weeks)

Robert F. Jones  
History Department  
Fordham University  
Bronx, NY 10458

Thomas Jefferson: The Intellectual  
on Mission

July 7-August 8, 1986 (5 weeks)

NEH SUMMER SEMINARS FOR SECONDARY SCHOOL TEACHERS FOR 1986

History and Political Thought (cont.)

Alan C. Kors  
Summer Sessions  
210 Logan Hall/CN  
University of Pennsylvania  
Philadelphia, PA 19104

The Texts of Toleration: Locke,  
Montesquieu, Voltaire, Mill  
  
June 30-August 8, 1986 (6 weeks)

David Lowenthal  
Department of Political Science  
Boston College  
Chestnut Hill, MA 02167

Shakespeare's Political Wisdom  
  
June 30-August 8, 1986 (6 weeks)

John Lukacs  
Department of History  
Chestnut Hill College  
Philadelphia, PA 19118

Churchill's History: The Second  
World War  
  
June 30-August 1, 1986 (5 weeks)

Irving L. Markovitz  
Department of Political Science  
CUNY, Queens College  
Flushing, NY 11367

Great Issues of Africa: Politics,  
Philosophy, and Literature  
  
June 30-August 8, 1986 (6 weeks)

Everett Mendelsohn  
Department of History of Science  
Harvard University  
Cambridge, MA 02138

Charles Darwin's Origin of  
Species: Text and Context  
  
June 30-August 8, 1986 (6 weeks)

James G. Moseley  
Division of Humanities  
New College of the University  
of South Florida  
Sarasota, FL 33580

Winthrop's Journal: Religion,  
Politics, and Narrative in Early  
America  
  
June 30-August 8, 1986 (6 weeks)

Hewson A. Ryan  
Fletcher School of Law and  
Diplomacy, Murrow Center  
Tufts University  
Medford, MA 02155

Origins of a Central American  
Ethos: The Popul Vuh and the  
Conquistadors  
  
June 30-July 25, 1986 (4 weeks)

James P. Shenton  
Summer Sessions, 418 Lewishon Hall  
Columbia University  
New York, NY 10027

Classic Studies in American Ethnic  
and Racial History  
  
June 30-August 8, 1986 (6 weeks)

Karl J. Weintraub  
Wieboldt Hall 402  
University of Chicago  
1050 E 59th Street  
Chicago, IL 60637

Interpretations of History  
  
June 23-July 18, 1986 (4 weeks)

NEH SUMMER SEMINARS FOR SECONDARY SCHOOL TEACHERS FOR 1986

Philosophy and Religion

Walter H. Capps  
Department of Religious  
Studies  
University of California  
Santa Barbara  
Santa Barbara, CA 93106

Alexis de Tocqueville, Democracy  
in America: Religion in a  
Democratic Society

June 30-August 8, 1986 (6 weeks)

James S. Cutsinger  
Department of Religious Studies  
University of South Carolina  
Columbia, SC 29208

Coleridge and the Imagination

June 30-August 8, 1986 (6 weeks)

Drew A. Hyland  
Philosophy Department  
Trinity College  
Hartford, CT 06106

The Nature of the Individual  
in Nietzsche

June 30-August 8, 1986 (6 weeks)

Richard D. Parry  
Philosophy Department  
Agnes Scott College  
Decatur, GA 30030

Virtue, Happiness, and Public Life  
in Plato's Republic

July 7-August 8, 1986 (5 weeks)

Ruth A. Putnam  
Department of Philosophy  
Wellesley College  
Wellesley, MA 02181

Ralph Waldo Emerson and William  
James: Representative Americans

June 30-August 1, 1986 5 weeks)

John N. Swift  
Department of English  
Occidental College  
1600 Campus Road  
Los Angeles, CA 90041

Freud: The Origins of a Modern  
Mythology

June 30-August 8, 1986 (6 weeks)

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS FOR 1986

Arts

Allen Forte  
Department of Music  
Yale Summer and Special Programs  
Box 2145 Yale Station  
New Haven, Connecticut 06520

Three Masterworks of Early  
Twentieth-Century Music

June 16-August 8, 1986

Eleanor Winsor Leach  
Department of Classical Studies  
Indiana University  
Bloomington, Indiana 47405  
(Seminar location: The American Academy in Rome, Italy)

Roman Art in a Social Context

June 16-August 8, 1986

Harold S. Powers  
Department of Music  
Princeton University  
Princeton, New Jersey 08544

Verdi and the Playwrights

June 23-August 15, 1986

Eileen J. Southern  
Afro-American Studies  
Harvard University  
Cambridge, Massachusetts 02138

Afro-American Musicians in the  
Nineteenth Century

June 23-August 15, 1986

English and American Literature

Michael J. Allen  
Department of English  
Room 2225, Rolfe Hall  
University of California  
Los Angeles, California 90024

Platonism and the Poetry of the  
English Renaissance

June 16-August 8, 1986

Ulrich C. Knoepfelmacher  
Department of English  
Princeton University  
Princeton, New Jersey 08544

The Emergence of Children's  
Fairy Tales, 1840-1920

June 23-August 15, 1986

Robert Pinsky  
Department of English  
University of California  
Berkeley, California 94720

Contemporary Poetry and the  
Modernist Tradition

June 16-August 8, 1986

John Carlos Rowe  
Department of English and  
Comparative Literature  
University of California  
Irvine, California 92717

American Literature and Modern  
Theory

June 23-August 15, 1986

Daniel R. Schwarz  
Department of English  
Cornell University  
Ithaca, New York 14853

Critical Perspectives on the  
Early Twentieth-Century British  
Novel

June 16-August 8, 1986

Eric J. Sundquist  
Department of English  
University of California  
Berkeley, California 94720

Race and Slavery in American  
Literature

June 16-August 8, 1986

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS FOR 1986

English and American Literature (cont.)

Alan Trachtenberg and R.W.B. Lewis American Studies Program Yale Summer and Special Programs Box 2145 Yale Station New Haven, Connecticut 06520	Usable Pasts: Versions of History in American Literature and Culture, 1900-1940  June 16-August 8, 1986 (This seminar is open only to teachers in two-year colleges.)
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Foreign and Comparative Literature

Hans Aarsleff Department of English Princeton University Princeton, New Jersey 08544	Reflections on Language and the Nature of Man  June 23-August 15, 1986
Jules Brody Department of Romance Languages and Literatures Harvard University Cambridge, Massachusetts 02138	French Classical Literature: A Textual Approach  June 23-August 15, 1986
Victor H. Brombert Department of Comparative Literature Princeton University Princeton, New Jersey 08544	The Prison Symbol in Modern Society and Literature  June 23-August 15, 1986
Maurice Friedberg Department of Slavic Languages and Literatures University of Illinois 707 South Mathews Urbana, Illinois 61801	Literature and Society in Russia  June 16-August 8, 1986
Sander L. Gilman 183 Goldwin Smith Hall Cornell University Ithaca, New York 14853 (This seminar is open only to teachers in two-year colleges.)	The Humanities and Medicine  June 16-August 8, 1986
Javier S. Herrero Department of Spanish, Italian, and Portuguese 402 Cabell Hall University of Virginia Charlottesville, Virginia 22903	From Romance to the Novel: Literary Image and Social Change  June 16-August 8, 1986
R. E. Kaske English Department Goldwin Smith Hall Cornell University Ithaca, New York 14853	Latin Christian Tradition in Medieval Literature  June 16-August 8, 1986
Luis Leal Center for Chicano Studies University of California Santa Barbara, California 93106	Hispanic Literature of the Southwest: Tradition and Innovation  June 23-August 15, 1986

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS FOR 1986

Foreign and Comparative Literature

Earl Miner  
Department of Comparative  
Literature  
Princeton University  
Princeton, New Jersey 08544

Comparative Poetics

June 23-August 15, 1986

Francois Rigolot  
Department of Romance Languages  
and Literatures  
Princeton University  
Princeton, New Jersey 08544

Modern Critical Theory and  
French Narrative

June 23-August 15, 1986

Steven Paul Scher  
Department of German  
Dartmouth College  
Hanover, New Hampshire 03755

Literature and Music

June 16-August 8, 1986

Naomi A. Schor  
French Studies, Box E  
Brown University  
Providence, Rhode Island 02912

Woman and Representation in  
Nineteenth-Century Fiction

June 23-August 15, 1986

History

Thomas Bender  
Department of History  
New York University  
New York, New York 10003

Cultural History and Cities in  
America

June 16-August 8, 1986

Thomas N. Bisson  
Department of History  
University of California  
Berkeley, California 94720

Medieval European Feudalism

June 23-August 15, 1986

John W. Cell  
Department of History  
Duke University  
Durham, North Carolina 27706

Segregation and Race Relations:  
"White Man's Countries" and  
Dependent Colonies

June 16-August 8, 1986

Charles T. Davis  
Department of History  
Tulane University  
New Orleans, Louisiana 70118  
Seminar location: Florence, Italy

Dante's Florence

June 16-August 8, 1986

James B. Gilbert  
History Department  
University of Maryland  
College Park, Maryland 20742

The Culture of Mass Society

June 16-August 8, 1986

Otis L. Graham  
Center for Advanced Study  
202 Junipero Serra Boulevard  
Stanford, California 94305  
(Seminar location: Stanford University, California)

The New Deal: Origins, Record,  
Reputation

June 23-August 15, 1986

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS FOR 1986

History (cont.)

Martin J. Klein  
Department of the History of  
Science  
Yale Summer and Special Programs  
Box 2145 Yale Station  
New Haven, Connecticut 06520

Physicists in Historical  
Context

June 16-August 8, 1986

Oscar J. Martinez  
Center for Inter-American and  
Border Studies  
University of Texas  
El Paso, Texas 79968

The U.S.-Mexico Borderlands in  
Perspective

June 16-August 8, 1986

Charles E. Neu  
Department of History  
Brown University  
Providence, Rhode Island 02912

Organizational Dimensions of  
American Foreign Policy

June 16-August 8, 1986

Walter Nugent  
481 Decio Hall  
P.O. Box 1068  
University of Notre Dame  
Notre Dame, Indiana 46556

The Frontier and the  
Environment in America

June 16-August 8, 1986

Karen Offen  
Center for Research on Women  
Stanford University  
Stanford, California 94305

The Woman Question in Western  
Thought: Europe and America,  
1750-1950

June 23-August 15, 1986

Walter Pintner  
History Department  
McGraw Hall  
Cornell University  
Ithaca, New York 14853

Russian and European Social  
History: New Insights

June 23-August 15, 1986

Bernice Glatzer Rosenthal  
History Department  
Fordham University  
Bronx, New York 10458

Religion and Revolution in the  
Modern World: The Case of the  
Russian Intelligentsia  
June 23-August 15, 1986

Gerald Strauss  
Department of History  
Indiana University  
Bloomington, Indiana 47405

The Social Context of Faith in  
the German Reformation

June 23-August 15, 1986

David J. Weber  
History Department  
Southern Methodist University  
Dallas, Texas 75275

Southwestern America: New  
Approaches to the Hispanic Past,  
1540-1910

June 16-August 8, 1986

Ralph Lee Woodward, Jr.  
Department of History  
Tulane University  
New Orleans, Louisiana 70118

Central American Crises in  
Historical Perspective

June 16-August 8, 1986

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS FOR 1986

Philosophy

Hector-Neri Castaneda  
Department of Philosophy  
Indiana University  
Bloomington, Indiana 47405

Human Action: Self, Thinking,  
and Reality

June 23-August 15, 1986

James F. Childress  
Department of Religious Studies  
University of Virginia  
Charlottesville, Virginia 22903

Principles and Metaphors in  
Biomedical Ethics

June 16-August 8, 1986

Marjorie Grene  
Department of Philosophy  
Cornell University  
Ithaca, New York 14853

Descartes and His  
Contemporaries

June 23-August 15, 1986

Hilary Putnam  
Department of Philosophy  
Harvard University  
Cambridge, Massachusetts 02138

Philosophical Problems about  
Truth and Reality

June 23-August 15, 1986

Paul B. Woodruff  
Department of Philosophy  
The University of Texas  
Austin, Texas 78712

Sophists and Skeptics: Humanism  
in Ancient Greek Philosophy

June 16-August 8, 1986

Politics and Society

Myron L. Cohen  
Department of Anthropology  
c/o Summer Session Office  
418 Lewisohn Hall  
Columbia University  
New York, New York 10027

Social Organization and  
Social Change in China,  
1644-1949

June 16-August 8, 1986

John E. Elliott  
Department of Economics  
University of Southern California  
Los Angeles, California 90089

Karl Marx as a Social Theorist:  
An Interdisciplinary Approach

June 23-August 15, 1986

Stephen T. Holmes  
Department of Political Science  
University of Chicago  
5828 South University Avenue  
Chicago, Illinois 60637

Origins and Development of  
European Liberalism

June 23-August 15, 1986

Andrew J. Nathan  
East Asian Institute  
c/o Summer Session Office  
418 Lewisohn Hall  
Columbia University  
New York, New York 10027

Understanding Maoism

June 16-August 8, 1986

Austin D. Sarat  
Department of Political Science  
Amherst College  
Amherst, Massachusetts 01002

Ethics and Authority in the  
Legal Profession

June 23-August 15, 1986



NEH SUMMER SEMINARS FOR COLLEGE TEACHERS FOR 1986

Politics and Society (cont.)

Paul E. Sigmund  
Department of Politics  
Princeton University  
Princeton, New Jersey 08544

The Philosophical and  
Historical Background of the  
American Constitution  
June 23-August 15, 1986

Religion

Ewert H. Cousins  
Theology Department  
Fordham University  
Bronx, New York 10458

The Journey in Medieval  
Christian Mysticism

June 16-August 8, 1986

James E. Dittes  
Department of Religious Studies  
Yale Summer and Special Programs  
Box 2145 Yale Station  
New Haven, Connecticut 06520

The "Theologies" of Freud and  
Jung

June 16-August 8, 1986

Phillip E. Hammond and  
Ninian Smart  
Religious Studies Department  
University of California  
Santa Barbara, California 93106

Religion and Nationalism: The  
Dilemma of Citizenship

June 16-August 8, 1986

William R. Hutchison  
The Divinity School  
Harvard University  
Cambridge, Massachusetts 02138

Religion and Cultural Change in  
American History

June 23-August 15, 1986

Michael H. Jameson  
Classics Department  
Stanford University  
Stanford, California 94305

Religion and Society in Ancient  
Greece

June 23-August 15, 1986

Howard C. Kee  
Graduate Division of Religious  
Studies  
745 Commonwealth Avenue  
Boston University  
Boston, Massachusetts 02215

The Early Christian World in  
Sociological Perspective

June 16-August 8, 1986

# # #



Contact: Susan Metts 202/786-0446  
Darrel deChaby 202/786-0449  
Noel Milan 202/786-0449

EMBARGOED

For Release: Wednesday, January 22, 1986, 11:15 a.m. EST

HUMANITIES ENDOWMENT ACTING CHAIRMAN JOHN AGRESTO  
CRITICAL OF COMPLIANCE WITH EEOC REGULATIONS

In January 1984 the National Endowment for the Humanities (NEH) declined to comply with EEOC regulations requiring the Endowment to submit goals and timetables. The recent legislation reauthorizing NEH requires the agency to submit to the EEOC by January 31, 1986, goals and timetables for hiring women and minorities.

In complying with the law, NEH Acting Chairman John Agresto submitted the enclosed statement and attachments to EEOC Director Clarence Thomas. In the statement, Agresto observes: "We will abide by the law because we must. But faithfulness to the principle that no one should be judged on the basis of race or sex compels us to say that we view this occurrence as nothing short of tragic."

The Agresto statement concludes: "Soon America must choose. We must either follow the great principle that race and sex are not factors in rewarding and punishing people in this country, that distinctions based on race are, as they have always been, odious to a free people -- or we should state openly and candidly that we intend to perpetuate, encourage, and promote distinctions based on gender and race."

###



**NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, D.C. 20306

THE CHAIRMAN

January 21, 1986

Mr. Clarence Thomas  
Chairman  
Equal Employment Opportunity Commission  
2401 E Street, N.W.  
Washington, D.C. 20506

Dear Mr. Thomas:

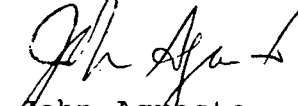
Attached please find our EEOC submission in compliance with our Reauthorization Act, PL 99-194.

Because I fully agree with your recent statement that "the Civil Rights Act of 1964 prohibited employers from discriminating on the basis of race, color, sex, religion, or national origin" but that "unfortunately, this commitment soon gave way to a system of group preferences," I send these "goals and timetables" with great regret.

With you, I look forward to the time when these divisive distinctions are neither required nor requested.

If any deficiencies are discovered in this report, or if any additional information is required, please direct such an inquiry to me personally and I shall see to it that it is quickly attended to.

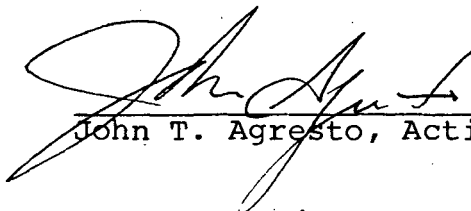
Sincerely,


  
John Agresto  
Acting Chairman

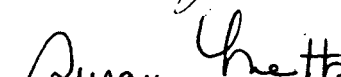
National Endowment for the Humanities

Affirmative Action Plan


FY '86

  
John T. Agresto, Acting Chairman

 21, 1986  
(date)

  
Susan Metts, Acting Director  
of Administration

Jan. 21, 1986  
(date)

  
Carol M. Gordon, Director,  
Office of Equal Opportunity

Jan. 21, 1986  
(Date)

FY 86 ACCOMPLISHMENT REPORT OF AFFIRMATIVE

ACTION FOR MINORITIES AND WOMEN

Name of Reporting

Agency

National Endowment for the Humanities

Responsible

Agency Official

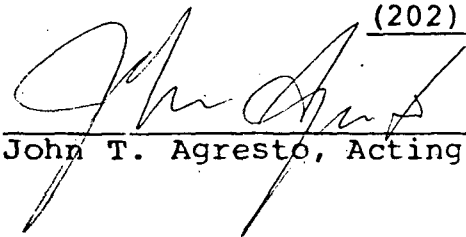
John T. Agresto, Acting Chairman

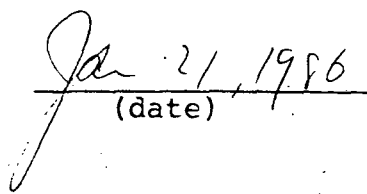
Old Post Office Building

1100 Pennsylvania Avenue, N.W.

Washington, D.C. 20506

(202) 786-0318

  
John T. Agresto, Acting Chairman

  
(date) Jan 21, 1986

SELECTED AGENCY FY 85 STATISTICS:

Number of employees at beginning of report year 251\*

Number of employees at end of report year 245

Number of employees separated from the agency

due to RIF's:

Wh. M: 0 Bl. M: 0 Hi. M: 0 AA/PI. M: 0 AI/AN. M: 0

Wh. F: 0 Bl. F: 0 Hi. F: 0 AA/PI. F: 0 AI/AN. F: 0

Total vacancies that had been originally projected; N/A. Projected vacancies for FY 85 were not reported.

Name of Person Who Prepared Report

Telephone Number

Carol M. Gordon

(202) 786-0410

\*Total does not include WG employee

## SUMMARY SHEET

DISTRIBUTION OF EEO GROUPS AND UNDERREPRESENTATION  
INDICES BY PATCO AND PAY LEVEL

OCCUPATIONAL CATEGORY AND SES	PAY LEVEL	TOTAL	WHITE			BLACK				HISPANIC				ASIAN AMERICAN/ PACIFIC ISLANDER				AMERICAN INDIAN/ ALASKAN NATIVE			
			MALE NUMBER	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
				NO.	U.I.	NO.	U.I.	NO.	U.I.	NO.	U.I.	NO.	U.I.	NO.	U.I.	NO.	U.I.	NO.	U.I.	NO.	U.I.
SES (INCLUDE GS/GM 16 - 18)		2	2	-		-		-		-		-		-		-		-		-	
PROFESSIONAL	GS 1 - 4	-	-	-		-		-		-		-		-		-		-		-	
	GS 5 - 8	7	-	5	100 <sup>+</sup>	-	0	1	100 <sup>+</sup>	-	0	-	0	-	0	1	100 <sup>+</sup>	-	0	-	0
	GS 9 - 12	39	9	27	100 <sup>+</sup>	-	0	3	100 <sup>+</sup>	-	0	-	0	-	0	-	0	-	0	-	0
	GS/GM 13 - 15	47	28	14	100 <sup>+</sup>	-	0	3	100 <sup>+</sup>	-	0	1	100 <sup>+</sup>	-	0	1	100 <sup>+</sup>	-	0	-	0
	TOTAL	93	37	46	100 <sup>+</sup>	-	0	7	100 <sup>+</sup>	-	0	1	87	-	0	2	100 <sup>+</sup>	-	0	-	0
ADMINISTRATIVE	GS 1 - 4	-	-	-		-		-		-		-		-		-		-		-	
	GS 5 - 8	2	1	1	100 <sup>+</sup>	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0
	GS 9 - 12	21	6	10	100 <sup>+</sup>	4	100 <sup>+</sup>	-	0	-	0	-	0	-	0	1	100 <sup>+</sup>	-	0	-	0
	GS/GM 13 - 15	20	15	3	57	-	0	1	63	1	100 <sup>+</sup>	-	0	-	0	-	0	-	0	-	0
	TOTAL	43	22	14	100 <sup>+</sup>	4	100 <sup>+</sup>	1	25	1	100 <sup>+</sup>	-	0	-	0	1	100 <sup>+</sup>	-	0	-	0
TECHNICAL	GS 1 - 4	-	-	-		-		-		-		-		-		-		-		-	
	GS 5 - 8	20	2	7	100 <sup>+</sup>	-	0	10	100 <sup>+</sup>	-	0	1	100 <sup>+</sup>	-	0	-	0	-	0	-	0
	GS 9 - 12	9	-	4	100 <sup>+</sup>	-	0	5	100 <sup>+</sup>	-	0	-	0	-	0	-	0	-	0	-	0
	GS/GM 13 - 15	-	-	-		-		-		-		-		-		-		-		-	
	TOTAL	29	2	11	100 <sup>+</sup>	-	0	15	100 <sup>+</sup>	-	0	1	100 <sup>+</sup>	-	0	-	0	-	0	-	0

# SUMMARY SHEET

## DISTRIBUTION OF EEO GROUPS AND UNDERREPRESENTATION INDICES BY PATCO AND PAY LEVEL

Report by:

X P/R Unit

X Agency

Occupa. Category	Pay Level	Total	White			Black				Hispanic				Asian Amer. Pac. Islander				Amer. Indian Alas. Native			
			Male		Female	Male		Female		Male		Female		Male		Female		Male		Female	
			Num.	No.	U.I.	No.	U.I.	No.	U.I.	No.	U.I.	No.	U.I.	No.	U.I.	No.	U.I.	No.	U.I.	No.	U.I.
CLERICAL	GS 1-4	20	1	10	100+	2	100+	6	100+	-	0	1	100+	-	0	-	0	-	0	-	0
	GS 5-8	55	1	25	100+	5	100+	23	100+	-	0	-	0	-	0	1	100+	-	0	-	0
	GS9-12	3	-	1	100+	-	0	2	100+	-	0	-	0	-	0	-	0	-	0	-	0
	TOTAL	78	2	36	100+	7	98	31	100+	-	0	1	87	-	0	1	81	-	0	-	0

**SUMMARY SHEET**  
**FY 85 HIRING GOAL ACCOMPLISHMENTS BY PATCO**

**REPORT BY:**

XX P/R UNIT  
       COMMAND  
       COMPONENT  
XX AGENCY

OCCUPATIONAL CATEGORY	PLANNED/ ACTUAL	TOTAL		WHITE		BLACK		HISPANIC		ASIAN AMERICAN/ PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKAN NATIVE	
		ALL	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
P	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	10	5	5	4		1						
A	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	5	3	2	2		1						
T	PLANNED #	N/A*											
	ACTUAL #	0											
C	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	36	31	1	20	4	9		1		1		
O	PLANNED #												
	ACTUAL #												
TOTAL	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	51	39	8	26	4	11		1		1		
	PERCENT	%	%		%	%	%	%	%	%	%	%	%



# SUMMARY SHEET

FY 85 INTERNAL MOVEMENT GOAL ACCOMPLISHMENTS BY PATCO

REPORT BY:

\_\_\_\_ P/R UNIT  
 \_\_\_\_ COMMAND  
 \_\_\_\_ COMPONENT  
 XX AGENCY

OCCUPATIONAL CATEGORY	PLANNED/ ACTUAL	TOTAL		WHITE		BLACK		HISPANIC		ASIAN AMERICAN/ PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKAN NATIVE	
		ALL	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
P	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	1	0	1									
A	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	2	1	1	1								
T	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	1	0				1						
C	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	1	1		1								
O	PLANNED #												
	ACTUAL #												
TOTAL	PLANNED #	N/A*	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ACTUAL #	5	2	2	2		1						
	PERCENT	%	%		%	%	%	%	%	%	%	%	%

# BARRIER ELIMINATION

REPORT BY:

X P/R UNIT  
 \_\_\_\_\_ COMMAND  
 \_\_\_\_\_ COMPONENT  
X AGENCY

1. Number of Barriers Identified for Analysis and Elimination in FY 85 2
2. Number of these Barriers Eliminated in FY 85 2
3. Number of these Barriers Partially Eliminated in FY 85 -

For each barrier addressed during the reporting year, indicate the occupations from which it tended to exclude people, whom it tended to exclude, and how the barrier was eliminated or partially eliminated (that is, what alternative procedures were instituted to replace the barrier). Where the barrier was not eliminated, please explain what prevented its elimination:

Barrier No. 1: In the FY 85 AAP, one barrier identified was the lack of advancement from clerical positions. Because of the small size of the agency, little turnover in professional administrative positions, and the positive degree requirement for most professional program positions, many clerical employees did not advance to professional positions. During FY 85, the agency reviewed division structures and created bridge positions through the use of Program Assistant positions. Three such positions were filled by NEH clerical employees. These positions include technical and para-professional duties.

Barrier No. 2: This barrier concerns the recruitment of minority candidates for Humanist Administrator/Program Specialist positions. These positions carry a positive degree requirement, and at the GS-12 level and above, an earned PhD is expected. Barriers identified included the relatively small number of minority candidates within the humanities doctoral population as well as the concentration of minority group members within certain disciplines of the humanities (modern languages, literature, archaeology, linguistics and American studies).

The agency undertook several actions to remove this barrier. First the agency utilized paid advertising in several publications, including Black Issues in Higher Education as well as several regional publications in high minority population areas to increase the number of applications

## BARRIER ELIMINATION

### Barrier No. 2 (cont'd.)

from minorities. Secondly, the staff person with responsibility for liaison with historically Black colleges and universities was given all current vacancy announcements for professional positions prior to each of her onsite visits. These announcements were circulated to appropriate faculty members. In addition, the agency advertised the majority of its Humanist Administrator/Program Specialist positions as requiring a non-specific discipline of the humanities in order to insure the maximum number of qualified candidates. Divisions expecting a PhD in a specified discipline were required to justify the request. Finally, the agency updated its mailing list to insure inclusion of all historically black colleges and universities. These institutions receive all vacancy announcements at the professional level.

FY 86 ANNUAL UPDATE OF AFFIRMATIVE ACTION  
PROGRAM FOR MINORITIES AND WOMEN

Name of Reporting

Agency

National Endowment for the Humanities

Responsible

Agency Official

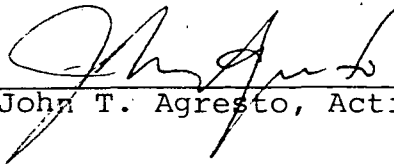
John T. Agresto, Acting Chairman

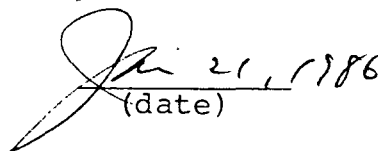
Old Post Office Building

1100 Pennsylvania Avenue, N.W.

Washington, D.C. 20506

(202) 786-0318

  
\_\_\_\_\_  
John T. Agresto, Acting Chairman

  
\_\_\_\_\_  
(date)

Number of vacancies projected for FY 86 by PATCO

P 11 A 10 T 6 C 33 O -

Total 60

Name of Preparer of Report

Telephone Number

Carol M. Gordon

(202) 786-0410

\*Because of the agency's small size and the limited number of projected opportunities, the agency has consolidated Forms 512 and 513 for the purpose of establishing goals for FY86.

**SUMMARY SHEET \***  
**FY 86 HIRING GOALS BY PATCO**

REPORT BY:  
Y P/CHIEF  
       CHIEF  
       COMPONENT  
       AGENCY

OCCUPATIONAL CATEGORIES		TOTAL		WHITE		BLACK		HISPANIC		ASIAN AMERICAN/ PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKA NATIVE	
		ALL	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
PROFESSIONAL	PLANNED	2				*		*		*			
ADMINISTRATIVE	PLANNED	2				*	1						
TECHNICAL	PLANNED	1				1							
CLERICAL	PLANNED	2				*		*	*	*	*	*	*
OTHER	PLANNED												
TOTAL	PLANNED	7				*	1	*	*	*	*	*	*

5 from among asterisked groups as indicated above.

# **\*\*SUMMARY SHEET**

## **FY 8 INTERNAL MOVEMENT GOALS BY PATCO**

\*Because of the agency's small size and the limited number of projected opportunities, Forms 512 and 513 have been consolidated.

**REPORT BY:**

☒ P/R UNIT  
☒ COMMAND  
☒ COMPONENT  
☒ AGENCY

OCCUPATIONAL CATEGORIES		TOTAL		WHITE		BLACK		HISPANIC		ASIAN AMERICAN/ PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKAN NATIVE	
		ALL	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
PROFESSIONAL	PLANNED #												
ADMINISTRATIVE	PLANNED #												
TECHNICAL	PLANNED #												
CLERICAL	PLANNED #												
OTHER	PLANNED #												
TOTAL	PLANNED #												

# PROJECTED BARRIER ELIMINATION

UPDATE BY:

☒ P/R UNIT  
☐ COMMAND  
☐ COMPONENT  
☒ AGENCY

1. Number of barriers to be addressed in plan year:

2. Describe each barrier, the occupations it tends to exclude people from, whom it tends to exclude, and how it will be addressed:

a. The agency has identified no additional barriers than those reported in EEOC Form 510. However, with respect to those identified barriers, during FY 86, the agency plans to continue its review of division structures and create, where possible, bridge positions of Program Assistants.

With respect to minority candidates for Humanist Administrator/Program Specialist positions, the agency plans, as part of its on-going process of expanding its recruitment sources, to intensify efforts to locate and identify qualified applicants for employment opportunities.

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

National Endowment for the Humanities  
Plan Update, FY '85

Statement of Accountability

Standards have been developed in the Program Management element of the merit pay and SES appraisal systems for the following top management personnel who are thus held accountable for successful implementation of equal employment opportunity laws and principles by the Chairman of the agency. In turn, those staff members have developed standards in the merit pay and general appraisals of those below them whom they hold accountable for such successful implementation.

Division and Office Directors

At the "Meets" level, Division and Office Directors are required to perform EEO duties so that all staff activities including recruiting, hiring, training, and promotion are carried out without regard to race, color, religion, sex, national origin, age, or handicap. To that end, the Directors are expected to be cognizant of the composition of staff within the Division or Office and where necessary, insure utilization of special recruiting techniques to increase the pool of applicants. The Chairman routinely and regularly articulates to staff his position of strict non-discrimination within the Endowment with which all Directors are expected to comply.

Director of EEO

Works very closely with the Director of Personnel and other Personnel Office staff in order to be knowledgeable of upcoming vacancies in order to take timely action. Routinely suggests new and/or more effective methods of recruitment of minority applicants. Keeps current with EEO case law and EEOC guidance and shares such knowledge with top management.



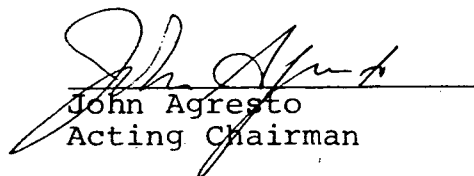
At the "Meets" level, the Director of EEO is required to provide accurate and timely advice whenever necessary. At the "Exceeds" level, in addition to the above standard, the Director follows-up to insure successful implementation.

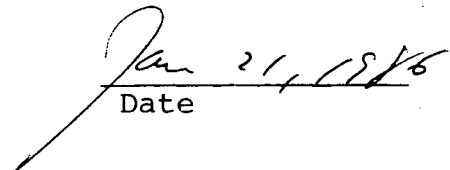
#### Director of Personnel

Works directly with Division and Office Directors to insure fullest awareness of all opportunities for successful implementation of equal employment opportunity principles. Routinely reviews recruitment sources to ensure adequacy of applicant pools. Develops necessary program efforts (i.e., bridge positions) to effect EEO principles. With the Director of EEO, identifies barriers to the selection of women and minorities for positions within the agency and targets specific mechanisms for removal. Finally, the Director of Personnel ensures the agency has a current FEORP (Federal Equal Opportunity Recruitment Program) and oversees the implementation of that program within the agency.

CERTIFICATION OF QUALIFICATIONS OF PRINCIPAL  
AND OPERATING EEO OFFICIALS

I certify that the qualifications of all staff officials, full-time or part-time, concerned with the administration of the Equal Employment Opportunity Program, including the Director of EEO, Equal Employment Opportunity Officer, Federal Women's Program Manager and Hispanic Employment Program Manager have been reviewed by competent authority and the incumbents of these positions meet the standards outlined in Qualifications Standards Handbook X-118 under "Equal Opportunity Specialist" or "Qualifications Guide for Collateral Assignments Involving Equal Opportunity Duties". Evidence that the review has been made and its findings are on file and available for review by Equal Employment Opportunity Commission officials.

  
John Agresto  
Acting Chairman

  
Date

Statement by  
John Agresto, Acting Chairman  
National Endowment for the Humanities  
January 22, 1986

For a number of years the National Endowment for the Humanities has publicly defended the principle that this nation should neither favor nor slight anyone because of race, color, national origin, religion, or gender. We have openly and proudly taken our stand with the moral principle that, in employment in this country and in this government, no one should be preferred or penalized, advanced or held back, because of ethnic background, sex, or race.

Last month the Congress of the United States put an end to this policy of non-discrimination at this agency. In an oblique way, through language set down in a report explaining this agency's re-establishment, the Congress instructed us to declare sex- and race-based goals and timetables for employment in this agency. We will abide by the law because we must. But faithfulness to the principle that no one should be judged on the basis of race or sex compels us to say that we view this occurrence as nothing short of tragic.

When this agency first said that it would not submit race and gender hiring goals, we asked what we thought was a simple moral question -- Should anyone be preferred

or held back because of race or sex? We thought that to ask the question was to answer it. Blindness to a person's color or religion, gender or race was, we thought, the hallmark of civilized justice as embodied in this Republic. We assumed that justice was even more offended when such distinctions were propagated through the acts of the government of all the people.

Relying on the words of the great Civil Rights Act of 1964 that forbade all discrimination in employment opportunities, we had assumed that it was wrong to try to tailor a workforce along racial lines. We assumed that the intention to hire or promote people because their color or sex was "underrepresented" was as wrong as restricting the employment opportunities of other Americans because their groups were "overrepresented." But what we took to be wrong has now become the law.

Under the new demands of "affirmative action," expressed under such words as "goals" and "timetables," we are now required to state our intention to hire and promote individuals at this agency with an eye to their color, their race, and their gender. To the best of our knowledge

this legislation signals the first time that the Congress has declared that individuals should be considered for employment on the basis of such criteria. We have made it as clear as we can that we think such a policy is unjust and wrong. This bold adventure into the business of legislating employment policy on the basis of immutable and irrelevant criteria raises significant constitutional questions, questions that ultimately will demand review and decision by our highest courts. This agency welcomes such a review.

I have taken this issue to be sufficiently important for me to have stated that I would rather leave this office than sign my name to a document that commits this Endowment to judging our fellow citizens on the basis of their race. I have been persuaded, however, that to walk away from this controversy because of these compunctions would not only do damage to the Endowment but would deflect consideration away from the issue at hand and confuse a public wrong with a matter of personal conviction.

We have heard it said that our position of consistent non-discrimination does not recognize the subtleties that

differentiate goals from quotas. Quotas, we have been told, are narrow and unacceptable; but goals are flexible, goals are simply racial "targets," goals are benign. Yet no playing with words can sanitize the fact that goals, no less than quotas, call upon us to use a person's race or sex as a serious factor in hiring, firing, or promotion. Goals, quotas, timetables, targets -- whatever you wish to call the devices at hand -- all require us to take into account a person's race or sex when we look to fill our jobs. They ask us to perpetuate and promote distinctions based on race and color in this country.

Again, we have heard it said that racial-preference goals are only temporary expedients -- that soon, someday, perhaps, they will be eliminated. But if such a schedule is written down somewhere, we have yet to see it. So, we stand firm in the conviction that to favor or slight anyone on the basis of race or sex in hopes that discrimination will ultimately wither away is a practical and moral contradiction. If we wish to end discrimination, the only right way to do it is not to discriminate -- period.

We have also heard it argued that such discrimination is an evil only when certain groups are harmed by it. We

hear it said that quotas and goals have been "successful," and that we should measure our actions by the end results, not by the means. Yet no one who believes in the idea of equality and equal opportunity for all should willingly take sides with devices that ask us to discriminate. We have yet to be persuaded that we should trim the principle of non-discrimination, and with it our moral sense, in the hope of good results. Once we give up the democratic principle that all of us are created equal, and substitute for equal opportunity the view that affirmatively discriminating on the basis of race is good, we twist ourselves into moral contortions that no amount of sophistry can straighten out.

Still, let no one suppose that in opposing race and sex discrimination we are secretly sheltering the the prerogatives of whites, or males, or any other particular group. Applying EEOC statistical measures as required under this law, we realized that this agency, in almost every category and in the highest professional ranks, is "overrepresented" (in the words of goals and timetables) with women, including black women. Women comprise 69 per



cent of all positions at this agency. This agency is divided into five divisions -- three of them headed by women. Almost 10 per cent of our staff at the top professional ranks (GS-14/15) consists of black women. This is nine times the government average. We are, however, "underrepresented" in Asian, Indian, and Hispanic males and in Black males at certain professional and clerical ranks.

What a ridiculous posture this agency must now assume when, in carrying out these required "goals," we have to say to women, including black women, that they will not be judged equally with others, that others are being given a race and sex preference over them. Once we make race and sex legal factors in such matters, there will be no end to such offenses. And no end to the suspicion that many will feel that they were hired not because of their work or merit but to meet a timetable or satisfy a certain goal.

It is instructive to see how low our sense of justice has fallen in recent times. Men and women, we were once taught, were to be judged on the content of their character, not on the color of their skin. These required goals and timetables mock that view.

We were once taught that assigning special consideration to some individuals because of color, treating them differently because of their race, was a sin. This requirement makes that sin public policy.

Soon America must choose. We must either follow the great principle that race and sex are not factors in rewarding and punishing people in this country, that distinctions based on race are, as they have always been, odious to a free people -- or we should state openly and candidly that we intend to perpetuate, encourage, and promote distinctions based on gender and race.

This agency stood for the principle that, in a society so greatly and richly varied as ours, the only just rule was that all should be treated equally, with no one advanced, no one restrained, because of race or color or gender. That principle has, today, been overturned; and this day should not pass without some record of our objection, some indication of our regret.

1/30/86

# NEWS



National Endowment for  
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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT STAFF CHALLENGED TO CUT COSTS Agresto Anticipates New Savings in the Fight to Reduce the Deficit

WASHINGTON -- John Agresto, acting chairman of the National Endowment for the Humanities (NEH), has issued a challenge to all employees at the independent federal agency -- to find new ways of reducing Endowment expenses, no matter how small the savings may be.

Although the agency already rewards ideas that result in savings greater than \$250, Agresto will offer awards for the three best suggestions that will produce savings of less than \$250.

Furnishing the prizes himself, Agresto will award \$25 as first prize; lunch at Whitlow's, a neighborhood grill, as second prize; and a Reeve's Bakery strawberry pie as third.

"In the spirit of reducing the federal deficit, I want all NEH employees to suggest steps the agency can take to reduce our own administrative costs," Agresto said.

"All suggestions, no matter how small the savings, will help NEH 'tighten its belt' to help the government-wide effort to eliminate the federal budget deficit."

When asked why two of the three prizes might make it difficult for winning employees to tighten their own belts, Agresto said, "I hoped to make cost-cutting as palatable as possible."

The National Endowment for the Humanities is now marking 20 years as an independent federal agency. In addition to supporting cuts in the federal deficit, the NEH supports research, scholarship, education and general audience programs in the humanities.

# # #

# NEWS



National Endowment for  
the Humanities

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## EMBARGO

For release only after 7:30 A.M., Wednesday, February 5, 1986

### PRESIDENT REAGAN REQUESTS \$126 MILLION FROM CONGRESS FOR HUMANITIES ENDOWMENT FOR FISCAL YEAR 1987

WASHINGTON, February 5 -- President Reagan today asked Congress to appropriate \$126.44 million for the National Endowment for the Humanities (NEH) for fiscal year 1987.

The president's request was part of the FY 1987 budget submitted to Congress.

The request for the Humanities Endowment includes \$83.14 million in regular program funds; \$12.50 million in treasury funds to match private gifts for Endowment projects on up to a one-to-one basis; \$16.50 million for Challenge Grants, which require three non-federal dollars for each federal dollar in support of humanities institutions; and \$14.30 million for administrative expenses.

NEH Acting Chairman John Agresto said, "This budget will permit the Endowment to continue its support for high quality education, research, scholarship, and general audience projects and programs in the humanities throughout the nation."

Agresto noted that the \$29 million in treasury funds and Challenge Grants combined constitutes more than 25 percent of the \$112 million in requested program funds. This \$29 million is designed to stimulate high levels of support for the humanities from corporations, foundations, state and local governments, and individual citizens in the form of contributions to humanities projects, institutions and organizations.

"If appropriated, the amount of treasury funds requested would be the highest allocation in the history of the Endowment," said Agresto. "This high sum underscores the agency's great success in using matching funds to stimulate third-party support for grantees."

Agresto said that the Endowment's priorities for fiscal 1987 are to increase knowledge and understanding of America and of other nations, preserve endangered research resources, focus on the core disciplines and key themes and issues of the humanities, support the highest quality work in the humanities, and fund projects that can serve as models for others to emulate.

He added that the Endowment is committed to maintaining a broad scope of program offerings to support humanities activities in diverse settings and for a wide range of individuals and audiences.

Other special emphases for NEH in FY 1987 include support for proposals on the Bicentennial of the U.S. Constitution, and, for general audiences, support for the interpretation of humanities masterworks for television.

For this fiscal year (FY 1986), the budget request for NEH was \$126 million. The actual appropriation was \$138.6 million.

The appropriation for FY 1986 does not reflect the pending 4.3 percent reduction in agency funding mandated under the Gramm-Rudman-Hollings Balanced Budget Act.

The National Endowment for the Humanities, now marking 20 years as an independent federal agency, supports research, scholarship, education and general audience programs in the humanities.

NOTE: A brief description of special emphases in the FY 1987 request and a table of recent Endowment funding history are attached.

## NATIONAL ENDOWMENT FOR THE HUMANITIES

### Summary of Requested Appropriations for Fiscal Year 1987

#### I. NEH Budget Request for 1987

The National Endowment for the Humanities has requested an appropriation of \$126.44 million for fiscal year 1987:

- \$83.14 million in definite program funds;
- \$12.50 million in treasury funds to match private gifts raised in support of humanities projects;
- \$16.50 million for Challenge Grants in support of humanities institutions and organizations; and
- \$14.30 million in administrative funds.

This budget will permit the Endowment to continue its support for high quality education, research, scholarship, and general audience projects and programs in the humanities throughout the nation. Included in the budget is \$29 million in matching money that the Endowment will use as part of its on-going efforts to stimulate contributions to exemplary projects and programs from third parties.

In addition to individual grant support, the Endowment, as the only Federal agency concerned exclusively with the humanities, will exercise national leadership by setting a standard of excellence in the projects it supports and the programs it administers. NEH will continue to encourage a dialogue among scholars, humanities professionals, state and local officials, and the public about the place of the humanities in the nation's cultural and educational life.

#### II. Endowment Objectives and Priorities for Fiscal 1987

The Endowment's priorities for fiscal 1987 are to increase knowledge and understanding of America and of other nations, preserve endangered research resources, focus on the core disciplines and key themes and issues of the humanities, support the highest quality work in the humanities, and fund projects that can serve as models for others to emulate. In addition, the Endowment is committed to maintaining a broad scope of program offerings to support humanities activities in diverse settings and for a wide range of individuals and audiences.

The agency's budget and program plan for fiscal 1987 has the following key features:

- Each of the major programming areas (Education, Fellowships and Seminars, General Programs, Research, and State Programs) are allocated 18-20 percent of definite program funds. This reflects the Endowment's belief that each of these areas is a distinct and basically equal aspect of the agency's efforts to improve the quality of humanities activities nationwide.

- If appropriated, the amount of treasury funds requested would be the highest allocation in the history of the Endowment. This high sum underscores the agency's great success in using matching funds to stimulate third-party support for grantees.

### Special Emphases

#### 1. Understanding America and Understanding Other Nations

According to the early results of a survey recently begun by the National Assessment of Educational Progress (NAEP), precollegiate knowledge of the humanities in the United States today is sadly lacking. The NAEP, part of the Educational Testing Service of Princeton, New Jersey, is assessing students' knowledge of history and literature as they near the end of their high school years. The recently publicized results of a pilot study conducted as part of this survey are disheartening. Of the students tested so far, the survey found that a third did not know that the Declaration of Independence was signed between 1750 and 1800; a third did not know that Columbus sailed for the New World before 1750; and three-fourths could not identify Walt Whitman or Henry David Thoreau or Carl Sandburg. These students' lack of knowledge of other nations and world affairs is even more appalling. One-half of the high school seniors tested did not recognize the names of Winston Churchill or Joseph Stalin; only one-third could identify Great Britain or France, or West Germany on a map of Europe; and only one in seven students could locate the Soviet Union.

To combat our students' apparent lack of knowledge of their nation and other cultures, in October 1985 the Endowment announced, in conjunction with Senator Hatch and Senator Simon, two special grant initiatives: "Understanding America" and "Understanding Other Nations." These initiatives will make grant funds available throughout the divisions and programs of the Endowment to schools, colleges, humanities institutions and organizations, individual scholars, and the mass media for projects and programs designed to increase understanding and knowledge of this nation and the world among students and the general public.

Through the initiative on "Understanding America," the Endowment is encouraging proposals that will help Americans add to their knowledge and understanding of the history and culture of their country -- the principles that fashioned it, the events that shaped it, the people who built it, and the thinkers and creative artists who have reflected on it.

The emphasis of the "Understanding Other Nations" initiative is on the study of foreign languages, the traditional entry point into the understanding of foreign cultures. Through the knowledge of a foreign language we can begin to understand the literary, philosophical, and historical traditions of other nations. The Endowment is encouraging proposals from schools and colleges to re-establish language instruction or to upgrade their present courses.

These initiatives will give resonance to the Endowment's other ongoing efforts to improve teaching, learning, and public programming. Moreover, since they will be supported within established Endowment grant programs, additional program funds for pursuing these special emphases are not being requested for fiscal 1987.

## 2. Preservation of Humanities Research Resources

In FY 1987, the Endowment will continue to focus attention on the preservation of humanities resources. Through the Office of Preservation, established in 1985, NEH is making a major effort to halt the devastating physical breakdown of humanities books, documents, and other materials held at archives, libraries, museums, historical organizations, and other repositories throughout the nation. The office has consolidated the Endowment's grant-making efforts involving preservation and is exploring new ways to deal with problems in this area.

The National Endowment for the Humanities is uniquely qualified to assist public and private institutions in this initiative. We are the only federal agency concerned exclusively with advancing and promoting the humanities, and we have a history of supporting projects involving preservation. Funding is provided for training, technological development, and preservation of specific collections or categories of endangered work. NEH also serves as a national spokesman and as a clearinghouse of information about efforts to preserve humanities research resources. The Endowment is working closely with professionals and institutions in the preservation field to plan a rational nationwide strategy for determining how and what documents and other resources should be preserved.

Involving the private sector in this enterprise is a major priority of the office.

## 3. Bicentennial of the U.S. Constitution

The two-hundredth anniversary of the United States Constitution offers a special opportunity for encouraging both renewed scholarly interest and public reflection on the principles and foundations of constitutional government. Toward this end the Endowment initiated an effort in 1982 to provide support for the study and public appreciation of the history and principles of the United States Constitution. This emphasis will be continued in FY 1987. The Endowment is supporting proposals involving studies by scholars over the whole range of philosophical and historical questions raised by the Constitution and the founding period. This initiative is centered in General Programs, but projects relating to the Bicentennial are supported in every division. In the last three years 155 projects have received funding totaling \$10.5 million.

## 4. Masterworks in the Humanities for Television

In FY 1987 the Endowment will continue its initiative in the Humanities Projects in Media Program to encourage projects concerned with interpreting masterworks in the humanities for general audiences. A number of projects will be supported to produce significant, high-quality productions which examine or dramatize classic works in the humanities or significant historical events.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Budget Analyses  
 Analysis by Appropriation and Program  
 (in thousands of dollars)

<u>Appropriation/Program</u>	<u>FY 1985 Actual</u>	<u>FY 1986* Approp.</u>	<u>FY 1987 Request</u>
<u>I. DEFINITE PROGRAM APPROPRIATION</u>	<u>\$95,207</u>	<u>\$96,038</u>	<u>\$83,140</u>
<u>Education Programs</u>	<u>17,890</u>	<u>16,401</u>	<u>15,150</u>
Humanities Instruction in Elementary and Secondary Schools.....	7,967	5,900	5,300
Exemplary Projects and Humanities Programs for Nontraditional Learners...	5,032	4,601	4,550
Central Disciplines in Undergraduate Education.....	4,890	5,900	5,300
<u>Fellowships and Seminars</u>	<u>14,396</u>	<u>14,987</u>	<u>15,460</u>
NEH Fellowships			
University Teachers.....	3,362	3,775	3,250
College Teachers and Independent Scholars.....	2,655	3,025	3,250
Summer Stipends.....	657	700	750
Travel to Collections.....	<u>1/</u>	250	300
Younger Scholars.....	<u>2/</u>	<u>2/</u>	400
Summer Seminars			
College Teachers.....	3,998	3,477	3,870
Secondary School Teachers.....	2,824	3,760	3,640
Centers for Advanced Study.....	900	<u>3/</u>	<u>3/</u>

Analysis by Appropriation and Program (cont'd)

<u>Appropriation/Program</u>	<u>FY 1985 Actual</u>	<u>FY 1986* Approp.</u>	<u>FY 1987 Request</u>
<u>General Programs</u>	<u>\$22,671</u>	<u>\$23,187</u>	<u>\$16,200</u>
Humanities Projects in Media.....	8,707	8,864	7,000
Humanities Projects in Museums and Historical Organizations.....	8,965	8,767	5,800
Humanities Projects for Youth.....	663	745	4/
Public Humanities Projects <sup>5/</sup> .....	1,562	1,889	2,000
Humanities Projects in Libraries.....	2,773	2,922	1,400
<u>Research Programs</u>	<u>18,837</u>	<u>16,401</u>	<u>15,700</u>
Texts			
Editions.....	2,714	2,450	2,250
Translations.....	1,107	1,000	900
Publication Subvention.....	326	400	400
Reference Materials			
Tools.....	3,369	2,850	2,750
Access.....	4,662 <sup>6/</sup>	2,500	2,400
Interpretive Research			
Projects.....	3,211	2,900	2,800
Humanities, Science and Technology...	695	650	600
Travel to Collections.....	206	1/	1/
Regrants			
Conferences.....	347	400	400
Centers for Advanced Study.....	3/	806	755
International.....	2,200	2,300	2,300
Regrants in Selected Areas.....	--	145	145

Analysis by Appropriation and Program (cont'd)

<u>Appropriation/Program</u>	<u>FY 1985 Actual</u>	<u>FY 1986* Approp.</u>	<u>FY 1987 Request</u>
<u>State Programs</u>	\$ <u>21,413</u>	\$ <u>21,086</u>	\$ <u>16,630</u>
<u>Office of Preservation</u>	--	<u>3,976</u>	<u>4,000</u>
II. <u>INDEFINITE FUNDS</u>	<u>30,380</u>	<u>28,488</u>	<u>29,000</u>
Challenge funds.....	19,600	16,898	16,500
Treasury funds.....	10,780	11,590	12,500
III. <u>ADMINISTRATIVE FUNDS</u>	<u>13,891</u>	<u>14,115</u>	<u>14,300</u>
Total Humanities	\$ <u>139,478</u>	\$ <u>138,641</u>	\$ <u>126,440</u>
IV. <u>NATIONAL CAPITAL ARTS AND CULTURAL AFFAIRS</u>	--	\$ <u>1,988</u> <sup>7/</sup>	--

1/ Included in Research in FY 1985; included in Fellowships in FY 1986 and FY 1987.

2/ Included in General Programs in FY 1985 and FY 1986; included in Fellowships in FY 1987.

3/ Included in Fellowships in FY 1985; included in Research in FY 1986 and FY 1987.

4/ In FY 1987, Younger Scholars is included in Fellowships; Youth Projects has been discontinued.

5/ Formerly Humanities Projects for Adults.

6/ Includes Preservation and U.S. Newspapers in FY 1985. These activities are included in the Office of Preservation in FY 1986 and FY 1987.

7/ Funds have been proposed for rescission in FY 1986. No funds are requested in FY 1987.

\* Does not reflect the 4.3 percent reduction pursuant to the Balanced Budget and Emergency Deficit Control Act of 1985 (Gramm-Rudman-Hollings Act).

NOTE: Detail may not add due to rounding.

# NEWS



National Endowment for  
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FOR IMMEDIATE RELEASE

THE CONGRESS DESIGNATES FEBRUARY 9-15, 1986, NATIONAL HUMANITIES WEEK  
Joint Resolution Cites Humanities Endowment's 20 Years of Leadership

WASHINGTON -- "Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

"That, in order to note the importance of the humanities in the lives of all Americans and acknowledge the significant role the National Endowment for the Humanities has played in sustaining and enriching our cultural heritage, the week of February 9, 1986 through February 15, 1986, is designated as 'National Humanities Week, 1986' . . . . "

With these words the House of Representatives on February 6 passed a joint resolution already passed by the Senate designating National Humanities Week.

The joint resolution cites the "critical leadership and direction" provided by the Humanities Endowment in its 20 years as a federal agency. Principal sponsors were Senator Orrin G. Hatch in the Senate and Representative Sidney R. Yates in the House of Representatives.

In response to the resolution, John Agresto, Humanities Endowment Acting Chairman, said, "This agency is honored by the recognition given to the humanities by the Congress of the United States. We have tried over these years to help restore a respect for the ideas and ideals of this country, its history, the legacy of civilization upon which America is built. We have sought to renew the study and appreciation of the books, the literature, the artifacts, and the heritage of our people and of other cultures. America, by recognizing the contributions of the humanities to its culture, underscores the best in scholarship, in learning, and in teaching."

NOTE TO EDITORS: A copy of the joint resolution is attached.

# # #

99TH CONGRESS  
1ST SESSION

# H. J. RES. 443

To designate the week of February 9, 1986, through February 15, 1986, as  
"National Humanities Week, 1986".

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## IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 5, 1985

Mr. YATES introduced the following joint resolution; which was referred to the  
Committee on Post Office and Civil Service

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## JOINT RESOLUTION

To designate the week of February 9, 1986, through February  
15, 1986, as "National Humanities Week, 1986".

Whereas the United States celebrates the twentieth anniversary  
of the establishment of the National Endowment for the Hu-  
manities;

Whereas the overriding goal of this small but important Federal  
agency is the promotion of humanities scholarship and pro-  
gramming;

Whereas the study of the humanities increases the understand-  
ing of the great traditions of civilization and of the intellec-  
tual heritage of mankind;

Whereas in partnerships with State and local governments, pri-  
vate foundations, and corporations, the National Endow-  
ment for the Humanities has, over the past two decades,

provided critical leadership and direction for the individuals and institutions seeking to improve our understanding of the humanities; and

Whereas as a Nation we have benefited from the fruits of this humanities programming in a variety of ways, through improvements in humanities education at all levels, through scholarly achievements at the cutting edge of humanities research, and through programming in museums, libraries, television, and radio which fosters a heightened understanding of the humanities across the Nation: Now, therefore, be it

1       *Resolved by the Senate and House of Representatives*  
2       *of the United States of America in Congress assembled,*  
3       That, in order to note the importance of the humanities in the  
4       lives of all Americans and acknowledge the significant role  
5       the National Endowment for the Humanities has played in  
6       sustaining and enriching our cultural heritage, the week of  
7       February 9, 1986, through February 15, 1986, is designated  
8       as "National Humanities Week, 1986" and the President is  
9       authorized and requested to issue a proclamation calling upon  
10      the people of the United States to observe the week, with  
11      appropriate conferences, programs, ceremonies, and activi-  
12      ties.



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Meryl Nash 202/786-0449

WINTER 1986 MEETING OF HUMANITIES ENDOWMENT'S NATIONAL COUNCIL  
TO BE HELD FEBRUARY 13 AND 14

Policy Sessions of Quarterly Meeting  
Open to the Media and the Public

The Winter 1986 meeting of the National Council on the Humanities, the advisory body of the National Endowment for the Humanities (NEH), will be held at the Old Post Office, 1100 Pennsylvania Avenue, N.W., on Thursday and Friday, February 13 and 14.

The National Council on the Humanities is a 26-member body appointed by the President to advise the NEH chairman on policy matters and make recommendations on grant applications.

Discussion of divisional policy matters by Council committees will be open to the media and the public on February 13 from 9:30 a.m. until 10:30 a.m. (Please call the Public Affairs Office for committee room numbers.) From 10:30 on, the committees will consider grant applications, which are confidential.

From 9:00 a.m. until approximately 11:30 a.m. on February 14, the full Council will discuss committee reports on policy and other general matters, and this discussion will be open to the media and the public. The Council then will meet in closed session to review and make recommendations on grant applications. (This meeting will be held in room M-09 - First Floor).

Now marking its 20th year as an independent federal agency, the National Endowment for the Humanities supports research, scholarship, education and general audience programs in the humanities.

# NEWS



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FOR RELEASE: Tuesday, February 25, 1986, 6:30 p.m. EST

## HUMANITIES ENDOWMENT WILL NOT AWARD GRANTS TO STUDENT LOAN DELINQUENTS

WASHINGTON, Feb. 25 -- John Agresto, Acting Chairman of the National Endowment for the Humanities (NEH), announced today that the NEH will not award grants or fellowships to applicants who are delinquent on federally-backed student loans.

"Before we offer anyone more tax money we wish to be certain that all applicants are carrying out their obligations to the citizens of America," said Agresto. "We see no reason to make additional awards to those individuals who have persisted in breaking faith with the American people."

Agresto said that the NEH will require all applicants to declare their loan status when applying for grants and will seek the cooperation of the Department of Education in identifying delinquents.

"Fairness to other applicants, honesty in scholarship and respect for the American taxpayers who pay for these awards require that we be exceedingly careful with the funds entrusted to this agency," Agresto said. "We also hope this measure will encourage people to get back on track and satisfy the loan obligations they have incurred," he added.

The Humanities Endowment's appropriation for the current fiscal year is \$138.6 million. The NEH, now marking 20 years as an independent federal agency, supports research, scholarship, education and general audience programs in the humanities.

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# NEWS



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FOR RELEASE: Thursday, March 6, 1986, 6:30 p.m. EST

## HUMANITIES ENDOWMENT AWARDS 262 FELLOWSHIPS TO NATION'S TOP SCHOLARS

WASHINGTON, March 6 -- John Agresto, Acting Chairman of the National Endowment for the Humanities (NEH), today announced the awarding of 262 fellowships for up to \$27,500 each to some of the nation's top scholars in the humanities.

The fellowships, worth some \$6.4 million, provide support for independent scholars, college and university teachers, and scholars of the American Constitution to undertake full-time study, research, and writing in the humanities.

Fellows' projects typically will begin this summer and extend through the 1986-87 academic year. Fellows arrange for released time from their institutions; some hold sabbaticals concurrently with their fellowships.

In announcing the awards, Agresto said, "These fellowships represent some of the finest work and thought in the humanities being done in America today. They are a major source of support for good scholarship."

The fellowships were made from among 1,660 applications. They were awarded to scholars in 32 states and the District of Columbia. Two fellowships went to American scholars working in Canada.

Agresto said he was particularly pleased at the quality of the NEH Constitutional fellowships, which provide support for scholars to pursue independent study and research related to the U.S. Constitution, whose bicentennial is in 1987.

- MORE -

He said holders of 14 such fellowships will explore the origins of the U.S. Constitution; state constitutions and the American constitutional system; among other related subjects.

Recipients of 111 fellowships for college teachers will study a wide range of subjects in the humanities:

- o Thelma J. Bryan, Coppin State College, Baltimore Maryland, "Black American Women Poets, 1915-1930"
- o Roger C. Boesche, Occidental College, Los Angeles, California, "A History of the Idea of Despotism from Classical Times to Nazi Germany and Stalin's Soviet Union"
- o Patricia J. Tracy, Williams College, Williamstown, Massachusetts, "New England Frontier Settlement: A Demographic and Economic Study of Pre-Revolutionary New Towns"

Recipients of 151 fellowships for independent study and research will pursue a wide range of topics also:

- o Dewey W. Grantham, Vanderbilt University, Nashville, Tennessee, "The South in the Twentieth Century: Regional Change and Persistence in Modern America"
- o James L. Axtell, College of William and Mary, Williamsburg, Virginia, "American Encounter: The Confluence of Cultures in Colonial North America"
- o Paula E. Hyman, Jewish Theological Seminary, New York, New York, "Emancipation and Social Change: Alsatian Jewry in the Nineteenth Century"
- o Helen Vendler, Harvard University, Cambridge, Massachusetts, "The Poetics of Shakespeare's Sonnets"

NEH fellowships are awarded annually. The application deadline for the next cycle of fellowships, to be awarded for the 1987-88 academic year, is June 1, 1986.

# # #

NOTE: A listing of fellowships for independent study and research, fellowships for college teachers, and Constitutional fellowships for your circulation area is attached. The list gives the fellow's name, institution, humanities discipline, and title of project. Constitutional fellowships are indicated with a \*C\* in front of the fellow's name.

NATIONAL ENDOWMENT FOR THE HUMANITIES (California)

CALIFORNIA

Fellowships for Independent Study and Research

Jonas A. Barish  
University of California, Berkeley  
Berkeley  
British Literature

Closet Drama in European Literature

Edward G. Berenson  
University of California, Los Angeles  
Los Angeles  
European History

The "Affaire Caillaux:" A Study in the  
New Narrative History

Lawrence V. Berman  
Stanford University  
Stanford  
Medieval Studies

The Interpretation of Maimonides'  
Religious and Philosophical Thought

Wanda M. Corn  
Stanford University  
Stanford  
Art History, and Criticism

Cultural Nationalism in Post World War I  
American Art

\*C\* John P. Diggins  
University of California, Irvine  
Irvine  
American History

Perspectives on the Constitution

Thomas L. Dublin  
University of California, San Diego  
La Jolla  
American History

Women's Careers in 19th-Century New  
England

Peter Duus  
Stanford University  
Stanford  
Far Eastern History

Backward Imperialism: The Japanese in  
Korea, 1890-1937

Mark W. Edwards  
Stanford University  
Stanford  
Classics

Introduction to and Commentary on Homer,  
Iliad Books 17-20

Robert N. Essick  
University of California, Riverside  
Riverside  
British Literature

William Blake and the Language of Adam:  
Blake's Poetry and the Search for an  
Ideal Semiotic

## NATIONAL ENDOWMENT FOR THE HUMANITIES (California)

Denis Hollier  
University of California, Berkeley  
Berkeley  
French Literature

Emile Zola and the Theory of Realism

Richard J. Lynn  
Unaffiliated  
Palo Alto  
Asian Literature

Translation and Analysis of the  
13th-Century Work of Literary Criticism  
and Theory, the CANGLANG SHIHVA

Eric H. Monkkenen  
University of California, Los Angeles  
Los Angeles  
American History

The Decreasing Tolerance for Violence,  
1800-1980

Thomas H. Schaub  
University of California, Berkeley  
Berkeley  
American Literature

Reality and the Forms of Narrative in  
American Fiction, 1945-72

Londa L. Schiebinger  
Stanford University  
Stanford  
Women's Studies

Women and the Origins of Modern Science

A. M. Smith  
University of California, Riverside  
Riverside  
Hist & Phil of Sci, Tech & Med

Evolution of the Ray Theory of Light  
from Euclid to Descartes

Jon R. Snyder  
University of California, San Diego  
La Jolla  
Comparative Literature

Italian Theories of the Dialogue,  
1562-1646

John J. Winkler  
Stanford University  
Stanford  
Classical Languages

Origin and Development of TRAGOIDOI in  
Athens

David S. Winston  
Graduate Theological Union  
Berkeley  
History of Religion

Religious Thought of Philo of Alexandria

Fellowships for College Teachers

Roger C. Boesche  
Occidental College  
Los Angeles  
Political Science

A History of the Idea of Despotism

NATIONAL ENDOWMENT FOR THE HUMANITIES (California/Connecticut)

W. Mark Fruin  
California State University, Hayward Fdn.  
Hayward  
Asian Studies

The History and Organization of the  
Japanese Enterprise System

Jerome J. Griswold  
San Diego State University  
San Diego  
American Studies

Classic American Children's Books,  
1865-1914

Edward F. Houghton  
University of California, Santa Cruz  
Santa Cruz  
Music History and Criticism

A Critical Edition of the Chigi Codex

Roger Joseph  
California State University-Fullerton Fdn.  
Fullerton  
Anthropology

The Anthropological Image of the World:  
European Representations of Culture in  
the 16th and 17th Centuries

Gary B. Miles  
University of California, Santa Cruz  
Santa Cruz  
Classics

Foundation and Refoundation: The  
Historiography of Titus Livius

CONNECTICUT

Fellowships for Independent Study and Research

Giovanni R. Ferrari  
Yale University  
New Haven  
History of Philosophy

Philosophy and Literature: The Legacy of  
Plato

J. Hillis Miller  
Yale University  
New Haven  
Literary Criticism

The Ethics of Narrative

Adolph L. Reed, Jr.  
Yale University  
New Haven  
Political Science

Foundations of 20th-Century  
Afro-American Social Thought

Judith C. Rohrer  
Unaffiliated  
Hartford  
Architecture

Architecture and Politics in Barcelona,  
1880-1920

NATIONAL ENDOWMENT FOR THE HUMANITIES (Connecticut/Delaware/Georgia)

Francisco A. Scarano  
University of Connecticut  
Storrs  
Latin American History

Agrarian Puerto Rico, 1765-1934: An  
Economic History

James A. Schultz  
Yale University  
New Haven  
German Literature

The Conceptualization of Childhood and  
Youth in German Narrative, 1150-1350

Fellowships for College Teachers

Miriam A. Golden  
Wesleyan University  
Middletown  
Political Science

Innovation by Labor Movements: France,  
Italy, & Belgium in the Economic Crises  
of 1873-96, the 1930s, and the 1970-80s

John Platoff  
Trinity College, Hartford  
Hartford  
Music History and Criticism

Mozart and the OPERA BUFFA in Vienna

DELAWARE

Fellowships for Independent Study and Research

Damie Stillman  
University of Delaware  
Newark  
Architecture

American Neoclassical Architecture: The  
Federal Period

GEORGIA

Fellowships for Independent Study and Research

William W. Stueck, Jr.  
University of Georgia  
Athens  
American History

The Korean War: An International History

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Illinois)

ILLINOISFellowships for Independent Study and Research

Jonathan Arac  
University of Illinois, Chicago Circle  
Chicago  
American Literature

American Prose Narrative, 1830s through  
1860s

Lynda S. Bell  
University of Illinois, Chicago Circle  
Chicago  
Far Eastern History

Economic Development in Modern China

Robert L. Bireley  
Loyola University, Chicago  
Chicago  
European History

Antimachiavellianism,  
Counterreformation, and the Baroque

John C. Dagenais  
Northwestern University  
Evanston  
Spanish Literature

Juan Ruiz and Juan Manuel: Education,  
Latin Culture, and Vernacular Letters in  
14th-Century Castile

R. H. Helmholtz  
University of Chicago  
Chicago  
Law and Jurisprudence

History of the Church Courts in England

Richard H. Kraut  
University of Illinois, Chicago Circle  
Chicago  
History of Philosophy

Aristotle on The Good

\*C\* Richard A. Loss  
Unaffiliated  
Evanston  
American Government

Corwin on the Constitution

Ned Lukacher  
University of Illinois, Chicago Circle  
Chicago  
Literary Criticism

Modern Interpretations of Catharsis

W.J.T. Mitchell  
University of Chicago  
Chicago  
Arts History & Criticism

Word and Image in the Arts

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Illinois/Indiana)

Anne W. Robertson  
University of Chicago  
Chicago  
Music History and Criticism

Music and Ritual at the Royal Abbey of  
St. Denis, 567-1567

Mary Beth Rose  
Newberry Library  
Chicago  
British Literature

The Expense of Spirit: Love and  
Sexuality in English Renaissance Drama

Barbara H. Rosenwein  
Loyola University, Chicago  
Chicago  
European History

Cluniac Notions of Property

Mark B. Turner  
University of Chicago  
Chicago  
Literature

The Use of Analogy in Textual  
Understanding

Fellowships for College Teachers

Denise M. Heilbronn  
Northern Illinois University  
DeKalb  
Literature

Medieval Musical Thought and the Use and  
Structures of Musical Imagery in the  
DIVINE COMEDY

INDIANAFellowships for Independent Study and Research

\*C\* Jesse R. Fears  
Indiana University, Bloomington  
Bloomington  
History

The Legacy of Classical Liberty

Jane F. Fulcher  
Indiana University, Bloomington  
Bloomington  
Music History and Criticism

Politics, Culture, and Wagnerian Opera  
in FIN-DE-SIECLE France

Stephen E. Gersh  
University of Notre Dame  
Notre Dame  
Medieval Studies

European Philosophy from the Late 8th to  
Late 9th Century



NATIONAL ENDOWMENT FOR THE HUMANITIES (Indiana)

Philip Gleason  
University of Notre Dame  
Notre Dame  
American History

A History of American Catholic Higher  
Education

Michael F. Herzfeld  
Indiana University, Bloomington  
Bloomington  
Anthropology

Local, Regional, and National Identity  
in a Cretan Town

Phyllis M. Martin  
Indiana University, Bloomington  
Bloomington  
African History

Aspects of European Colonialism in  
Brazzaville, 1885-1960

Jerome R. Mintz  
Indiana University, Bloomington  
Bloomington  
Anthropology

Social Change in the Hasidic Community,  
1965-86

Alvin C. Plantinga  
University of Notre Dame  
Notre Dame  
Philosophy of Religion

Epistemic Justification and Theistic  
Belief

Fellowships for College Teachers

William P. Harman  
De Pauw University  
Greencastle  
History of Religion

God's Sacred Games: Marriage Metaphors,  
Ritual, and Devotion in Tamil Hinduism

Thomas J. Schlereth  
University of Notre Dame  
Notre Dame  
American History

Everyday Life in America, 1876-1915

R. Keith Schoppa  
Valparaiso University  
Valparaiso  
Far Eastern History

The Destruction of Lake Xiang: Themes of  
Chinese Society and Culture since the  
12th Century

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Kansas/Kentucky/Louisiana/Maine)

KANSASFellowships for Independent Study and Research

Alfred Habegger  
University of Kansas, Lawrence  
Lawrence  
American Literature

Henry James and the "Woman Business"

KENTUCKYFellowships for Independent Study and Research

John T. Shawcross  
University of Kentucky  
Lexington  
Literature

A Milton Bibliography for the Years  
1701-1799

LOUISIANAFellowships for Independent Study and Research

Robert A. Segal  
Louisiana State Univ. A&M Col., Baton Rouge  
Baton Rouge  
History of Religion

Theories of Myth

MAINEFellowships for College Teachers

Kathleen M. Ashley  
University of Southern Maine  
Gorham  
Medieval Studies

Cycle Drama and Late Medieval Urban  
Culture

Joel C. Bernard  
Colby College  
Waterville  
American History

Origins of the American Temperance  
Movement

Barbara Weiden Boyd  
Bowdoin College  
Brunswick  
Classical Literature

The Style and Humor of Ovid's AMORES

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Maryland/Massachusetts)

MARYLANDFellowships for Independent Study and Research

Josue V. Harari  
 Johns Hopkins University  
 Baltimore  
 French Literature

The Cultural Treatise: Literature of  
 Ethnography in the French Enlightenment

Joseph A. Wittreich, Jr.  
 University of Maryland, College Park  
 College Park  
 British Literature

The Poetry of the Rainbow: Romantic  
 Literature as Prophecy

Fellowships for College Teachers

Thelma J. Bryan  
 Coppin State College  
 Baltimore  
 American Literature

Black American Women Poets, 1915 to 1930

Judith P. Hallett  
 University of Maryland, College Park  
 College Park  
 Classics

Edition and Translation of the Latin  
 PRIAPEA with Literary Commentary

MASSACHUSETTSFellowships for Independent Study and Research

Vladimir E. Alexandrov  
 Harvard University  
 Cambridge  
 Slavic Literature

The Novels of Vladimir Nabokov:  
 Metaphysics, Esthetics, Ethics

\*C\* George A. Billias  
 Clark University  
 Worcester  
 American History

The Influence of American  
 Constitutionalism Abroad

Amy B. Bridges  
 Harvard University  
 Cambridge  
 Political Science

Politics in the Cities of the Southwest

John L. Brooke  
 Tufts University  
 Medford  
 American History

Society and Political Culture in Central  
 Massachusetts, 1713-1861

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Massachusetts)

\*C\* Morton Keller  
 Brandeis University  
 Waltham  
 American History

The Pluralist State: Public Life in  
 Early 20th-Century America

William K. Kilpatrick  
 Boston College  
 Chestnut Hill  
 Education

Moral Imagination and Moral Growth

Stephen A. Mitchell  
 Harvard University  
 Cambridge  
 Medieval Studies

Old Norse Legendary Fiction and  
 Scandinavian Folklore

Randall M. Packard  
 Tufts University  
 Medford  
 African History

Industrialization and the History of  
 Tuberculosis in Southern Africa

Jehuda Reinharz  
 Brandeis University  
 Waltham  
 European History

Chaim Weizmann: A Biographical Study,  
 1914-1952

Susan Meld M. Shell  
 Boston College  
 Chestnut Hill  
 Political Science

Post-Liberal Freedom: A Study of German  
 Idealism and the Liberal Tradition

Paul G. Stern  
 Boston University  
 Boston  
 Philosophy

Hegel's Critique of Kantian Morality and  
 Its Significance for Contemporary Ethics

Sara S. Sturm-Maddox  
 University of Massachusetts, Amherst  
 Amherst  
 Literature

Figurations of the Laurel in Petrarch's  
 RIME SPARSE

Judith J. Thomson  
 Massachusetts Institute of Technology  
 Cambridge  
 Ethics

The Realm of Rights

Jeff T. Titon  
 Tufts University  
 Medford  
 Folklore

Give Me This Mountain: Life and Sermons  
 of the Reverend C. L. Franklin

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Massachusetts)

Helen Vendler  
Harvard University  
Cambridge  
British Literature

The Poetics of Shakespeare's SONNETS

Fellowships for College Teachers

Lila R. Abu-Lughod  
Williams College  
Williamstown  
Anthropology

A Bedouin Family: Ethnography "In a Different Voice"

Jerold S. Auerbach  
Wellesley College  
Wellesley  
American History

Rabbis and Lawyers: Law and Immigrant Acculturation

Ross W. Beales, Jr.  
College of the Holy Cross  
Worcester  
American History

Ebenezer Parkman's World: Family, Religion, and Community in 18th-Century Westborough, Massachusetts

Lawrence A. Blum  
University of Massachusetts, Boston  
Boston  
Ethics

Particularity in Ethics

Selma Botman  
Simmons College  
Boston  
Near Eastern History

Political Opposition in Egypt: The Communist Movement, 1952-1965

Beverly L. Clark  
Wheaton College  
Norton  
Literature

Reading and Writing as Themes in Children's Literature

Paul A. Cohen  
Wellesley College  
Wellesley  
Far Eastern History

An Exploration in Historical Epistemology: The Boxers as Experience, Event, and Symbol

William R. Darrow  
Williams College  
Williamstown  
History of Religion

Religious Plurality in the Medieval Muslim World

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Massachusetts)

Michael T. Davis Mount Holyoke College South Hadley Art History and Criticism	Paris, Jean des Champs, and the Development of Rayonnant Architecture in Southern France
Mark B. DeVoto Tufts University Medford Music History and Criticism	Pre-Twelve-Tone Composition in the Sketches of Alban Berg
Kathryn A. Hellerstein Wellesley College Wellesley American Literature	A Question of Tradition: Women Poets in Yiddish
Barbara A. Kellum Smith College Northampton Arts History & Criticism	The City Adorned: Programmatic Decoration in Augustan Rome
Sherron E. Knopp Williams College Williamstown British Literature	Chaucer and the Dilemmas of Fiction
Kathryn L. Lynch Wellesley College Wellesley British Literature	The Generic Structure and Philosophical Implications of the Late Medieval Dream-Vision
*C*        Stephen A. Marini Wellesley College Wellesley History of Religion	Evangelical Origins of American Constitutionalism
William S. McFeely Mount Holyoke College South Hadley American History	A Biography of Frederick Douglass
William H. Pritchard Amherst College Amherst American Literature	A Biography of Randall Jarrell
Stephanie Sandler Amherst College Amherst Slavic Literature	Pushkin and His Readers: Akhmatova, Tsvetaeva, Siniavskii

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Massachusetts/Michigan)

Christina H. Sommers  
Clark University  
Worcester  
Philosophy

Filial Obligation

Paul J. Staiti  
Mount Holyoke College  
South Hadley  
Art History and Criticism

The Life and Work of Samuel F.B. Morse

Patricia J. Tracy  
Williams College  
Williamstown  
American History

New England Frontier Settlement: A  
Demographic and Economic Study of  
Pre-Revolutionary New Towns

Brucia Witthoft  
Framingham State College  
Framingham.  
Art History and Criticism

The Artist-Family Smillie in  
19th-Century America

Joanna E. Ziegler  
College of the Holy Cross  
Worcester  
Architecture

The Brabantine Gothic Church

MICHIGANFellowships for Independent Study and Research

John A. Alford  
Michigan State University  
East Lansing  
British Literature

Chaucerian Schemes: Rhetorical, Legal,  
and Logical Invention in the CANTERBURY  
TALES and Other Works

Stephen L. Darwall  
University of Michigan, Ann Arbor  
Ann Arbor  
Philosophy

Obligation and Motivation in  
18th-Century British Moral Philosophy

Donald J. Herzog  
University of Michigan, Ann Arbor  
Ann Arbor  
Political Science

A Critique of Consent Theory

John G. Pedley  
University of Michigan, Ann Arbor  
Ann Arbor  
Archaeology

Architecture and Sculpture from the  
Sanctuary of Santa Venera at Paestum

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Michigan/Minnesota)

Michael T. Taussig  
University of Michigan, Ann Arbor  
Ann Arbor  
Anthropology

The Magic of History and its Healing  
Power

Warren T. Treadgold  
Hillsdale College  
Hillsdale  
Medieval Studies

One-Volume Analytic History of the  
Byzantine Empire (AD 284-1453)

Kendall L. Walton  
University of Michigan, Ann Arbor  
Ann Arbor  
Philosophy

A Philosophical Study of Representation  
in the Arts

Fellowships for College Teachers

Kendall W. Brown  
Hillsdale College  
Hillsdale  
Latin American History

The Huancavelica Mercury Mines and the  
Spanish Imperial Economy, 1700-1824

Mary C. Karasch  
Oakland University  
Rochester  
Latin American History

Before Brasilia: Settlement Patterns and  
Population Change in Goias, 1780-1890

MINNESOTAFellowships for Independent Study and Research

Richard D. Leppert  
University of Minnesota  
Minneapolis  
Music History and Criticism

Social-Iconographical History of  
Upper-Class Amateur Musicians in  
18th-Century England

Fellowships for College Teachers

Suzanne L. Bunkers  
Mankato State University  
Mankato  
American Literature

19th-Century American Women's Diaries  
and Journals: What Midwestern Women Were  
(Not) Saying

Edmund N. Santurri  
Saint Olaf College  
Northfield  
Religion

The Poverty of Autonomy: Moral Theory  
and the Mentally Retarded



## NATIONAL ENDOWMENT FOR THE HUMANITIES (Minnesota/Missouri)

Charles W. Thornbury  
Saint John's University, Collegeville  
Collegeville  
Literature

The Life and Art of John Berryman

Sally R. Wagner  
Mankato State University  
Mankato  
Women's Studies

Matilda Joslyn Gage: A Biography of a  
Suffragist

MISSOURIFellowships for Independent Study and Research

Norman G. Barrier  
University of Missouri, Columbia  
Columbia  
South Asian History

Tradition and Change in Sikhism,  
1880-1920

Keith F. Davis  
Unaffiliated  
Kansas City  
Art History and Criticism

George N. Barnard: Photographer of  
Sherman's Campaign

William E. Wallace  
Washington University  
St. Louis  
Art History and Criticism

The Workshops and Assistants of  
Michelangelo Buonarroti

Fellowships for College Teachers

Dominic J. Capeci, Jr.  
Southwest Missouri State University  
Springfield  
Afro-American Studies

Riot and Reconstruction in Wartime  
Detroit, 1943-1946

Henry R. Frankel  
University of Missouri, Kansas City  
Kansas City  
Hist & Phil of Sci, Tech & Med

Historical and Philosophical Analysis of  
the Recent Revolution in the Earth  
Sciences

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Montana/New Hampshire/New Jersey)

MONTANAFellowships for College Teachers

David C. Large  
 Montana State University  
 Bozeman  
 European History

Cultural History of Munich, 1886-1918

NEW HAMPSHIREFellowships for Independent Study and Research

Daphne L. Davidson  
 Unaffiliated  
 Hanover  
 Literature

An Edition of Old Norse Court Poetry

Fellowships for College Teachers

Anthony L. Geist  
 Dartmouth College  
 Hanover  
 Spanish Literature

Spanish Surrealist Poetry, 1927-1932

NEW JERSEYFellowships for Independent Study and Research

Carolyn Abbate  
 Princeton University  
 Princeton  
 Music History and Criticism

Stories Told in Music: The Narratives in  
 Wagner's Operas

Emory B. Elliott  
 Princeton University  
 Princeton  
 Literature

History and the Novel in America: The  
 Moral Imperative

Jeffrey L. Gossman  
 Princeton University  
 Princeton  
 French Literature

Society and Culture in 19th-Century  
 Basle

Alberto R. Green  
 Rutgers University, New Brunswick  
 New Brunswick  
 History of Religion

The Storm-God and His Attendants: A  
 Conceptual Development in Near Eastern  
 Religions

## NATIONAL ENDOWMENT FOR THE HUMANITIES (New Jersey)

Fred I. Greenstein  
Princeton University  
Princeton  
Political Science

Leadership in the Modern American  
Presidency

Winifred Hughes  
Unaffiliated  
Princeton  
British Literature

Social Attitudes and Theories of Fiction  
in 19th-Century England

Allan L. Kulikoff  
Princeton University  
Princeton  
American History

From Tobacco to Cotton: Black Migration  
and the Origins of Slave Culture in the  
New South

Thomas McFarland  
Princeton University  
Princeton  
British Literature

An Edition of Coleridge's OPUS MAXIMUM

Maria Teresa M. Moevs  
Rutgers University, New Brunswick  
New Brunswick  
Art History and Criticism

A Study of Greek Figurative and  
Decorative Arts in the 3rd Century B.C.

\*C\* John M. Murrin  
Princeton University  
Princeton  
American History

The Right to Trial by Jury in Colonial  
and Revolutionary America

Bruce Robbins  
Rutgers University, New Brunswick  
New Brunswick  
Literary Criticism

Literary Theory Since Plato: An  
Introduction

Thomas P. Roche, Jr.  
Princeton University  
Princeton  
Comparative Literature

Iconography of the Muses, Hesiod to  
Milton; Literary and Visual  
Representations

Gordon J. Schochet  
Rutgers University, New Brunswick  
New Brunswick  
Political Science

John Locke's Writings on Religious  
Toleration and Their Historical Context

Michael M. Seidman  
Rutgers University, New Brunswick  
New Brunswick  
European History

Capitalist Elites and Working Classes in  
Paris and in Barcelona (1936-1938)

## NATIONAL ENDOWMENT FOR THE HUMANITIES (New Jersey/New York)

David M. Van Leer  
Princeton University  
Princeton  
African Studies

Poe's Cosmology: The Mind of the World

Fellowships for College Teachers

Alan C. Dawley  
Trenton State College  
Trenton  
American History

History of the United States, 1890-1932

\*C\* G. Alan Tarr  
Rutgers University, Camden  
Camden  
Law and Jurisprudence

State Constitutions and American  
Constitutionalism

NEW YORKFellowships for Independent Study and Research

Teodolinda Barolini  
New York University  
New York  
Literature

Dante's Art: Narrative Strategies in the  
COMEDY

John Belton  
Columbia University  
New York  
Film History and Criticism

CinemaScope: Technique and Technology

Iris B. Berger  
SUNY Res. Fdn./Albany  
Albany  
African History

Women in South African Industry,  
1925-1980

Bernard E. Brown  
CUNY Res. Fdn./Graduate School & Univ. Center  
New York  
Political Science

Worker Democracy in France

William C. Chittick  
SUNY Res. Fdn./Health Science (Stony Brook)  
Stony Brook  
Nonwestern Religion

The Theological, Cosmological,  
Psychological, and Spiritual Teachings  
of Ibn al-'Arabi

## NATIONAL ENDOWMENT FOR THE HUMANITIES (New York)

Morris Dickstein  
CUNY Res. Fdn./Queens College  
Flushing  
American Literature

Rediscovering America: A Study of  
Culture in the 1930's

\*C\* Paul Finkelman  
SUNY Res. Fdn./Binghamton  
Binghamton  
American History

Fugitive Slaves and the American  
Constitution: A History of the Fugitive  
Slave Laws

Alfred K. Frazer  
Columbia University  
New York  
Architecture

The Roman Villa Urbana; 2nd Century B.C.  
- 2nd Century A.D.

David A. Gerber  
SUNY Res. Fdn./College at Buffalo  
Amherst  
American History

The Making of An American Pluralism:  
Americans and Immigrants in Buffalo,  
1825-1860

Amy V. Heinrich  
Unaffiliated  
New York  
Asian Studies

Double Weave: The Fabric of Modern  
Japanese Women's Writing

Paula E. Hyman  
Jewish Theological Seminary of America  
New York  
European History

Emancipation and Social Change: Alsatian  
Jewry in the 19th Century

Annette Kolodny  
Rensselaer Polytechnic Institute  
Troy  
American Literature

Feminist Literary Criticism in the  
American Academy: Contexts & Concepts

Thomas H. Luxon  
Saint Lawrence University  
Canton  
British Literature

Puritan Allegory and Bunyan's PILGRIM'S  
PROGRESS

Elias C. Mandala  
University of Rochester  
Rochester  
African History

Peasant Cotton Agriculture in the Lower  
Tchiri Valley of Malawi, 1907-1960

Andrew J. Nathan  
Columbia University  
New York  
Political Science

Understanding Maoist Rule

## NATIONAL ENDOWMENT FOR THE HUMANITIES (New York)

Elias L. Rivers  
SUNY Res. Fdn./Stony Brook Main Campus  
Stony Brook  
Spanish Literature

Genres of Poetry in Golden Age Spain

Wolfgang Schivelbusch  
Unaffiliated  
New York  
History

The Destruction and Restoration of the  
Louvain Library: European-American  
Cultural History Between the Wars

Leonardo Taran  
Columbia University  
New York  
Classical Languages

A Critical Edition of Simplicius'  
Commentary on Aristotle's PHYSICS

Winthrop Wetherbee  
Cornell University  
Ithaca  
Medieval Studies

Chaucer, Boccaccio, and the Poetics of  
Romance

Madeleine H. Zelin  
Columbia University  
New York  
Far Eastern History

The Redevelopment of Sichuan, 1650-1900

Fellowships for College Teachers

Rebecca L. Ammerman  
Colgate University  
Hamilton  
Archaeology

The Mould-Made Goddess: A Study of  
Votive Terracottas in Magna Graecia

Adrienne F. Block  
CUNY Res. Fdn./Hunter College  
New York  
Music History and Criticism

Biography of Amy M.C. Beach, 1867-1944

Daniel A. Bradburd  
Clarkson University  
Potsdam  
Anthropology

Western Economic Expansion and the  
Historical Basis of Tribal Structure in  
19th- and 20th-Century Iran

\*C\* Stanley C. Brubaker  
Colgate University  
Hamilton  
Political Science

The Constitution of Self-Government

## NATIONAL ENDOWMENT FOR THE HUMANITIES (New York)

G. Thomas Couser  
Hofstra University  
Hempstead  
Literature

Authority and Autobiography in America

Thomas A. Denny  
Skidmore College  
Saratoga Springs  
Music History and Criticism

The Emergence of Schubert's Mature  
Instrumental Style

Judith N. Friedlander  
SUNY Res. Fdn./College at Purchase  
Purchase  
Anthropology

The Rise of Jewish National Movements in  
Eastern Europe and the Jewish Question  
in France

Carol V. R. George  
Hobart-William Smith Colleges  
Geneva  
American History

Religion and Therapeutic Culture in  
Modern America

Margaret P. Hannay  
Siena College  
Loudonville  
British Literature

Literary Biography of Mary Sidney,  
Countess of Pembroke, 1561-1621

Michael Ann Holly  
Hobart-William Smith Colleges  
Geneva  
Art History and Criticism

The Origins of Art History

Margaret L. King  
CUNY Res. Fdn./Brooklyn College  
Brooklyn  
European History

Grief and Consolation in Quattrocento  
Venice: the Marcello Episode

Susan H. Krueger  
New School for Social Research  
New York  
Comparative Literature

Sites of Meaning, Processes of Meaning:  
Allegory and its Forms in Goethe's Late  
Work

Johanna M. Meskill  
CUNY Res. Fdn./Lehman College  
Bronx  
History

Civic Leadership and Urban Reform in  
Frankfurt am Main, 1890-1914

Sachiko Murata  
SUNY Res. Fdn./Stony Brook Main Campus  
Stony Brook  
Nonwestern Religion

The Feminine Principle in Islamic  
Thought

## NATIONAL ENDOWMENT FOR THE HUMANITIES (New York/North Carolina)

Alice S. Nakhimovsky  
Colgate University  
Hamilton  
Slavic Literature

Russians, Jews, and Russian Jews: The  
Search for Identity Through Literature

Carole G. Silver  
Stern College  
New York in England, 1832-1923  
British Literature

A Strange and Separate People:  
Scholarship and Literature about Fairies

Robert Viscusi  
CUNY Res. Fdn./Brooklyn College  
Brooklyn  
British Literature

Italics and Romans: Robert Browning and  
Italy

Patricia B. Wallace  
Vassar College  
Poughkeepsie  
Literature

Private and Common Worlds: Modern  
American Poetry and the Spirit of  
Worldliness

Brenda Wineapple  
Union College, Schenectady  
Schenectady  
American Literature

The Biography of Janet Flanner

Jean F. Yellin  
Pace University, New York  
New York and Reformer  
American Literature

Biography of Harriet Jacobs,  
Afro-American Fugitive Slave, Author,

James L. deJongh  
CUNY Res. Fdn./City College  
New York  
Comparative Literature

Black Harlem and the Literary  
Imagination

NORTH CAROLINAFellowships for Independent Study and Research

Michael A. Gillespie  
Duke University  
Durham  
Political Science

The Origin and Meaning of Nihilism

Gordon Darnell Newby  
North Carolina State University  
Raleigh  
History of Religion

A History of the Jews of Arabia



## NATIONAL ENDOWMENT FOR THE HUMANITIES (North Carolina/Ohio)

Richard A. Soloway  
University of North Carolina, Chapel Hill  
Chapel Hill  
British History

Demography and Degeneration: the  
Declining Birth Rate in 20th-Century  
Britain

OHIOFellowships for Independent Study and Research

Lawrence J. Friedman  
Bowling Green State University  
Bowling Green  
American History

A History of the Menninger  
Clinic-Foundation, 1919-1967

Jonathan B. Riess  
University of Cincinnati  
Cincinnati 15th-Century Italy  
Art History and Criticism

Luca Signorelli's Orvieto Frescoes and  
the Culture of Apocalypticism in Late

Fellowships for College Teachers

\*C\* Kirk R. Emmert  
Kenyon College  
Gambier  
Political Science

Theodore Roosevelt's View of the  
American Presidency

Clayton R. Koppes  
Oberlin College  
Oberlin  
American History

Censorship and the Democratic Art: The  
Hays Office and Hollywood

Peter M. Rutkoff  
Kenyon College  
Gambier  
American Studies

New York Modern: The Arts and the City  
1900-1975

Ronald A. Sharp  
Kenyon College  
Gambier  
British Literature

Keats and the Romantic Idea of  
Friendship

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Oklahoma/Oregon/Pennsylvania)

OKLAHOMAFellowships for Independent Study and Research

<p>*C* Donald J. Maletz University of Oklahoma, Norman Norman Political Science</p>	<p>American Constitutionalism and Revolutionary Politics</p>
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Fellowships for College Teachers

<p>Thomas A. Home University of Tulsa Tulsa Political Science</p>	<p>The Natural Right to Property: Grotius to the New Poor Law</p>
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OREGONFellowships for Independent Study and Research

<p>Carol T. Silverman University of Oregon, Eugene Eugene Folklore</p>	<p>Tradition, Cultural Ideology, and Contemporary Folklore in Bulgaria</p>
--	--

PENNSYLVANIAFellowships for Independent Study and Research

<p>Thomas H. Connolly University of Pennsylvania Philadelphia Music History and Criticism</p>	<p>The Cult of St. Cecilia from Antiquity to the Renaissance</p>
<p>David J. Hogan University of Pennsylvania Philadelphia American History</p>	<p>Education and the Great Transformation in Philadelphia, 1808-1920</p>
<p>Susan Naquin University of Pennsylvania Philadelphia Far Eastern History</p>	<p>The Temples of Peking</p>
<p>Robert F. Storey Temple University Philadelphia American Literature</p>	<p>The Symbolist Movement in American Literature and Art</p>

NATIONAL ENDOWMENT FOR THE HUMANITIES (Pennsylvania/Rhode Island)

Fellowships for College Teachers

Elizabeth Block  
Haverford College  
Haverford  
Classical Literature

The Relation of Audience to Narrator in  
Oral and Literary Epic

Linda L. Clark  
Millersville State College  
Millersville  
History

Crossing Administrative Barriers: French  
Professional Women and Careers in the  
Governmental Bureaucracy, 1870-1940

Mary A. Hill  
Bucknell University  
Lewisburg  
American History

Charlotte Perkins Gilman: A Journey From  
Within

Emily Honig  
Lafayette College  
Easton  
Far Eastern History

The Making of an Underclass: Subei  
People in Shanghai, 1840-1980

Donald B. Kraybill  
Elizabethtown College  
Elizabethtown  
Sociology

Amish, Mennonites and Brethren in the  
Quandary of Modernity, 1880-1980

Richard K. Matthews  
Ursinus College  
Collegeville  
Political Science

If Men Were Angels: James Madison and  
the Politics of Fear

Lawrence J. Taylor  
Lafayette College  
Easton  
Anthropology

The Social Construction of Historical  
Consciousness in Donegal, Ireland

RHODE ISLAND

Fellowships for Independent Study and Research

Franco Fido  
Brown University  
Providence  
Literature

Before and After Manzoni: The Quest for  
the Novel in 18th- and 19th-Century Italy

NATIONAL ENDOWMENT FOR THE HUMANITIES (Rhode Island/South Carolina)

David Krause  
Brown University  
Providence  
British Literature

The Letters of Sean O'Casey, Vol. III

Martha C. Nussbaum  
Brown University  
Providence  
History of Philosophy

The Practical Value of Ethics: Aristotle  
and the Hellenistic Thinkers

Fellowships for College Teachers

Pamela J. Benson  
Rhode Island College  
Providence  
Renaissance Studies

The Dilemma of the Independent Women in  
the Renaissance

Frank C. Costigliola  
University of Rhode Island  
Kingston  
American History

American Political, Economic, Cultural,  
and Military Relations with Western  
Europe, 1956-1974

Natalie B. Kampen  
University of Rhode Island  
Kingston  
Art History and Criticism

Historical Reliefs of the Roman  
Provinces

SOUTH CAROLINA

Fellowships for Independent Study and Research

Lacy K. Ford  
University of South Carolina, Columbia  
Columbia  
American History

Social Origins of Secession in South  
Carolina, 1800-1860

Fellowships for College Teachers

Elizabeth R. Bethel  
Lander College  
Greenwood  
Sociology

Afro-Americans in the Old Northwest

Stjepan G. Mestrovic  
Lander College  
Greenwood  
Sociology

Durkheim as Philosopher

NATIONAL ENDOWMENT FOR THE HUMANITIES (Tennessee/Texas)

TENNESSEE

Fellowships for Independent Study and Research

Paul H. Freedman  
Vanderbilt University  
Nashville  
European History

The Origins of Peasant Enserfment in  
Medieval Catalonia

Dewey W. Grantham  
Vanderbilt University  
Nashville  
American History

The South in the 20th Century: Regional  
Change and Persistence in Modern America

Fellowships for College Teachers

Miriam Levering  
University of Tennessee, Knoxville  
Knoxville  
Comparative Religion

Daily Recitation: A Study of Canon and  
Ritual in Chinese Buddhism

TEXAS

Fellowships for Independent Study and Research

Vincent J. Bruno  
University of Texas, Arlington  
Arlington  
Art History and Criticism

Delos and Pompeii: A Comparative Study  
of Greek and Roman Painting Techniques

\*C\* John W. Danford  
University of Houston Central Campus  
Houston  
Political Science

Hume's Republicanism and the Origins of  
the Constitution

Donald G. Quataert  
University of Houston Central Campus  
Houston  
Near Eastern History

A Reinterpretation of the History of  
Manufacturing in the Ottoman Middle  
East, 1800-1914

Peter Allison Stitt  
University of Houston Central Campus  
Houston  
American Literature

The Authorized Biography of James Wright

Martin J. Wiener  
Rice University  
Houston  
British History

Conceptions of Man and Criminal Policy  
in Britain, 1820-1914

NATIONAL ENDOWMENT FOR THE HUMANITIES (Texas/Vermont/Virginia)

Fellowships for College Teachers

Wendy B. Faris  
University of Texas, Arlington  
Arlington  
Comparative Literature

Labyrinths and Legibility: Symbolic  
Landscape and Narrative Design in Modern  
Fiction

Jonathan L. Kvanvig  
Texas A&M University Main Campus  
College Station  
Philosophy

Rationality, Causality, and a Virtue  
Epistemology

VERMONT

Fellowships for College Teachers

Donald S. Lopez, Jr.  
Middlebury College  
Middlebury  
Nonwestern Religion

The Truths of Death: A Tibetan Taxonomy

VIRGINIA

Fellowships for Independent Study and Research

James L. Axtell  
College of William and Mary  
Williamsburg  
American History

American Encounter: The Confluence of  
Cultures in Colonial North America

Spencer J. Golub  
University of Virginia, Charlottesville  
Charlottesville  
Theater History and Criticism

Nikolai Evreinov: A Critical Biography

Dale E. Hoak  
College of William and Mary  
Williamsburg  
British History

The Tudor Court in the Reigns of Edward  
VI and Mary I

Enno E. Kraehe  
University of Virginia, Charlottesville  
Charlottesville  
European History

Metternich's German Policy and the  
Contest with Russia, 1815-20: A Study in  
the Relationship of Ideology and Power

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Virginia)

Robert A. Rutland  
University of Virginia, Charlottesville  
Charlottesville  
American History

Understanding the First Amendment: What  
the Framers Intended and Where We Are  
Today

Dora L. Wiebenson  
University of Virginia, Charlottesville  
Charlottesville  
Architecture

Interpretations of Vitruvius' Treatise  
on Architecture from 1450 to the Present

Fellowships for College Teachers

Roger Ariew  
Virginia Polytechnic Inst. & State University  
Blacksburg  
Philosophy

Late Scholastic and Cartesian Cosmology

Lynn M.Z. Bloom  
Virginia Commonwealth University  
Richmond  
American Literature

Songs of Ourselves: A History of  
American Autobiography

Edwin D. Craun  
Washington and Lee University  
Lexington  
British Literature

"Wikked Tunge": The Abuse of Language in  
Middle English and Scottish Literature

A. Roger Ekirch  
Virginia Polytechnic Inst. & State University  
Blacksburg  
American History

Revolutionary Justice: The Problem of  
Crime in America, 1760-1810

John B. Foster, Jr.  
George Mason University  
Fairfax  
Comparative Literature

European Modernism and Vladimir  
Nabokov's Career from 1925 to 1950

John F. Heil  
Virginia Commonwealth University  
Richmond  
Epistemology

The Psychology of Rational Judgment

Howard Horwitz  
George Mason University  
Fairfax  
American Literature

By the Law of Nature: Literary and  
Economic Values in 19th-Century America

## NATIONAL ENDOWMENT FOR THE HUMANITIES (Virginia/Washington)

Deborah E. Kaplan  
George Mason University  
Fairfax  
British Literature

Representing Two Cultures: Jane Austen's  
Life and Works

Alan F. McMichael  
Virginia Polytechnic Inst. & State University  
Blacksburg  
Metaphysics

Universals and the Natural World

Don A. Monson  
College of William and Mary  
Williamsburg  
French Literature

Andreas Capellanus, Scholasticism, and  
the Courtly Tradition

Robert Scholnick  
College of William and Mary  
Williamsburg  
American Literature

Walt Whitman and Science

WASHINGTONFellowships for Independent Study and Research

Richard G. Salomon  
University of Washington  
Seattle  
Asian Languages

Indic Epigraphy: A Guide to the Study of  
Sanskrit and Prakrit Inscriptions

Fellowships for College Teachers

William Ray Arney  
Evergreen State College  
Olympia  
Sociology

Experts and Expertise in the New Age

Elizabeth R. Primavera  
University of Puget Sound  
Tacoma  
Spanish Literature

The Spirit of the Letter: Religious  
Themes of Jorge de Montemayor and the  
16th-Century Pastoral Romance



NATIONAL ENDOWMENT FOR THE HUMANITIES (Washington D.C./Wisconsin)

WASHINGTON D.C.

Fellowships for Independent Study and Research

Ann H. Hulbert  
Unaffiliated  
Washington  
American Literature

Jean Stafford: A Critical and Cultural  
Portrait

Janet Oppenheim  
American University  
Washington  
British History

A History of a Medical Phenomenon in  
Victorian England

David J. Walsh  
Catholic University of America  
Washington  
Political Science

The Recovery of the Transcendent  
Foundation of Politics

Fellowships for College Teachers

Charles L. Griswold, Jr.  
Howard University  
Washington  
History of Philosophy

Adam Smith on the 'Subject' of Political  
Economy

WISCONSIN

Fellowships for Independent Study and Research

James M. Rhodes  
Marquette University  
Milwaukee  
Political Science

Religion, Politics, and Freedom

John C. Street  
University of Wisconsin, Madison  
Madison  
Linguistics

The Linguistic Significance of the  
Punctuation of Mongolian in the  
YUAN-CH'AO PI-SHIH

R. A. Sutton  
University of Wisconsin, Madison  
Madison  
Music History and Criticism

Musical Pluralism and Regional Identity  
in Contemporary Java

# NATIONAL ENDOWMENT FOR THE HUMANITIES (Wisconsin/Foreign Countries)

## Fellowships for College Teachers

Paul P. Abrahams  
University of Wisconsin, Green Bay  
Green Bay  
American History

American Geopolitical Thought and its  
Influence, 1918-1948

Thomas P. Kasulis  
Northland College  
Ashland  
Non-Western Philosophy

Preserving Intimacy: A Key to  
Understanding Japanese Thought

Paul E. Sprague  
University of Wisconsin, Milwaukee  
Milwaukee  
Architecture

A Documented Catalogue of the Early Work  
of Frank Lloyd Wright

## FOREIGN COUNTRIES

### Fellowships for Independent Study and Research

\*C\* Robert Eden  
Dalhousie University  
Nova Scotia  
Political Science

Is A Constitutionalist Political  
Realignment Possible?

Clifford Orwin  
University of Toronto  
Canada  
Political Science

Right in a World of Harsh Necessities:  
The Problem of Justice in Thucydides

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# NEWS



National Endowment for  
the Humanities

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Washington, D.C. 20506

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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT MAKES KEY APPOINTMENTS

The National Endowment for the Humanities (NEH) has appointed Pamela Glenn Menke Director of its Division of Education Programs. Hugh Hewitt has been named NEH General Counsel.

NEH Acting Chairman John Agresto said of the appointments, "I am pleased to welcome Pamela Menke and Hugh Hewitt to the endowment. Their expertise and proven abilities are a valued addition to the staff."

Pamela Menke was provost and dean of faculty at Colby-Sawyer College in New Hampshire. From 1976 to 1981, she was Academic Dean and professor of English at St. Mary's Dominican College in New Orleans.

Menke was vice-president for educational development at Trident Technical College in Charleston, South Carolina from 1973 to 1976. Prior to this she chaired the Division of Fine Arts and Humanities at Brenau College in Gainesville, Georgia, and the English and Social Sciences departments at Guilford Technical Institute in Jamestown, North Carolina.

Menke earned a B.A. in English from Indiana University/Bloomington in 1962. At the University of North Carolina at Chapel Hill, she specialized in Nineteenth Century American Literature, receiving an M.A. in English in 1965 and a Ph.D. in 1971.

Hugh Hewitt served as an assistant counsel in the White House. Previously, Hewitt provided legal research and analysis as a special assistant to Attorney General William French Smith. He clerked for Judge Roger Robb of the United States Court of Appeals for the District of Columbia Circuit in 1983 and 1984.

Hewitt served for two years as a staff aide to Richard Nixon in San Clemente and New York. He provided the former President with editorial assistance in writing his 1980 book, The Real War. Hewitt also worked as an assistant to David Eisenhower.

Hewitt received his A.B. in Government from Harvard College in 1978. He earned his J.D. from the University of Michigan in 1983.

###



## HUMANITIES ENDOWMENT'S ACTING CHAIRMAN TO PRESENT MAINE GRANT

John Agresto, acting chairman of the National Endowment for the Humanities (NEH), and Congressman John R. McKernan, Jr., (R-Ist) will present an NEH grant to the University of Southern Maine on Monday, March 17, 1986.

The presentation will take place at a news conference to be held at Honors House, 102 Bedford St., Portland, at 9:30 a.m.

CONTACT:

Prof. Martin Rogoff  
Director, Honors Program  
University of Southern Maine  
207/780-4330

Susan Metts  
Director of Public Affairs  
National Endowment for the Humanities  
202/786-0446

# NEWS



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EMBARGOED UNTIL: Thursday, March 27, 6:30 p.m. EST

## HUMANITIES ENDOWMENT ANNOUNCES FIRST AWARDS TO BICENTENNIAL YOUNGER SCHOLARS

WASHINGTON, March 27 -- The first awards in the Humanities Endowment's new program for Bicentennial Younger Scholars were announced today by Acting Chairman John Agresto.

Agresto said 66 awards, the result of a special national competition, would go to high school and college students in 28 states and the District of Columbia. The students will spend nine weeks during the coming summer doing research and writing papers on the U.S. Constitution.

"This program was created to help students explore the meaning of constitutional government and share their findings with all Americans," said Agresto. "They have earned the opportunity to study and write about the American Constitution and to reflect on the greatness of this document, under which we have prospered as a nation for almost 200 years."

NEH announced the competition for Bicentennial Younger Scholars on the 198th anniversary of the signing of the U.S. Constitution last September 17. Two hundred sixty-three students applied for the awards by the December 15 deadline.

Agresto, author of a book and articles on the Constitution, described the applications and the resulting awards as "a credit to the quality of students in this nation, and a credit to their subject."

He said a project to be conducted by Andrew B. Klafter, a junior at Brighton High School in Rochester, New York, "is typical of the serious work to be done." Klafter will write on "The Substantive Meaning of the First Amendment Regarding Religion in Public Schools." He is among 29 high school students to be named Bicentennial Younger Scholars.

High school students will receive \$1,800 and college students \$2,200. Each award includes \$400 for the teacher or professor who serves as project adviser to the student.

- MORE -

NEH News - Bicentennial Younger Scholars

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Page Two

The 29 high school Bicentennial Younger Scholars, their schools, states, and projects include:

- o Michelle M. Kao, junior, Winston Churchill High School, Potomac, MD; "Separation of Powers: A Critical Study of Montesquieu's Influence on the U.S. Constitution";
- o Brad S. Lander, junior, Parkway North High School, St. Louis, MO; "Roman Influence on the United States Constitution";
- o Michelle M. McGlone, senior, Brockton High School, Brockton, MA; "The Massachusetts Constitutional Ratification and Its Impact on the Nation";
- o Kelly A. Mansfield, junior, Kent Place School, Morristown, NJ; "Slavery in the Constitution";
- o Amy L. Wesselman, senior, Glencoe High School, Hillsboro, OR; "The Consequences of Abdicating or Abusing the Power of Self-Government as provided for in the U.S. Constitution."

The 37 college Bicentennial Younger Scholars, their institutions, states, and projects include:

- o Gwendolyn R. Vereen, junior, University of South Carolina - Coastal Carolina College, Conway, SC; "Alexander Hamilton's Understanding of the Constitution";
- o Elizabeth A. Lehfeldt, sophomore, Lawrence University, Appleton, WI; "The Constitutional Convention and Congressional Bicameralism";
- o Philip S. Clark, junior, Louisiana State University, Baton Rouge, LA; "The Anti-Federalist Critique of the American Founding";
- o Craig A. Cornelius, sophomore, Bryan College, Dayton, TN; "A Study of the Formation and Original Intent of First Amendment Religion Clauses";
- o Deborah I. Prawiec, junior, Loyola University, Chicago, IL; "Judicial Review and the Intention of the Framers."

# # #

NOTE: A complete list of 66 Bicentennial Younger scholars arranged by state is attached.

NEH has also made awards to 100 students in its regular Younger Scholars Program. A list of these awards is available on request.

EMBARGOED UNTIL 6:30 p.m. (EST) THURSDAY, MARCH 27, 1986

NATIONAL ENDOWMENT FOR THE HUMANITIES  
YOUNGER SCHOLARS FOR 1986

ALABAMA

Truelove, Jonathan A. K.  
Indian Springs School  
Jemison, Alabama  
Bacon's Rebellion and the American Revolution:  
Is There a Link?

ARIZONA

Bormanis, John C.  
University of Arizona  
Tucson, Arizona  
Biblical Allusions to the Father-Son  
Relationship in James Joyce's Ulysses.

CALIFORNIA

Choi, Sam  
El Modena High School  
Orange, California  
Thomas Hardy's Obsession with Women

Kevorkian, Martin W.  
Patrick Henry High School  
San Diego, California  
The Early Twentieth Century Small Town in  
Selected Literature and Visual Art

Caldwell, Sarah L.  
University of California, Berkeley  
Oakland, California  
A Study of Gesture in Classic Maya Art

Colvert, Gavin T.  
University of Santa Clara  
Santa Clara, California  
The Influence of Thomism on the World of  
James Joyce

CONNECTICUT

Anderson, IV, Robert L.  
Yale University  
New Haven, Connecticut  
History of the Civil Rights Movement in  
Macon, Georgia, 1959-1979

Boynton, Susan L.  
Yale University  
New Haven, Connecticut  
The Marian Motets of Ockeghem and the  
Cult of the Virgin in the Fifteenth  
Century: A Liturgico-Musical Study

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
YOUNGER SCHOLARS FOR 1986

CONNECTICUT  
(cont.)

Gendler, Tamar  
Yale University  
New Haven, Connecticut  
Aesthetic Education in Plato, Schiller,  
and Dewey

Gerstenhaber, Rachel R.  
Yale University  
New Haven, Connecticut  
The Purposes and Effects of Corporate  
Art Collections

Kronengold, Charles S.  
Yale University  
New Haven, Connecticut  
Issues in Musical Text-Setting of Poetry

Levine, David A.  
Yale University  
New Haven, Connecticut  
Philosophy of Myth: A Synthesis of the  
Structural and Critical Analytic Methods  
of Textual Analysis

Parr, Matthew A.  
Yale University  
New Haven, Connecticut  
Crisis of Romanticism in Shelley and Stevens

Ramsey, Katherine E.  
Yale University  
New Haven, Connecticut  
The Significance of Isadora Duncan and Ruth  
St. Denis for the Development of American  
Modern Dance

FLORIDA

Woodhouse, Susan S.  
University of South Florida  
Sarasota, Florida  
Deconstruction as Literary Criticism and  
a Deconstructive Analysis of Andrei  
Bely's Novel Petersburg



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NATIONAL ENDOWMENT FOR THE HUMANITIES  
YOUNGER SCHOLARS FOR 1986

GEORGIA

Bullock, Judith R.  
Cedar Shoals High School  
Athens, Georgia  
A Forty Year Study of Black Political Activity in Atlanta

Cape, Lee L.  
Athens Christian School  
Arnoldsville, Georgia  
The Qumran Community: A Study in Intertestamental Judaism

Hollahan, Brian W.  
Druid Hills High School  
Atlanta, Georgia  
Interpretation of Cultural Works:  
Music in the Poetry of Gerard Manley Hopkins

ILLINOIS

Fitzgibbons, Mary E.  
Northwestern University  
Evanston, Illinois  
The Theme of the Word and the Book in Eight Exeter Book Riddles

IOWA

Dunlop, Amy J.  
Ames Senior High School  
Ames, Iowa  
Ed Kienholz and Red Grooms: The Art of Social Suggestion

Grayson, Terry-lynn  
Iowa State University  
Ames, Iowa  
Louise Bryant and the Bolshevik Revolution

KANSAS

Fremmerman, Sarah A.  
Shawnee Mission East High School  
Prairie Village, Kansas  
Dramatic Criticism and Contemporary Theater

LOUISIANA

Babin, James M.  
L.S.U. Laboratory School  
Baton Rouge, Louisiana  
Christian and Existential Themes in the Work of Walker Percy

Bravo, III, Jorge J.  
Jesuit High School  
Thibodaux, Louisiana  
The Peace Plays of Aristophanes

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
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LOUISIANA  
(cont.)

Todaro, Craig C.  
Jesuit High School  
New Orleans, Louisiana  
The Nature of Tragedy in Oedipus Rex,  
Hamlet, and Death of a Salesman

MAINE

Darby, Connie A.  
Edward Little High School  
Auburn, Maine  
Religious Ceremony and Form in Egyptian Architecture

MARYLAND

Forman, Ross G.  
Winston Churchill Senior High School  
Potomac, Maryland  
A Pageant of Princes: The Image of the  
Indian Nobles in Fiction by British and Indian Authors

DiNucci, Celeste M.  
Saint John's College, Main Campus  
Annapolis, Maryland  
Parallels in Linguistic and Political Necessities  
in Hobbes' Leviathan

Gillies, Sarah J.  
University of Maryland University College  
College Park, Maryland  
The Role of Food in Seventeenth Century  
Dutch Art

MASSACHUSETTS

Callahan, Bryan T.  
Deerfield Academy  
South Deerfield, Massachusetts  
The Labor Movement in the Connecticut Valley, 1870-1900

Hawke, Christopher M.  
Swampscott High School  
Swampscott, Massachusetts  
The Satire of Petronius and Juvenal

Teare, Sean D.  
Scituate High School  
Scituate, Massachusetts  
F.D.R. and J.F.K. as Effective Presidential Communicators

Barker, Emily C.  
Harvard University  
Cambridge, Massachusetts  
The Transition from Pastoral to  
Political Verse: Andrew Marvell's  
"Upon Appleton House".

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MASSACHUSETTS  
(cont.)

Burns, Francesca J.  
Amherst College  
Amherst, Massachusetts  
The Writing of Flannery O'Connor  
and Its Evolution

Kim, Claire J.  
Harvard University  
Cambridge, Massachusetts  
Nietzsche's View of Socrates:  
A Philosophical Attack

McNamer, Sarah E.  
Harvard University  
Cambridge, Massachusetts  
Style in Julian of Norwich's  
Revelations of Divine Love

Mullin, Wallace P.  
Boston College  
Chestnut Hill, Massachusetts  
Verbal leitmotifs in The Brothers  
Karamazov

Ransome, Elizabeth  
Harvard University  
Cambridge, Massachusetts  
The Portrayal of Women Criminals in  
the Chapbooks and Broad­sides  
of Eighteenth Century England

Townsend, Heather M.  
Harvard University  
Cambridge, Massachusetts  
The Novels of Aphra Behn

Weinstein, Marissa J.  
Brandeis University  
Waltham, Massachusetts  
Learning from Dante and Wordsworth

MICHIGAN

Sendra, Scott  
Dexter High School  
Dexter, Michigan  
Jean Jacques Rousseau's Theory of Freedom

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MICHIGAN  
(cont.)

Baxter, Marie M.  
Albion College  
Albion, Michigan  
Interpreting the Relationship  
between Form and Content in Bertolt  
Brecht's Ballads

Novelli, Rebecca L.  
University of Michigan, Ann Arbor  
Ann Arbor, Michigan  
A Comparison of the Sequence Hymns  
of Notker to the Classical Lyric

MINNESOTA

Hunt, Carolyn M.  
Carleton College  
Northfield, Minnesota  
Comparative Study of Folklore in Four  
American Ethnic Novels

Machacek, Gregory G.  
Saint John's University, Collegeville  
Collegeville, Minnesota  
Robert Lowell's Poetry through Narrative  
Theory

Ryan, Gery W.  
Carleton College  
Northfield, Minnesota  
What it Means to Understand the "Other"  
Through A Review of Works on Native  
American Culture

MISSOURI

Kaeding, Keri V.  
Steelville R-III High School  
Steelville, Missouri  
The Influence of Natural Philosophy on  
Bacon's Writing Style

Diaz, Thomas J.  
University of Missouri, Columbia  
Columbia, Missouri  
The Sophistic Movement and Sophocles'  
Oedipus the King

NEBRASKA

Cox, Lori A.  
Hastings College  
Hastings, Nebraska  
Carolyn Renfrew, Nebraska Author:  
a Literary and Historical Appraisal

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NEW HAMPSHIRE

Griffin, Gerard F.  
Phillips Exeter Academy  
Exeter, New Hampshire  
A Study of John Langdon and Nicholas  
Gilman, New Hampshire's First Politicians

NEW JERSEY

Anderson, Joel H.  
Princeton University  
Princeton, New Jersey  
Alternatives to Impersonal Moral Theories

Kauffman, L. A.  
Princeton University  
Princeton, New Jersey  
The Idea of the Nation in 19th Century  
Catalan Nationalism

NEW MEXICO

Parker, Todd C.  
University of New Mexico  
Albuquerque, New Mexico  
Dominant Figures: Sexual Archtypes  
in Blake's Poetry

NEW YORK

Cowan, Dianne J.  
Immaculate Heart Central High School  
Watertown, New York  
Historical Revisionism about the First Duke  
of Marlborough

Judkins, Alexander R.  
Warsaw Central High School  
Warsaw, New York  
An Analysis of Popular Culture in Fourteenth  
to Sixteenth Century France and Italy

Lopez, Jonathan  
Bronx High School of Science  
New York, New York  
Man and War in the Works of Ernest Hemingway  
and Pio Baroja

Rogosin, Serge B.  
The Bronx High School of Science  
Queens Village, New York  
Religious and Supernatural Themes in Gogol

Watson, Ian M.  
The Harley School  
Rochester, New York  
Catawba Indian Genealogy

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NEW YORK  
(cont.)

Wolfteich, Claire E.  
Lawrence High School  
Atlantic Beach, New York  
The Bible's Use as a Justification for  
Pro-Slavery and Anti-Slavery Positions

Basora, Andrea C.  
Columbia University  
New York, New York  
The Role of Women in the Mexican  
Revolution

Bickel, Courtney J.  
Columbia University  
New York, New York  
The Moral Autonomy of the  
Will - Nietzsche vs. Kant

Browne, Christopher R.  
Columbia University  
New York, New York  
1968 Spring-Columbia: a Retrospective  
View

DeLancey, Craig Stephen  
University of Rochester  
Rochester, New York  
The Golden Dawn: A Study of Modern  
Magic Practice

Engel, David M.  
Colgate University  
Hamilton, New York  
Aristotle On Sleep and On Dreams

Fleisig, Morgen L.  
Columbia University  
New York, New York  
The philosophies and Architecture  
of Frank Lloyd Wright: 1914-1932

Gottdiener, Brenda F.  
Brooklyn College  
Brooklyn, New York  
Medicine and Miraculous Healing: Science  
and Religion in Early Christianity

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NEW YORK  
(cont.)

Leavy, Ann Marie  
New York University  
New York, New York  
The Life and Photography of Andre' Kertesz

Liebowitz, Michael E.  
Columbia University  
New York, New York  
Stravinsky, Eliot, and the Inevitability of  
Post-Modernism

Radtke, Robert W.  
Columbia College  
New York, New York  
The Western Education of Chinese  
Intellectuals at Columbia University

Richards, Heather L.  
Columbia University  
New York, New York  
How the Civil War Affected a  
Small New England Town

Veghte, Benjamin W.  
Columbia University  
New York, New York  
The Yeoman Farmer in Western North  
Carolina during the Civil War and Reconstruction

Whyte, Alexandra W.  
Barnard College  
Columbia University  
New York, New York  
Building a Community of God:  
Beliefs and Colonial Town Structures

NORTH CAROLINA

Mauskopf, Alice F.  
C.E. Jordan Senior High School  
Durham, North Carolina  
The Horrors of War: Four Artists'  
Response to Modern Warfare

OHIO

Hawks, Thomas B.  
Hillsdale High School  
Ashland, Ohio  
Twentieth Century Poetic Insights onto the Visual Arts

Albert, Laura N.  
Oberlin College  
Oberlin, Ohio  
Melville: Civilization and Savagery

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OHIO  
(cont.)

Fain, Darren K.  
Ohio University  
Athens, Ohio  
Nietzsche and Music: His Aesthetics

Platt, Russell J.  
Oberlin College  
Oberlin, Ohio  
Romanticism in Modern American Music

Rosenthal, Seth I.  
Oberlin College  
Oberlin, Ohio  
Research and Interpretation of the Good  
Neighbor Policy, 1933-1945

Shohet, Lauren E.  
Oberlin College  
Oberlin, Ohio  
Text Setting in Six Cantatas of Elisabeth  
Jacquet de la Guerre

Storrow, Richard F.  
Miami University, Oxford  
Oxford, Ohio  
Feminism in the Novels of Anne Bronte

OREGON

Wright, Sue M.  
University of Oregon, Eugene  
Eugene, Oregon  
Women's Role in Nineteenth-Century  
Charismatic Movements

Abbott, Deborah A.  
Haverford College  
Haverford, Pennsylvania  
Community Life in Late Nineteenth  
Century

Bazinet, Michael F.  
University of Pennsylvania  
Philadelphia, Pennsylvania  
Two North African Cloaks: A Comparison

Faber, Eve S.  
Swarthmore College  
Swarthmore, Pennsylvania  
Suffrage in Buffalo



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NATIONAL ENDOWMENT FOR THE HUMANITIES  
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PENNSYLVANIA  
(cont.)

Harrison, Michelle B.  
Duquesne University  
McKees Rocks, Pennsylvania  
Belisarius in the New Republic

McElhinny, Bonnie S.  
University of Pittsburgh  
Pittsburgh, Pennsylvania  
A Comparison of Simplification  
in Pidgins and Artificial Languages

McInerney, Andrew E.  
Pennsylvania State University, Main Campus  
University Park, Pennsylvania  
Existential Psychoanalysis: A Theoretical  
and Practical Approach.

Rudnytzky, Kateryna A.  
La Salle College  
Melrose Park, Pennsylvania  
Peale's Garden as Art

Saler, Bethel A.  
Bryn Mawr College  
Bryn Mawr, Pennsylvania  
The Women's Settlement House in Britain  
and the United States, 1880-1920

Shah, Nayan B.  
Swarthmore College  
Swarthmore, Pennsylvania  
Swadeshi and the Evolution of Indian  
Nationalist Thought, 1870-1947

TENNESSEE

Nichols, II, Phillip Lynn  
Halls High School  
Knoxville, Tennessee  
Monumentality in Three Great Democratic  
Capitals: Rome, Paris, and Washington

TEXAS

Lu, Tina L.  
St. John's School  
Houston, Texas  
The Influence of Women on the Diplomacy at  
the Congress of Vienna

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TEXAS  
(cont.)

Sanchez, Pedro A.  
Greenhill School  
Rowlett, Texas  
Visions of Hell: Changes in the Christian  
Idea of Salvation in Relief Sculpture  
and Painting

VERMONT

Hall, Timothy R.  
University of Vermont  
Burlington, Vermont  
The Historiography of Hayden White:  
An Analysis of Narrative and Literary  
Interpretations of History

VIRGINIA

Jortner, Susan N.  
Blacksburg High School  
Blacksburg, Virginia  
The Decline of the Political Boss in Novels  
After World War II

Kilper, Daniel C.  
Blacksburg High School  
Blacksburg, Virginia  
The Lost Battle: Guy de Maupassant's Views  
on Man and War

Pinckney, Sarah W.  
St. Catherine's School  
Richmond, Virginia  
Study of Jane Austen's Characterization

Clarke, Sharon  
College of William and Mary  
Williamsburg, Virginia  
Sir Nikolaus Pevsner: Did he Mislead Us?

WEST VIRGINIA

Portzline, Peggy L.  
Fayetteville High School  
Fayetteville, West Virginia  
The Women Suffrage Movement in West Virginia:  
A Study of Male Attitudes

WISCONSIN

Swiderski, Suzanne W.  
Saint Norbert College  
De Pere, Wisconsin  
The Strategy of Swift's Attack in  
His Examiner Papers

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BICENTENNIAL YOUNGER SCHOLARS FOR 1986

ARIZONA

\*Hlosek, Andrea J.  
Prescott High School  
Prescott, Arizona  
History of Search and Seizure

CALIFORNIA

\*Glueck, Jeffrey S.  
Newport Harbor High School  
Newport Beach, California  
Church-State Separation: Madison and 18th Century Thinkers

\*Newman, Darlene S.  
Benjamin Franklin High School  
Los Angeles, California  
Evolution and Development of Judicial Review

\*Stokely, Jennifer L.  
Claremont High School  
Claremont, California  
The Constitution in Space

COLORADO

\*Pfeiff, Laurie Lynn  
The Colorado College  
Colorado Springs, Colorado  
The Formulation and Wilsonian Alternation of  
the American Presidency

CONNECTICUT

\*Kass, Sarah  
Yale University  
New Haven, Connecticut  
Religion and the Constitution

\*Macht, Timothy A.  
Yale University  
New Haven, Connecticut  
The Constitutionality of Mandatory Drug Testing

DISTRICT  
OF COLUMBIA

\*Klubes, Benjamin B.  
The George Washington University  
Washington, District of Columbia  
The First Federal Congress and the Constitution:  
The National Bank Bill as a Case Study in Interpretation

FLORIDA

\*Riley, Michelle T.  
Coral Gables High School  
Coral Gables, Florida  
Free Blacks in Florida and the Dred Scott Decision

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
BICENTENNIAL YOUNGER SCHOLARS FOR 1986

FLORIDA  
(Cont.)

\*Kian, David L.  
University of Florida  
Gainesville, Florida  
Judicial Review, Federalism, and the Formation of  
the American Republic

HAWAII

\*Chee, Ryan M.  
Mid-Pacific Institute  
Mililani, Hawaii  
Meaning, Intent, and Application of the Eighth Amendment  
of the Constitution

IDAHO

\*Casner, Nick A.  
Boise State University  
Boise, Idaho  
Rejected Amendments: The Five Amendments Excluded from  
the Bill of Rights

ILLINOIS

\*Deardorff, Anne M.  
Steinmetz High School  
Chicago, Illinois  
Liberty and Power in the Writing of the Constitution

\*Prawiec, Deborah I.  
Loyola University, Chicago  
Chicago, Illinois  
Judicial Review and the Intentions of the Framers

\*Snyder, Colleen M.  
MacMurray College  
Jacksonville, Illinois  
Judicial Review: Origins and Intentions

INDIANA

\*Moore, Kent J.  
Anderson College  
Anderson, Indiana  
The Presidency: What Does the Constitution Mean?

\*Speranza, Laura J.  
St. Mary's College  
Notre Dame, Indiana  
James Wilson -- His Legal Theory  
and its Influence on the Formation of the Constitution

IOWA

\*Brandt, Lori F.  
Oskaloosa Senior High School  
Oskaloosa, Iowa  
Locke's Influence on the Constitution

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LOUISIANA

\*Clark, Philip S.  
Louisiana State University  
Baton Rouge, Louisiana  
The Anti-Federalist Critique of the American Founding

MARYLAND

\*Kao, Michelle M.  
Winston Churchill High School  
Potomac, Maryland  
Separation of Powers: A Critical Study  
of Montesquieu's Influence on the U.S. Constitution

\*McCarthy, Thomas J.  
T.S. Wootton High School  
Gaithersburg, Maryland  
The U.S. Constitution as a Precedent in Latin America

MASSACHUSETTS

\*Alexander, Daniel L.  
Lexington High School  
Lexington, Massachusetts  
The Accountability Provisions of Article I: Historical Origins

\*Dailey, Jonathan C.  
Mount Greylock Regional High School  
Williamstown, Massachusetts  
Substantive Meaning and Intent of the Constitutional  
Provision Guaranteeing Freedom of Expression  
and its Relationship to National Security

\*Lippard, Joshua J.  
Buckingham Browne & Nichols School  
Cambridge, Massachusetts  
Was the First Bank Constitutional?:  
A Question of Strict Versus Loose Interpretation

\*McGlone, Michelle M.  
Brockton High School  
Brockton, Massachusetts  
The Massachusetts Constitutional  
Ratification and Its Impact on the Nation

\*Allison, Robert J.  
Harvard University Extension  
Cambridge, Massachusetts  
The Founding Fathers and Slavery

\*DiMeglio, Linda A.  
Harvard University  
Cambridge, Massachusetts  
The Electoral College and American Democracy

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MASSACHUSETTS  
(Cont.)

\*Mooney, Richard J.  
Harvard University  
Cambridge, Massachusetts  
Democracy and Freedom in American Constitutional History

\*Steinhoff, Anthony J.  
Brandeis University  
Waltham, Massachusetts  
Congressional Development and Colonial Society

MICHIGAN

\*Katz, David J.  
University of Michigan, Ann Arbor  
Ann Arbor, Michigan  
How the Taney Supreme Court Dealt  
With Economic and Technological Change

MINNESOTA

\*Casey, Jeanne E.  
St. Louis Park Senior High School  
St. Louis Park, Minnesota  
A Changing Constitution, A Shifting Balance of Power

\*Koepe, Kevin M.  
Carleton College  
Northfield, Minnesota  
A Reconsideration of Rousseau  
in Regard to Contemporary Obscenity

\*Steele, Karen M.  
St. Olaf College  
Northfield, Minnesota  
The Constitution and Autonomy

MISSOURI

\*Lander, Brad S.  
Parkway North High School  
St. Louis, Missouri  
Roman Influence on the United States Constitution

\*Renkins, Catherine E.  
Southeast Missouri State University  
Cape Girardeau, Missouri  
Bridging the Gap Between Founders'  
Philosophy and Popular Support

NEBRASKA

\*Dragon, Charles E.  
University of Nebraska at Omaha  
Omaha, Nebraska  
The Shifting Perspectives of E.S. Corwin on Judicial Review

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NEW JERSEY

\*Browne, Nina M.  
Ridgewood High School  
Ridgewood, New Jersey  
Sexual Bias in the U.S. Constitution

\*Mansfield, Kelly A.  
Kent Place School  
Morristown, New Jersey  
Slavery in the Constitution

\*Balleisen, Edward J.  
Princeton University  
Princeton, New Jersey  
The Constitution's Way of Protecting Rights

\*Phelon, Eileen M.  
Princeton University  
Princeton, New Jersey  
The Shaping of the Men Who Shaped the Nation:  
The Influence of the Scottish Enlightenment on Princeton

NEW YORK

\*Dreitzer, Richard I.  
Canarsie High School  
Brooklyn, New York  
Judicial Review and the Marshall Court:  
Its Origins and the Roots of its Development

\*Illig, Robert C.  
Pittsford Sutherland High School  
Rochester, New York  
Constitutionality of "Presidential" Wars

\*Klafter, Andrew B.  
Brighton High School  
Rochester, New York  
The Substantive Meaning of the First  
Amendment Regarding Religion in Public Schools

\*Lin, Edmund Y.  
Clarkstown High School North  
New City, New York  
Alexander Hamilton and the Constitution

\*Neira, Christian  
Trinity School  
New York, New York  
Virtue and Self-Interest in the Fight Over  
Ratification in NYC Newspapers, 1787-1788

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NEW YORK  
(Cont.)

\*Rubin, Anne S.  
Scarsdale High School  
Scarsdale, New York  
McCarthyism and The Bill of Rights in Scarsdale, New York

\*Leo, Leonard A.  
Cornell University  
Ithaca, New York  
The Free Exercise and Establishment of  
Religion Clauses of the Constitution: A Study of Intent

\*Yormick, Jon P.  
Canisius College  
Buffalo, New York  
Charles Pinckney: The Forgotten Father of the Constitution

NORTH CAROLINA

\*Finch, Keith R.  
Davidson College  
Davidson, North Carolina  
Jefferson and Madison: The Partnership

\*Parker, Jonathan H.  
University of North Carolina, Chapel Hill  
Chapel Hill, North Carolina  
The State Legislative Interpretation  
of the Establishment Clause  
of the First Amendment to the Constitution

OHIO

\*Saltzman, David H.  
Beachwood High School  
Beachwood, Ohio  
Judicial Review and the Constitutional Crisis of the 1930's

OKLAHOMA

\*Wiemer, Julie E.  
University of Tulsa  
Tulsa, Oklahoma  
An Anti-Federalist Understanding of the Constitution

OREGON

\*Wesselman, Amy L.  
Glencoe High School  
Hillsboro, Oregon  
The Consequences of Abdicating or Abusing the Power  
of Self-Government as Provided for in the U.S. Constitution

PENNSYLVANIA

\*Altermatt, Emily S.  
Chambersburg Area Senior High School  
Chambersburg, Pennsylvania  
John Dickinson and the Federal Constitution

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PENNSYLVANIA  
(Cont.)

\*Morgan, Kimberly D.  
The Baldwin School  
Villanova, Pennsylvania  
The Fourteenth Amendment: Its Intent, Meaning and History

\*Giunta, Linda M.  
Ursinus College  
Collegeville, Pennsylvania  
The Legal Status of Women: An Erratic Development

\*Heisey, Daniel J.  
Dickinson College  
Mechanicsburg, Pennsylvania  
The Roman Roots of John Dickinson's Constitutionalism

\*Uleman, Jennifer K.  
Swarthmore College  
Swarthmore, Pennsylvania  
Competing Conceptions of Human Nature and Their  
Implications for Constitutional Interpretation

SOUTH CAROLINA

\*Vereen, Gwendolyn R.  
University of South Carolina - Coastal Carolina College  
Conway, South Carolina  
Alexander Hamilton's Understanding of the Constitution

TENNESSEE

\*Cornelius, Craig A.  
Bryan College  
Dayton, Tennessee  
A Study of the Formation and Original  
Intent of First Amendment Religion Clauses

\*Wiegand, Joseph M.  
University of the South  
Sewanee, Tennessee  
The American Constitution, the House, and the People

TEXAS

\*Smithey, Shannon K.  
Southern Methodist University in Great Britain  
Saint Hilda's College at Oxford  
Dallas, Texas  
Privacy as a Constitutional Issue

WISCONSIN

\*DiMeglio, Richard P.  
Platteville High School  
Platteville, Wisconsin  
The Vice-Presidency and the Twenty-fifth Amendment:  
Constitutional and Contemporary Perspectives

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WISCONSIN  
(Cont.)

\*Grudzina, Grant E.  
Ripon College  
Ripon, Wisconsin  
Alexander Hamilton, Separation of Powers & Judicial Review

\*Haug, Dawn C.  
Beloit College  
Beloit, Wisconsin  
The Influence of Virginia's Religious Dissenters on  
the Writing of the First Amendment

\*Lehfelddt, Elizabeth A.  
Lawrence University  
Appleton, Wisconsin  
The Constitutional Convention and Congressional Bicameralism

# # #

# NEWS



National Endowment for  
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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT ANNOUNCES MEDIA PROJECTS SCHEDULED FOR BROADCAST ON PUBLIC TELEVISION AND RADIO

WASHINGTON -- American television and radio audiences can anticipate in coming months a number of major programs supported by recent grants from the National Endowment for the Humanities (NEH).

"These media projects will offer audiences thoughtful and serious programming in the humanities that is both enjoyable and instructive," said NEH Acting Chairman John Agresto.

Projects receiving recent grants from NEH include "Roanoak," a three-part television drama that examines the first prolonged contacts between English colonists and Native Americans 400 years ago during Britain's unsuccessful attempt to establish a permanent colony on the coast of North Carolina. These programs are tentatively scheduled for broadcast by the Public Broadcasting Service (PBS) as part of its "American Playhouse" series on successive Mondays, beginning May 26 at 9:00 p.m.

"Voices and Visions," a new series for PBS scheduled to premiere in January 1987, will explore the life and work of major American poets. Two recent NEH grants support the production of separate programs on Wallace Stevens and Langston Hughes in this 13-part series.

-OVER-

Other NEH-supported programs are now in development or production, including a four-hour mini-series based on the landmark Supreme Court decision, Brown vs. Board of Education, Topeka, 1954; and "East of the Sun, West of the Moon," a series of three 90-minute radio programs for children (8-10 years of age) in history, literature, and other subjects in the humanities.

Programs on Eugene O'Neill, Isaac Bashevis Singer, and Katherine Anne Porter, all supported by NEH grants, will be telecast during late summer and early fall as part of the new PBS series, "American Masters," which will showcase film portraits of the lives and genius of several of America's finest creative artists; and a series of 88 three-minute radio programs will be aired daily during the bicentennial anniversary of the Constitutional Convention to be celebrated from May 18 through September 18, 1987.

"Whether projects explore the history of the U.S. Constitution or adapt some of the greatest works in American and world literature for radio or television," Agresto said, "we support programming for broad audiences that reflects 'the best of what has been thought and said.'"

# # #

NOTE TO EDITORS AND WRITERS: This release is accompanied by a list of grants, arranged alphabetically by state, awarded by NEH since August 1985 for Humanities Projects in Media and by a Fact Sheet containing a tentative schedule of NEH-supported programming for the coming months.

# FACTS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

## CURRENT AND UPCOMING TELEVISION AND RADIO PROGRAMS SUPPORTED BY GRANTS FROM THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The following NEH-supported programs are scheduled for broadcast during the coming months. All dates are subject to change. Please check your local listings for dates and times in your area.

- Sundays, PBS "The Shakespeare Hour," a fifteen-week series hosted by Walter Matthau that features five of Shakespeare's plays to explore the theme of love.
- Weekly on public radio (check listings) "Soundings," distributed by the National Humanities Center, offers 30-minute weekly radio programs that feature discussions on humanities topics with fellows and visitors at the Center.
- April 13, and following Sundays, American Public Radio "All That Fall," an American premiere of a drama written specifically for radio in 1956 by Samuel Beckett. This production begins a five-part "Beckett Festival of Radio Plays" to mark the playwright's 80th birthday.
- April 30, PBS "Cathedral," a one-hour documentary and animated film about the building and functioning of a Gothic cathedral in medieval France.
- April 30, PBS "Say Amen, Somebody," a documentary that depicts gospel music as a vital force in black culture through the lives and work of gospel's pioneers.
- May 26, June 2, and June 9, PBS "Roanoak," a three-part drama based on the story of the first prolonged contacts between English settlers and Native Americans during Britain's unsuccessful attempt to establish a permanent colony on the coast of North Carolina in the 1580s.
- Mondays, late June - September, PBS Three programs in a new PBS series, "American Masters," hosted by Joanne Woodward, to provide film portraits of the lives and genius of some of the country's finest creative artists. NEH-supported programs in this series include one program on Katherine Anne Porter, one on Isaac Bashevis Singer, and a two-part documentary on Eugene O'Neill.
- Saturdays, June - late August, PBS Several NEH-supported programs will be broadcast during the "American Playhouse Movie Festival." "The Ballad of Gregorio Cortez" is based on a book by distinguished Southwest folklorist Americo Paredes; "The Cafeteria" is adapted from a short story by Nobel Prize-winning author Isaac Bashevis Singer; and "The Killing Floor" portrays the formation of an interracial labor union in Chicago's stockyard industry.
- Jan. 1987, PBS "Voices and Visions," a 13-part series on the lives and works of noted American poets, including Walt Whitman, Emily Dickinson, Ezra Pound, Robert Frost, Hart Crane, William Carlos Williams, Langston Hughes, and Wallace Stevens.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

BARD (Bay Area Radio Drama)  
Berkeley, CA  
OUTRIGHT: \$20,000

The Complete Plays of  
Eugene O'Neill for Radio

To support the planning of 20 radio programs of Eugene O'Neill's works: five 60-minute programs of his short plays, and 15 programs of his longer works.

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New Images Productions, Inc.  
Berkeley, CA  
OUTRIGHT: \$198,788

Simple Justice

To support the scripting of a four-hour mini-series of docudramas based on Simple Justice, Richard Kluger's history of the landmark U.S. Supreme Court decision Brown vs. Board of Education, Topeka, 1954.

---

Covenant Project  
Los Angeles, CA

Covenant: A Drama of the Community and  
the Individual Among the Mennonites  
in Pennsylvania

MATCH up to: \$275,000

To support the production of a 90-minute dramatic program for American Playhouse in which a young man in a Pennsylvania Mennonite community in the 1930s comes to grips with conflicts arising from commitments to his family, to his religious community, and to his own conscience.

---

English Literary Life Project  
Pasadena, CA  
OUTRIGHT: \$19,975

English Literary Life at the End of the  
Empire

To support planning for a television film about English literary life from the end of World War I to the Suez Crisis of 1956. The film will focus on English writers born in the early 20th century, the influence of their shared background and education, and the political and economic climate of the time.

---

Film Arts Foundation  
San Francisco, CA

The Story of the American Experience in  
China in the Nanking Decade (1927-1937)  
before the Sino-Japanese War

OUTRIGHT: \$317,170

To produce a 60-minute documentary film about the American experience in China during the Nanking Decade, 1927-1937.

---

Delaware Heritage Commission  
Greenville, DE  
OUTRIGHT: \$10,500

John Dickinson and Constitutional  
Representation

To support the planning of a 60-minute dramatic videotape on John Dickinson and other Delaware delegates to the Constitutional Convention who defended the rights of the small states.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

American-Asian Cultural Exchange  
Washington, DC  
OUTRIGHT: \$25,000

Stilwell in China

To support the writing of a script for a 90-minute documentary on the experience of General Joseph Stilwell (1883-1946) in China.

---

American Studies Center  
Washington, DC  
OUTRIGHT: \$27,800

Constitutional Journal

To support the writing of scripts for 88 three-minute radio programs to be aired daily during the bicentennial anniversary of the Constitutional Convention.

---

Connie Goldman Productions, Inc.  
Washington, DC  
OUTRIGHT: \$26,251

From Youth to Age: The Transformation of Musical Creativity

To support the writing of four 30-minute radio scripts that explore the late-life creations and styles of a number of classical and jazz composers.

---

Crossways, Inc.  
Washington, DC  
OUTRIGHT: \$135,000

The Sagers' West

To support the writing of a script for three 60-minute dramatic programs about the Sager family who emigrated and settled in the Pacific Northwest between 1844 and 1848.

---

Unicorn Projects, Inc.  
Washington, DC  
OUTRIGHT: \$19,967

Let Us Now Praise Famous Men:  
A Dramatic Adaptation

To support the planning for a feature-length dramatic film drawn from James Agee's account of his trip through Alabama with photojournalist Walker Evans in 1936.

---

Unicorn Projects, Inc.  
Washington, DC  
OUTRIGHT: \$500,000

Pyramid

MATCH up to \$400,000

To support a 60-minute television film based on David Macaulay's book Pyramid, which tells the story of how and why pyramids were built, starting with the Old Kingdom's Fourth Dynasty in Egypt. The film will be the third in a series based on Macaulay's books.

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

Past America, Inc.  
Miami, FL

A House Divided

OUTRIGHT:       \$525,000               MATCH up to:     \$215,000

To support production of "John Punch and the Servants of Colonial Virginia," a 90-minute drama which is the fourth program in the series "A House Divided: A History of Slavery In America." The program examines the origins of slavery in Virginia through the case of John Punch.

---

University of Hawaii  
Honolulu, HI  
OUTRIGHT:       \$19,715

Kyongju: The Cradle of Korean Culture

To support planning for a 60-minute documentary which will examine the cultural traditions of Korea's Silla Kingdom (second century - A. D. 935) and introduce viewers to the work that archaeologists and historians have done on this subject during the last 20 years.

---

New England Institute for Human Resource  
Bangor, ME  
OUTRIGHT:       \$65,000

Working Hard: A History of American Kids  
at Work

To support the writing of a script for a 60-minute documentary for high school age audiences about the history of young people in the work force in 19th- and 20th-century America.

---

Magus, Inc.  
Silver Spring, MD  
OUTRIGHT:       \$60,000

Black Writers in America: History  
Through the Literary Imagination

To support the writing of scripts for a two-part, two-hour series on contemporary American black history as seen by black writers from World War II to 1968, including James Baldwin, Amiri Baraka, John Oliver Killens, John A. Williams, Gwendolyn Brooks, Paule Marshall, Toni Morrison, and others.

---

WGBH Educational Foundation  
Boston, MA

The Painter's World: Changing Constants  
of Art from the Renaissance to  
the Present

OUTRIGHT:       \$175,000

To support the production of one 30-minute television program and to write the script for one additional program in a proposed 13-part series on painting and the world of the painter from the Renaissance to the present.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

Independent Broadcasting Associates, Inc.  
Littleton, MA

OUTRIGHT: \$149,256

MATCH up to:

Passages to India: A Ten-Part Radio  
Documentary Series

\$37,000

To support the production of a ten-part series of 29-minute radio documentaries on Indian culture and society; the production of ten shorter modular extracts from the full series for "All Things Considered" and "Morning Edition"; and the production of a 24-page study/listener guide to accompany the series.

---

WGBY-TV  
Springfield, MA

OUTRIGHT: \$70,000

Presidents in Crisis

To support the writing of a script for a 90-minute drama about Abraham Lincoln and Fort Sumter, the pilot program in a six-part series about presidential decision-making in times of crisis.

---

Minneapolis Institute of Arts  
Minneapolis, MN

OUTRIGHT: \$16,550

Dutch Maritime Art and History

To support the planning for an interdisciplinary television program which examines Dutch maritime art in its relationship to social, political, and economic conditions in the 17th-century Dutch republic.

---

Carleton College  
Northfield, MN

OUTRIGHT: \$90,000

Mr. Adams and Mr. Jefferson:  
A Dramatization for the Radio

To support the production of six 30-minute radio dramas presenting the personal and political relationship between John Adams and Thomas Jefferson, based on the life-long correspondence between the two men, plus one 30-minute radio discussion program featuring humanities scholars who advised the radio series.

---

University of Mississippi, Main Campus  
University, MS

OUTRIGHT: \$61,162

A Film Adaptation of William Faulkner's  
Novel As I Lay Dying

To support the writing of a script for a 90-minute dramatic film of William Faulkner's novel As I Lay Dying.

---

Rutgers University, New Brunswick  
New Brunswick, NJ

OUTRIGHT: \$113,716

Margaret Mead and American Culture

To support the writing of a script for a 60-minute documentary film on Margaret Mead and her influence on American culture.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

CUNY Res. Fdn./La Guardia Community College      La Guardia Radio Series  
Long Island, NY  
OUTRIGHT:      \$50,860

To support the writing of scripts for a series of eight 30-minute radio programs examining and recreating the years 1934 to 1946 of the Fiorello H. La Guardia mayoralty in New York City.

---

Educational Broadcasting Corporation      To Build a Nation: Madison and the  
New York, NY      Constitution  
OUTRIGHT:      \$20,000

To support the re-writing of the script for a 90-minute historical drama on the role of James Madison in the Constitutional Convention of 1787.

---

Equinox Films, Inc.      Four Films on Linguistics  
New York, NY  
OUTRIGHT:      \$70,000

To support the writing of scripts for two 60-minute programs and the development of two outlines for a four-part series about language: what it is, how it works, and how it defines our species based on recent developments in the field of linguistics.

---

Frances Perkins Film Project, Inc.      Be Ye Steadfast  
New York, NY  
OUTRIGHT:      \$192,817

To support the production of a 60-minute documentary film on the life and work of Frances Perkins, Secretary of Labor (1933-1945) and the first woman to be a member of the President's Cabinet.

---

Lancit Media Visions, Inc.      The Career of Nathaniel Gordon:  
New York, NY      A 19th-Century Slave Trader  
OUTRIGHT:      \$20,000

To support the planning of a two-hour television drama which will focus on the career of Nathaniel Gordon, the only man ever convicted and executed for importing slaves into the United States. Retracing this case will shed light on the social, political, and legal circumstances of the pre-Civil War period.

---

Learning in Focus, Inc.      Rites of Passage: American Short Stories  
New York, NY  
OUTRIGHT:      \$600,000      MATCH up to:      \$75,000

To support the production of 60-minute television adaptations of four American short stories for young people ages 13 to 18. The stories have been selected for their literary merit, their relevance to the theme of coming of age, and their diversity in presenting aspects of American culture.

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

Made in U.S.A. Development Corporation  
New York, NY  
OUTRIGHT: \$20,000

Lowell Fever

To support the revision of a script for a 90- to 120-minute drama which examines events at America's first large-scale industrial enterprise, the textile mills at Lowell, Massachusetts, during the years 1837-1846.

---

New York Center for Visual History  
New York, NY

OUTRIGHT: \$350,000

Voices and Visions: The Work and World  
of American Poets

MATCH up to: \$75,000

To support the production of one 60-minute television documentary on Langston Hughes as part of a 13-part television series on American poets.

---

New York Center for Visual History  
New York, NY

OUTRIGHT: \$300,000

Voices and Visions: The Work and World  
of American Poets

MATCH up to: \$50,000

To support the production of one 60-minute television documentary on Wallace Stevens as part of a 13-part television series on American poets.

---

Post Office Project  
Sparkill, NY

OUTRIGHT: \$35,000

The Early Years of Charles Olson

To support the writing of a script for a 60-minute documentary film on the late poet Charles Olson (1910-1970), a leader of the Black Mountain School of poets; the documentary will include dramatizations of two fictionalized memoirs.

---

National Humanities Center  
Res. Tri. Park, NC  
OUTRIGHT: \$125,000

Soundings: A Radio Project in  
the Humanities

To support the production of 52 30-minute radio programs, presenting conversations in the humanities with fellows and visitors at the National Humanities Center, and the planning for a series of 5-minute radio modules.

---

American Jewish Archives  
Cincinnati, OH  
OUTRIGHT: \$19,540

The Ludwig Lewisohn Project

To support planning for a feature-length film for television on the major fiction and autobiography of the American-Jewish author Ludwig Lewisohn (1882-1955), examining these works as literature and for the light they shed on key American issues: ethnicity and assimilation, marriage and family.

---

NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

Amagin, Inc.  
McKean, PA  
OUTRIGHT:

\$32,000

Visions of Social Order

To support the scripting of two television documentaries, each examining the life and ideas of an important political philosopher, with emphasis on ideas that underlie the Constitution and Bill of Rights.

---

Institute for the Study of Human Issues  
Philadelphia, PA  
OUTRIGHT:

\$429,906

An Asian Universe: A Documentary Series  
for Television

To support production of a three-part series for television depicting the development of Asian art and culture as presented by a major Thai intellectual, artist, and scholar, Kukrit Pramoj.

---

Southern Educational Communications Assn.  
Columbia, SC

OUTRIGHT: \$100,000

MATCH up to:

The Children's Audio Service: National  
Radio Program Service in the Humanities

\$50,000

To support the production of three 90-minute radio programs in history, literature, archaeology, anthropology, linguistics, folklore, mythology, music, and political philosophy for children (8-10 years of age), as part of a series to be distributed nationally to the public radio system.

---

ETV Endowment of South Carolina, Inc.  
Spartanburg, SC

OUTRIGHT: \$50,000

The James Family: Their Lives  
and Thought

To support the writing of one script for a five-hour dramatic mini-series based on the life and thought of one of America's preeminent literary families, the Jameses, including William James (1842-1910), Alice James (1848-1892), and Henry James (1843-1916).

---

ETV Endowment of South Carolina, Inc.  
Spartanburg, SC

MATCH up to:

\$150,000

Roanoak

To support production of a three-hour, three-part drama based on the story of the first prolonged contacts of Elizabethan English and Native Americans at the Roanoak colony.

---

James Agee Film Project  
Johnson City, TN  
OUTRIGHT:

\$10,000

The Electric Valley - A Film on the  
History of TVA

To support promotional costs for the NEH-funded film "The Electric Valley," a documentary history of the Tennessee Valley Authority, in preparation for national broadcast on PBS.

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
HUMANITIES PROJECTS IN MEDIA  
August 1985 - April 1986

Public Communication Foundation for N. Texas      Katherine Anne Porter: A Texas Childhood  
Dallas, TX  
OUTRIGHT:      \$312,000      MATCH up to:      \$75,000

To support the production of a 60-minute television program on the early life and work of Katherine Anne Porter. Featuring a full dramatization of "The Grave," and excerpts from "The Witness" and "The Circus," the film will relate these short stories to her Texas childhood and the myths she created about it.

---

Soundscape, Inc.      Samuel Beckett's Birthday Festival of  
Alexandria, VA      Radio Plays  
OUTRIGHT:      \$35,616

To support production of one radio play, "All That Fall," by Samuel Beckett, and a documentary on Beckett to be broadcast in 1986 in honor of his 80th birthday.

---

Educational Film Center      A Television Adaptation of Saul Bellow's  
Annandale, VA      Story "A Silver Dish"  
OUTRIGHT:      \$72,850

To support the writing of a 60- to 90-minute dramatic script based on Saul Bellow's short story, "A Silver Dish."

---

James Agee Film Project      Long Shadows: The Legacy of the American  
Charlottesville, VA      Civil War  
OUTRIGHT:      \$73,480

To support post-production of a feature-length documentary about the impact of the Civil War on American society and culture, and on national identity.

---

Folktale Film Group      An Appalachian Folktale  
Delaplane, VA  
OUTRIGHT:      \$115,000

To support the production of one 30-minute live-action dramatic adaptation of the Appalachian trickster tale, SOLDIER JACK. The program is intended for young people, ages 8 to 18, and their families.

---

Globe Radio Repertory      Nikolai Gogol's Dead Souls:  
Seattle, WA      A Radio Adaptation  
OUTRIGHT:      \$48,339

To write the script for, and produce, a radio dramatization of Nikolai Gogol's Dead Souls in nine 30-minute episodes.

---



## LESZEK KOLAKOWSKI

Leszek Kolakowski was born in Radom, Poland in 1927. He studied philosophy at the University of Lodz in Poland from 1945-50 and earned his Ph.D. in philosophy at Warsaw University in 1953. He was a professor of the history of modern philosophy at Warsaw University until 1968.

In 1968 Kolakowski was expelled from the University of Warsaw for political reasons. He was a visiting professor at McGill University in Montreal, Canada, in 1968-69; at the University of California, Berkeley, in 1969-70; and Yale University in 1975.

Professor Kolakowski has been a senior research fellow in philosophy at All Souls College, Oxford, since 1970. He has also been a professor at the University of Chicago in the Department of Philosophy and the Committee on Social Thought since 1981 and now divides his time between Oxford and Chicago.

Kolakowski has published some 30 books and a large number of articles on the history of modern philosophy, the history of religious ideas, the philosophy of culture, and political philosophy. His books have been translated into 14 languages.

Major works in English, or in translation from Polish, include Bergson, 1985; Religion, 1982; Main Currents of Marxism, 3 vols., 1978; Husserl and the Search for Certitude, 1975; and Positivist Philosophy, 1971.

In addition to his scholarly works, Kolakowski has published three volumes of short stories, monologues and fables, some translated into English as The Key to Heaven, 1972. He is also the author of three plays.

Kolakowski's awards and honors include: Jurzykowski Foundation Award, 1969; Friedenpreis des Deutschen Buchhandels, 1977; Charles Veillou Prix European d'Essai, 1980; Erasmus Prize, 1983; MacArthur Fellowship, 1983. He is a member of the International Institute of Philosophy and a foreign honorary member of the American Academy of Arts and Sciences.

The National Endowment for the Humanities, now marking 20 years as an independent federal agency, supports research, scholarship, education, and public programs in the humanities.

###



## NEWS CONFERENCE: LESZEK KOLAKOWSKI

The National Endowment for the Humanities will hold a news conference for Leszek Kolakowski at 10:00 a.m. on Tuesday, May 6, in the Old Post Office, 1100 Pennsylvania Avenue, Room MO-9 (first floor conference room). For those with equipment, the easiest entrance is on the 12th Street side of the building.

Kolakowski, a leading international historian of philosophy, religion and ideas, and an authority on Marxism, will deliver the fifteenth Jefferson Lecture in the Humanities in Washington on Wednesday evening, May 7. His subject is "The Idolatry of Politics."

The text of Kolakowski's lecture, a news release, and other materials will be available at the news conference. Those wishing advance copies of this material should call Darrel deChaby or Noel Milan on 786-0449. Fact sheets on Kolakowski and the Jefferson Lecture are attached.



## 1986 JEFFERSON LECTURE IN THE HUMANITIES

The Jefferson Lecture in the Humanities was established in 1972 by the National Endowment for the Humanities (NEH), an independent federal agency that supports research, scholarship, education, and public programs in the humanities.

The Jefferson lectureship is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. It carries a stipend of \$10,000.

The lecture honors the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for a distinguished humanist to explore matters of broad concern.

The Jefferson lecturer is selected by the National Council on the Humanities, the 26-member advisory body of the NEH, appointed by the President.

The 1986 Jefferson Lecture will be delivered by Leszek Kolakowski, senior research fellow in philosophy at All Souls College, Oxford and a professor at the University of Chicago in the Department of Philosophy and the Committee on Social Thought.

Kolakowski will deliver the Jefferson Lecture to invited audiences in Washington, D.C. on May 7 at 8:00 p.m. in the Great Hall of the National Building Museum and at Leon Mandel Hall, the University of Chicago, at 5:00 p.m. on May 16. His subject is "The Idolatry of Politics."

NEH Jefferson Lecturers, beginning in 1972, have been Lionel Trilling, Erik Erikson, Robert Penn Warren, Paul A. Freund, John Hope Franklin, Saul Bellow, C. Vann Woodward, Edward Shils, Barbara Tuchman, Gerald Holton, Emily Townsend Vermeule, Jaroslav Pelikan, Sidney Hook, and Cleanth Brooks.

The National Endowment for the Humanities thanks the following corporate foundations for their generous support in presenting the fifteenth Jefferson Lecture in the Humanities:

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John M. Olin Foundation, Inc.

All of the Jefferson Lectures have been broadcast by National Public Radio.

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# MEDIA ADVISORY



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

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1556 I  
(for wires)

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# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

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Susan Metts

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Office

202/786-0446

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202/786-0449

After Hours

301/652-4149

703/356-4605

301/268-4309

EMBARGOED: For Release after 8:00 p.m. (EDT), Wed., May 7, 1986

## LESZEK KOLAKOWSKI WARNS OF "THE IDOLATRY OF POLITICS"

Noted Scholar Delivers Humanities Endowment's 1986 Jefferson Lecture

WASHINGTON, May 7 -- "We try to survive in a world torn asunder by a conflict which cannot be simply seen as the competition of big powers vying for enlargement of their respective areas of influence," said Leszek Kolakowski in the National Endowment for the Humanities' 15th Jefferson Lecture in the Humanities.

"It is a clash of civilizations, a clash which for the first time in history has assumed a world-wide dimension. However distasteful our civilization might be in some of its vulgar aspects . . . , the most powerful reason for its unconditional defense . . . is provided by its alternative.

"[Our civilization] faces a new totalitarian civilization of Sovietism, and what is at stake is not only the destiny of one particular cultural form but of humanity as we have known it."

Kolakowski, who holds academic posts at All Souls College in Oxford and the University of Chicago, delivered his lecture, "The Idolatry of Politics," at 8:00 p.m. before an invited audience in the historic Great Hall of the National Building Museum.

He began his lecture with an acknowledgement of the "patron saint" of the annual event by citing what the lecturer described as perhaps the Western Hemisphere's most famous sentence:

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"We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness."

Yet, Kolakowski suggested, "There are few thinkers who still stick by the belief that the criteria of good and evil . . . are somehow embedded in the order of things." He added that "those adventurers are well aware of treading on a perilous and slippery soil."

Kolakowski noted that a democratic society's "neutrality" as demonstrated by its tolerance of various religious beliefs or ideologies does not imply a neutrality of the society's values.

"To what extent can this religious and ideological neutrality of the state be consistently upheld?" asked Kolakowski. "If we believe that freedom is better than despotism, that slavery . . . is contrary to the very notion of being human, that equality is right and legally established privileges are unjust, . . . we are not 'neutral' in matters concerning basic values. Neither is a state which . . . inscribed those values into its constitutional framework."

Professor Kolakowski acknowledged the legacy of the Enlightenment and its beneficial influence on modern civilization, but he warned of "three crucial points" associated with that legacy in which humanist beliefs seem to have reached a "suicidal stage," threatening the continued survival of civilization.

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Kolakowski identified the first of these points as modern society's difficulty in accepting a concept of "absolute values." That difficulty, suggested the lecturer, creates problems when tolerance of cultural differences is universally applied.

"'We have our values, they have theirs' is a saying which we frequently hear when dealing with the atrocities of totalitarianism or other forms of despotism," said Kolakowski.

"When we extend our generous acceptance of cultural diversity onto all the rules of good and evil . . . , is what we mean that Americans rather dislike being tortured and packed into concentration camps, but Vietnamese, Iranians and Albanians do not mind or enjoy it?"

Kolakowski identified a second weakness in the Enlightenment's underpinnings of civilization as "the uncertain and conceptually fragile status of human personality."

In examining the condition of the individual as both a unique core of personality and as a member of a society, Kolakowski cautioned that "the right to participate in power . . . does not by itself assure the protection of personal rights," citing several examples from recent history.

"Majority gave power to Hitler, to Khomeini, perhaps to Mao, if not always by active assistance, then by inert submission to the rape."

The lecturer cited the erosion of historical consciousness as the third point at which the legacy of the Enlightenment has become destructive of our civilization.

Kolakowski stressed the critical nature of this historical consciousness. "We learn history not in order to know how to behave or how to succeed but to know who we are," he said.

"In political decisions and attitudes people can appeal to the divine law, to the natural law and the theory of social contract, or to the feeling of historical continuity of which they are agents even if they revolt against it.

"It appears that we are about to lose all those three reference points," Kolakowski said.

"The Muse of history is gentle, learned and unassuming, but when neglected and deserted, she takes her revenge and she blinds those who scorn her."

In his closing prognosis for modern civilization, Professor Kolakowski said, "I believe we can be cured but not painlessly."

Leszek Kolakowski's Jefferson Lecture was followed by a reception in the Great Hall of the National Building Museum. He will give the lecture again at the University of Chicago on Friday, May 16.

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NOTE TO EDITORS AND WRITERS: This release is accompanied by fact sheets that provide additional information about the NEH Jefferson Lecture in the Humanities and about this year's lecturer, Leszek Kolakowski.



National Endowment for the Humanities

The Fifteenth

Jefferson Lecture in the Humanities

Leszek Kolakowski

"The Idolatry of Politics"

EMBARGOED: For Release after 8:00 p.m. (EDT), Wed., May 7, 1986

## THE IDOLATRY OF POLITICS

BY

LESZEK KOLAKOWSKI

It is proper on this occasion to look, for a moment, at what is probably the most famous single sentence ever written in the Western hemisphere: "We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness." (If it is not the most famous, it is the second most famous sentence after the saying 'Coke is it!') Once we glance at it, we immediately notice that what seemed self-evident to the patron saint of our meeting tonight would appear either patently false or meaningless and superstitious to most of the great men who keep shaping our political imagination: to Aristotle, to Machiavelli, to Hobbes, to Marx and all his followers, to Nietzsche, to Weber, and, for that matter, to most of our contemporary political theorists. Since what is self-evident must appear self-evident to all or nearly all rational creatures--as is the case, e.g. with the principle of contradiction--the truths just quoted are not self-evident at all. They are now reserved for pontifical messages or Sunday sermons, yet they are banned beyond recall from the permissible philosophical or theoretical idiom; there are few thinkers who still stick by the belief

that the criteria of good and evil, instead of being freely invented and freely canceled, if needed, by the human race, or of expressing, at the best, its biological invariants, are somehow embedded in the order of things. Those adventurers are well aware of treading on a perilous and slippery soil.

That this change of perception does matter there is no need to prove. The rationalist refusal to take for granted any inherited order of political or moral rules was, as we know, a side of the same centuries-long process whereby the modern idea of negative freedom, and the principles of freedom of economic activity and of legal equality were established. Market economy, rationalist philosophy, liberal political doctrines and institutions, and modern science emerged as interconnected aspects of the evolution, and none of them could have asserted itself separately. The reasons for this interdependence are reasonably clear and well investigated by many historians.

Even though the prime target of attack of this entire ideological and political development was one the Church with its claims to spiritual and political supremacy, an important part of the Enlightenment was ideologically inconsistent in its attitude to the Christian legacy and in the scope of the effective debt it owed to this legacy. It often affirmed the rights of the autonomous reason, the principles of personal rights and of tolerance for ecclesiastical institutions, yet not for Christian tradition, not unlike the way the Reformation and medieval heresies, earlier on, appealed to the Gospels in order to destroy the institutional and dogmatic framework of the Roman Church. And it was more than the matter of ideological self-blindness or political expediency. One may reasonably argue that modern liberal doctrines

were historically rooted in the biblical belief that in a basic sense all human persons are equal and equally precious. However tortuous and self-contradictory was the path from the religious to the political meaning of this insight, however often it was strewn with conflicts and struggles, it was historically real.

It has been largely forgotten by now. The ideas of religious tolerance and of the separation of the church from the state--and by extension, of ideology from the state--belong to the natural equipment of the republican tradition. They were established against clericalist, if not, strictly speaking, theocratic, forces in Christianity, and they won in Western civilization. They imply that no religious body is either privileged or discriminated against by law, that there is no compulsory religious teaching in public schools, that religious loyalties are irrelevant to the rights and duties of citizens, etc. Few possible or real deviations from the principle of strict neutrality of state are either largely ceremonial, like the status of the Anglican church, or of little importance, like special positions of churches in taxation and charity law in various countries.

Yet we may ask: to what extent can this religious and ideological neutrality of the state be consistently upheld? In democratic countries, ideas as well as religions are governed by the rules of the market: a consumer has countless options and countless possibilities of choice. However, this freedom of producing, advertising and distributing religious and ideological goods is itself a result of an ideological--and indirectly religious--option. If we believe that freedom is better than despotism, that

slavery, i.e. the ownership of a human person by another person or by the state, is contrary to the very notion of being human, that equality is right and legally established privileges are unjust, that the spirit of religious tolerance ought to be supported and oppressive fanaticism opposed and so on, we are not 'neutral' in matters concerning basic values. Neither is a state which, in one form or another, inscribed those values into its constitutional framework; otherwise it would be neutral toward its own neutrality, whereby the neutrality would defeat itself. If such values are directly or indirectly of biblical origin, there is no reason why stating this would undermine the principle of separation. In terms of both its historical origin and of its prevailing norms, it would be silly to say that any state within the realm of Western civilization, by being neutral, is non-Christian in the same sense as it is non-Muslim or non-Hinduist.

During the discussion last year in the United States about voluntary prayer in schools, one could not help being struck by the almost hysterical tenor in those who attacked permission for such prayers, as if not to forbid a few pupils to say the Lord's Prayer during a break in the school amounted to throwing the country into the abyss of a sinister theocracy.

To be sure, this particular issue is a fragment of a larger conflict which includes more serious questions like abortion and capital punishment, as well as pressures coming from various intolerant or even fanatical religious groups. I believe, however, that it would be advisable to impose certain moderating restrictions on the general framework of the debate about relationships between politics and religious tradition.

It is undoubtedly true that over the last years we have been witnessing, in various regions of our planet, the growing role of religious bodies and ideas in political conflicts. This might be an effect of the increasing disappointment of many people with dominant political ideologies we inherited from before the first world war when the political landscape seemed--rightly or wrongly--mild and promising by comparison with ours. It might have resulted from the natural need of having rules of conduct which are both simple and absolutely valid. It might be due in part to the simple fact that in many countries of the third world the available political ideologies seem to be of little operational use, whereas the need for an ideologically grounded legitimacy of the existing power system is more pressing. While we may observe this process with alarm, it is fair to say that it has not produced any significant growth of theocratic tendencies in Christianity--in contrast to Islam where this tendency, however explainable by historical vicissitudes of Islamic faith and its content, is quite vigorous. To fear that the Western world is likely to fall prey to a totalitarian theocracy seems groundless; the opposite tendency which reduces Christianity to a political ideology, thus cutting off its roots, appears instead fairly resilient.

The other part of the same political framework is this: we try to survive in a world torn asunder by a conflict which cannot be simply seen as the competition of big powers vying for enlargement of their respective areas of influence; it is a clash of civilizations, a clash which for the first time in history has assumed a world-wide dimension. However distasteful our civilization might be in some of its vulgar aspects, however enfeebled by its

hedonistic indifference, greed, and the decline of civic virtues, however torn by struggles and teeming with social ills, the most powerful reason for its unconditional defense (and I am ready to emphasize this adjective) is provided by its alternative. It faces a new totalitarian civilization of Sovietism and what is at stake is not only the destiny of one particular cultural form but of humanity as we have known it: not because this new civilization is militaristic, imperialistic and aggressive but because of its educational goals, because it promises us to convert human persons into perfectly replaceable parts of the impersonal state machine, each of them having no more reality than this machine is ready to confer on it and each having a mind which would be, ideally, a passive replica of the lifeless Robot, with no will, no ability to revolt, no critical thought of its own. While we have arguments to assume that this ideal is unattainable for reasons which are inherent in human nature (the abysmal economic ineptitude of this civilization, its retreats and reluctant concessions reveal it), a strong movement toward it has already brought about unspeakable cultural disasters and is likely to cause more.

I would even go further and repeat what Karl Jaspers once wrote. Jaspers, who was extremely sensitive to religious intolerance and fanaticism in Christian tradition, said that if he had the distressing choice between Christian (he meant Catholic) and communist totalitarianism, he would opt for the former, after all, because the spiritual source of Christianity, the Bible, is the source of European culture, and therefore our civilization, even in such an oppressive form, would not lose its continuity or be severed from its origin.

Needless to say, those of us whose minds have been shaped to a larger extent by the Enlightenment and who are not prepared to dismiss its legacy altogether, no matter how self-defeating its upshot might appear, abhor the prospect of such a choice. And we might be wrong in thinking that it is no more than an abstractly concocted possibility; it is not imminent, to be sure, but it is not a fanciful or surrealistic vision either, considering the energy of movements which make it conceivable.

It has been the contention of many people that if we want to face the danger of our civilization collapsing into a nihilistic sluggishness and becoming an easy prey for tyranny, and to face this danger in a broader historical perspective, rather than in terms of direct political or military technique, the spiritual legacy of the Enlightenment calls for revision; there are indeed at least three crucial points in which humanist beliefs seem to have reached a suicidal stage.

The first point is the belief in so-called 'absolute values'. To sneer at 'absolute values' has been extremely easy, of course, since the movement of the Enlightenment managed to convince us that all human beliefs about good and evil are culture-bound, historically relative, and that mankind had already suffered enough because of struggles between various religions and doctrines whose adherents, on all sides, were deeply convinced of being the only privileged carriers of the absolute truth. Humanist skepticism, including its dismissal of 'absolute values,' forged a powerful weapon against the fanaticism of sectarian strife and laid a foundation for the institutional framework of a pluralist and tolerant society.



It revealed its danger, though. It made those very ideas of pluralism and tolerance as relative as their opposite. We got used to shrugging off many horrors of our world by talking about cultural difference. 'We have our values, they have theirs' is a saying which we frequently hear when dealing with the atrocities of totalitarianism or of other forms of despotism. Do those who say so seek really to state that it is pointless and arrogant to make value judgments on the difference between pluralistic forms of political life and those societies in which the only known method of political competition is to slaughter the rivals? When we extend our generous acceptance of cultural diversity onto all the rules of good and evil and aver, e.g., that the human rights idea is a European concept, unfit for, and ununderstandable in, societies which share other traditions, is what we mean that Americans rather dislike being tortured and packed into concentration camps but Vietnamese, Iranians and Albanians do not mind or enjoy it? And if so, what is wrong with racial laws of South Africa and why should we not be satisfied with saying that the Afrikaners simply 'have some values of their own' and that we have no way to prove that ours are any better? Or, to put it crudely, shall we say that the difference between a vegetarian and cannibal is just a matter of taste (even if taste is admittedly involved)?

To be sure, we usually do not express our enlightened tolerance in such a daring manner, but this might result from our reluctance to make explicit the consequence of faith. It is easier to say vaguely 'societies have various values' or the 'belief in absolute values is obsolete and naive,' than clearly to admit that slavery is as good as freedom, granted that nothing is

intrinsically good or evil. More often than not we are simply inconsistent, less for cognitive, and more for political reasons: we like to profess our relativistic complacency in cases we prefer, on political grounds or because of cowardice, to treat with civility and to reserve our moral intransigence and 'absolute values' for other cases, e.g. to be moralists in problems concerning South Africa but Realpolitiker and courteous relativists when dealing with Communist systems ('they have their values...') or vice versa; this means we convert our political commitments into moral principles and this is precisely what idolatry of politics means: to fabricate gods for an ad hoc use in a political power game.

To say this does not solve any particular political issue and by no means implies that moralistic inflexibility provides a good basis for all political decisions or that one could infer the entire policy of a country, say, from the concept of human rights. This is clearly impracticable. In many decisions moral cost is inevitably involved, alas. Bloodshed is always evil, but we have to admit that it is not the ultimate evil. All through history people have accepted bloodshed for good cause and that it would be silly to decide that we ought to avoid bloodshed in all circumstances and at any price, as in some cases not to avoid it is the only way to avoid worse calamities and greater bloodshed. This might be unpleasant to say in a world living in the shadow of a possible war and facing the daily horrors of terrorism, but this is trivially true all the same. The point is rather to be aware of our choices and call things by their name, which is infrequent in political conflicts: if we have no option of avoiding evil, at least we ought not avoid identifying it as such.

But, let us repeat, to believe in intrinsically valid rules of good and evil and to admit that it is unfeasible to base political decisions exclusively on them does not settle any specific political issue. However, there is nothing extravagant in a reflection which, without being directly useful in political affairs, aims at examining the non-political sources of diseases which affect political life: not our technical inability to cope with problems but rather our inability to handle problems which are not technical and not soluble by technical devices. And it is arguable that this inability of ours is a part of the mentality we inherited from the Enlightenment and even, one may say, from the best aspects of the Enlightenment, from its struggle against intolerance, self-complacency, superstitions, and uncritical worship of tradition. Even if the great masters of the Enlightenment did not necessarily unfold their relativistic ideas in the form which, as I am arguing, exerts a paralysing influence on our current ability to oppose evil and intolerance, they planted a good seed which turned out to produce dangerous fruit. The denial of 'absolute values' for the sake of both rationalist principles and the general spirit of openness threatens our ability to make the distinction between good and evil altogether; to stretch the tolerance into fanaticism amounts to favoring the victory of intolerance; to abstain from fighting evil on the pretext that 'we are imperfect' might convert our imperfection into barbarity.

The second point in which we can notice the self-degrading movement of the Enlightenment is the uncertain and conceptually fragile status of human personality. The saying about the social nature of human creatures has been repeated for twenty-three centuries. Its meaning, however, is at least twofold: it might mean something trivially true or something that is not only

highly controversial in philosophical terms but, if generally accepted, very damaging, perhaps disastrous to our civilization. It is, of course, trivially true that the language, knowledge, ways of thinking, emotions and aspirations of each of us have been shaped by what we experienced in human environment, that we could not survive either physically or mentally without sharing our experience with others and communicating with them. Still, this platitude does not entail that the reality of each of us is entirely reducible to what others have given us, apart from our participation in communal life a human creature is literally nothing, as if each of us were only a collection of masks which are put on an empty space, as if there were no other humanity but collective, no self save Rousseau's 'moi commun.' The belief in an irreducible and unique core of personality is not a scientifically provable truth, certainly (apart from its description in genetic terms which is not what is meant) but the notion of personal dignity and of human rights is, without this belief, an arbitrary concoction, suspended in the void, indefensible, easy to be dismissed.

The belief that the human person is entirely society-made, even if moulded from a raw material (which is physical, and not human) has a number of alarming consequences. Many people have noticed and investigated the erosion of both the very concept and the feeling of personal responsibility in contemporary civilization and it is difficult not to perceive how this process is linked to the belief I am talking about. If 'I' am not 'I', if the word 'I' is a pronoun to which no reality corresponds, at least no morally constituted reality, if I am totally definable in 'objective' terms of social relationships, then indeed there is no reason why I, rather than the abstract 'society' should be responsible for anything. I remember seeing on American

television a young man who was convicted of brutally raping a child, a little girl; his comment was, "Everybody makes mistakes." And so, we now know who raped the child: 'everybody,' that is, nobody. Let us think of the famous recent trial when a tobacco company was brought to court by a family which charged it with being guilty of the cigarette addiction of their deceased member. Shall we see a rapist suing the 'society,' that is a school or the government, for being a rapist? Or a wife demanding that the government order that her husband, who eloped with another woman, should love her again? There is no point in dwelling on this subject or multiplying the examples as the general tendency to devolve the responsibility for the individual's acts (in particular their wrongdoings and shortcomings) on anonymous collective entities is well known and can be documented only too easily.

The more sinister side of the same loss of our ability to assert the separate, irreducible ontological status of personality consists in that it makes us conceptually defenseless in the face of totalitarian doctrines, ideologies and institutions. There are obviously no grounds to attribute to the human person an absolute and irreplaceable value on the assumption that it is no more than an expression of impersonal aggregate; and therefore there are no grounds to oppose the idea that individuals are organs of the state and that all aspects of their life, and life itself, are to be treated accordingly, that their worth is entirely to be measured by their usefulness--or otherwise--at the service of the state. On the same assumption we are helpless in resisting those sides of democracy which in some conditions--empirically observable--are compatible with totalitarianism; the principle of majority conceived of as an absolute rule is thus compatible.

The distinction between the personal and collective sides of our life, though banal and investigated for centuries by philosophers and social thinkers, does not cease to be worth inspecting. It takes on special significance in modernity, when it is politically expressed in two requirements, always distinct and sometimes limiting each other: participation in power on the one hand and personal rights on the other. The right to participate in power, expressed in democratic institutions, does not by itself assure the protection of personal rights. The latter, far from being an extension of the principle of majority, puts limits on it, considering that personal rights can be suppressed with the approval of the majority and a despotic or even a totalitarian order which enjoys the majority's support not only is conceivable but can be actually shown by examples. A society shattered by despair and dread, thrown into panic, can look for a solution in a tyranny which robs individuals, including those who support it, of personal rights. Majority gave power to Hitler, to Khomeini, perhaps to Mao, if not always by active assistance, then by inert submission to the rape. In the normal course of things all the revolutions which establish a tyranny end in a bitter hangover very soon, but usually too late for people to shake off the self-imposed yoke.

It might be the case for arguing that to guard personal rights is more important in our world than to defend the system of participation in power. If personal rights can be brought to ruin with an active or acquiescent support of the majority, the reverse is true, too: they can be protected in a condition where there is very little participation in power. We can show in

various historical periods and in various countries examples of a mild autocracy or oligarchy where participation in power was restricted to a tiny privileged section of population, where no universal suffrage existed and personal rights were nonetheless protected--if not perfectly, then reasonably well--where people normally did not fall prey to lawless brutality, and where the law was enforced and cultural life suffered no severe restrictions. The most superficial glance at European history can convince us that a life in a non-democratic order does not need to be an unceasing horror, that individuals--rich as well as poor--can survive reasonably well and arts can flourish, that an autocracy can be, if not quite generous, at least not cruel. And, to support this line of argument, some people argue that the participation in the democratic process is largely illusory or is reduced--as the much underrated French thinker Jacques Ellul says--to the so-called political 'commitment' which means nothing but the surrender of one's own will to professional politicians. We may add that in democratic countries, according to many signs, the degree of identification of people with the government they brought to power in free elections is not impressively high. It is enough to ask a childish question: if people have the government they elected, that is a government they wish and, consequently, the law they wish, including the taxation law, why do millions cheat on their taxes? One should suppose that in a good democracy people are required to pay in taxes as much as they wish to pay, but to draw this conclusion, in full naivete, from constitutional principles, can only reveal the grotesque hiatus between principles and psychological reality.

Those arguments are probably reasonable but they are only half of the truth. The other half is that, while we can find examples of a benign

autocratic or aristocratic order, they come from the past and not from the present. Benevolent tyrannies, enlightened and tender-hearted autocracies, are not in existence any longer; perhaps they have become culturally impossible. Why it is so, we can only speculate upon. Power has always been desired and sought after as a good in itself, not only as a tool to gain other benefits. But the idea that everyone has a right to participate in power is of relatively recent origin, and it so much belongs to the ideological armory of modernity that it is verbally admitted in the most hideously despotic regimes. Once it has been established it cannot be canceled and the participation in power in a democratic process, however dubious it might appear to individuals (who often perceive in it a proof of their own helplessness, rather than a device whereby they can influence events) is the only reliable defense against despotism and therefore, in our world, a necessary condition of personal rights as well as cultural pluralism being protected. It is not a sufficient condition, though, and therefore I believe it important to keep in mind that personal rights set limits on democratic principles rather than being their natural consequence. And personal rights are defensible only on the assumption that there is a realm of personal reality which is definable in moral, not biological, terms; they have to be vindicated on moral grounds, much as their implementation depends on political conditions. In a world where everything has become politicized it does matter to repeat the time-honoured truism that political goals have to be assessed in terms which are not political. This truism carries perhaps more weight today, as there is no agreement even on the most general framework of political ends, and no one can define in a non-controversial manner what the Aristotelian 'good life' as a political objective means. We have been taught by long



experience that basic goods which we might be ready to approve conflict with each other: security and freedom, freedom and equality, equality and personal rights, personal rights and the rule of majority.

Personal rights, moreover, insofar as they include the right of property, inevitably conflict with the idea of distributive justice. It would be futile to assert both without qualification. The normative notion implying that all people are entitled to have a share in the wealth of nature and in the fruits of civilization, that they may make claims to a minimally decent life, that the institutions of the welfare state are to be upheld as a matter of justice, and not only of political necessity, is incompatible with everyone's right to enjoy legally acquired property.

In vain do we repeat slogans which mix up all our 'values,' as if we knew how to implement them jointly. When we say 'peace and justice' we have always to bear in mind that forty years of peace in Europe have been based on glaring injustice, on the enslavement of Central and Eastern parts of the continent. However precarious and unstable this peace--in the sense of the sheer absence of war--might be, it has been preserved for four decades. And so, when we use generalities like 'peace and justice' as an expression of our good wishes, more often than not we simply avoid real issues and real choices.

We thus go back to Max Weber's classic distinction between the ethics of intention and the ethics of responsibility. A politician's good intentions clearly do not count in his performance; he is assessed according to his skills in foreseeing the foreseeable consequences of his acts--in fact he is usually called to account for the unforeseeable effects as well. We cannot

avoid the notorious fact, however disagreeable, that acts which we are ready to deem noble when performed by an individual for moral reasons might be not only inexcusable but disastrous when they are converted into political acts, let alone into rules of politics. These pacifists of old who, on religious or moral grounds, refused to carry the sword but were ready to serve on a battlefield as stretcher-bearers or nurses and to share the dangers of soldiers, deserved full respect, since they proved that their refusal was morally motivated rather than being just a search for safety. Those pacifists who today act as political bodies have to be assessed by political criteria, that is by their ability to calculate the consequences of their actions and not by their intention to secure peace--as though anybody might now wish to provoke the global war. If one may reasonably argue that their actions make war more, rather than less, likely (as, I believe, is the case with the advocates of unilateral disarmament in Europe), they have to be judged accordingly. Still, the intended consequences, whether actually materialized or not, obviously have to be judged as well on non-political criteria, otherwise the efficiency in pursuing any goal, however hideous, would remain as the sole measure.

Owing to the tradition of Enlightenment we once got used to the belief that all the pillars on which human hope for a good world rested--freedom, justice, equality, peace, brotherhood, prosperity, abundance--can be built jointly in a harmonious progression. Very few of us can now preserve this belief and take it seriously. European liberals and socialists who spread this faith were time and again accused by conservatives of their failure to perceive the inherent evil in human affairs or to explain it. They saw evil, according to this criticism, as a technical blunder, something contingent that

can be eradicated by an adequate social technology. Liberals and socialists, in their turn, accused conservatives of using the doctrine of the ineradicable evil as a pretext to oppose all reforms which could make our lot more tolerable and reduce human suffering. There is some justice in both charges and therefore it is probably safer for us that progressives and conservatives coexist in the unremitting conflict rather than that one of those irreconcilable mentalities should gain the definitive victory.

The third point at which the legacy of the Enlightenment has become destructive in our civilization is the erosion of historical consciousness. I do not mean, of course, historical research that is flourishing and apparently in robust health; nor do I mean historicism as a philosophical doctrine which kept growing as an ideological device since the end of the 18th century. I do not even mean the amount of historical knowledge people get in schools or from books and television. I have in mind the progressing decline of the awareness that our spiritual life includes the sedimentations of the historical past as its real and active component and that the past is to be perceived as a never-fading frame of reference in our acts and thinking. That our life actually does include this component and hinges on this frame of reference might be the case without our being aware of it. It is the withering away of this awareness which I am getting at.

This is, of course, hardly a new tenet: it has been worrying many people for several decades and by broaching it I do not pretend to discover new continents. But it is worth discussing as we usher in an epoch when children, from the earliest age, are going to sit at their computers and, as a result,

their minds will be entirely shaped by the acts of calculation, with historical self-understanding sinking into irrelevance or oblivion.

The Muse of history is gentle, learned and unassuming, but when neglected and deserted, she takes her revenge and she blinds those who scorn her.

An important trend within the Enlightenment, since Descartes, used to shrug off the historically defined notion of human existence for obvious reasons: first, because it appeared irrelevant to the progress of science, technology and the future happiness of mankind (and is not the past, after all, a huge mass of irrational passions, ignorance and foolish mistakes?); secondly, because the respect for history included worship of tradition as such, the veneration of what is old and established for no better reason than that it is old and established. Conforming to this mentality it is we, the moderns, who are old, whereas the ancients were children--as many thinkers, since Francis Bacon, have claimed--and there is no point for the elderly to look for wisdom in the minds of infants. And what profit, apart from a possible entertainment, can we get from being informed that Zorobabel begat Abiud and Claudius was done in by Aggripina? To be sure, hardly anyone today expresses the rationalist contempt for history in such a simplistic fashion. But the natural disposition of the rationalist mind seems to have gained the upper hand of historical curiosity in general education and in the mental habits of modernity. We have been told time and again that we do not learn from history. This saying, too, is trivially true in a sense and perniciously wrong in another. It is trivially true in the sense that historical events and situations are by definition unique, and the stuff historical processes

are made of is countless accidents, irrepeatable coincidences, disparate forces unpredictably interfering with each other. Apart from common sense platitudes we cannot acquire from historical studies any useful rules of conduct that would be applicable in new situations. A politician--to take a Machiavellian example--does not need to study the vicissitudes of Roman emperors in order to discover that he cannot rely on the unconditional loyalty of people he promoted; to be aware that lost wars are likely to provoke domestic upheavals, we can do without immersing into chronicles of modern Russia.

To derive from such observations a general principle to the effect that 'we do not learn from history' implies, however, that historical knowledge would be useful only if it provided us with a technical guidance we would subsequently apply in governing, in vying for power, in warfare, not unlike consulting a manual to repair a broken vacuum cleaner. Since historical studies are demonstrably futile in this sense, they are worthless tout court. This manipulative, technical approach to the past is a natural consequence of the general rationalist view on life and it might prove ruinous to our civilization.

We learn history not in order to know how to behave or how to succeed but to know who we are. And what matters is not the scope of our learning. From a good historical film about, say, Richard III, I can learn more than I have ever known on the subject and even with reasonable accuracy. But I know this as a matter of amusement, and my newly acquired knowledge in terms of my mental life does not differ from the 'knowledge' I gain from a purely fictitious thriller. Educated and even uneducated people in pre-industrial

societies, whose historical learning was very meager, were perhaps more historical--in the sense I mean here--than we are. The historical tradition in which they lived was woven of myths, legends and orally transmitted stories of which the material accuracy more often than not was dubious. Still, it was good enough to give them the feeling of life within a continuous religious, national or tribal community, to provide them this kind of identity which made life ordered (or 'meaningful'). In this sense it was living and it taught people why and for what they were responsible, as well as how this responsibility was to be practically taken up.

It would be difficult, on the other hand, to refute the objection that history which is conceived not as an object of scientific inquiry, a mundane knowledge, but as an imperative force tying people together by the awareness of common destiny and common responsibilities, is bound to be a mythological history--unquestionable and immune to rational scrutiny. Moreover, historical myths have usually confined their power to tribal or national entities, and the universal history--either as a framework of our mental life or even as reality--has only begun to emerge. What come the closest to all-encompassing, meaning-generating social memory have been the myths of universal religions, none of which, however, has proved so far to be capable of becoming truly universal. Buddha and Jesus have certainly provided mankind with the memory of events of universal significance, not restricted to any tribal perception, but even the powerful radiation of those events has broken the resistance of tribal self-containment only to a small extent. And while historical self-understanding has the virtue of giving a sense to a particular community, it has the vice of dividing the human race as a whole.

I do realize that this might sound like old reactionary prattle. It is old. It was not new when Sorel taunted the utopian dreamers who, ignorant of historical realities, were building in imagination their world of perfection. It was not new when Dostoyevski scoffed at the apostles of progress who hated history because they hated life itself. It was not even new when Burke argued (in part against Thomas Paine) that all legitimate social contracts involve past generations and that we are 'responsible' for the past. But I do not believe that whoever is interested in, and worrying about, the spiritual fragility of young people can deny that the erosion of a historically defined sense of 'belonging' plays havoc in their life and threatens their ability to withstand possible trials of the future.

And we have reasons to worry about the decline of historical awareness in a more specific and politically more pertinent sense. A manipulative and rationalist (as distinct from 'rational') approach to historical knowledge is an organic part of the general belief that the potential of social technology is unlimited, in other words that the society is 'in principle' as malleable as any material, that we can step by step eliminate chance from historical processes as efficiently as we eliminate it from our machines and that, if we are clever enough and benevolent enough, we can, by employing those technological skills, produce a society without evil and hostilities, without scarcity and suffering, without frustration and failures. Once we let ourselves be convinced of the idea that the past is pointless because it fails to provide us with reliable prescriptions for solving any specific current problems, we fall into a paradoxical trap; on the one hand, by losing the clear awareness of the continuity of culture and thus losing the historical frame of reference for our issues, we lose the ground on which those issues

can be properly stated at all; on the other hand we easily imagine that the past--ignored or reduced to nothingness--is not a real obstacle to our dreams of perfection, that political technique, properly improved, can reach the point of near-omnipotence and that all human worries are soluble by political means. To expect that chance can be removed from social processes, e.g. that history can be simply canceled, is a deadly illusion. To believe that human brotherhood is a political 'problem' amounts to imitating the Saint-Simonists of old who designed special jackets which were buttoned from the back, so that nobody could dress or undress himself without the help of others; this was supposed to promote universal fraternity. It is reasonable to hope that various forms of human suffering be successfully fought against--that hunger can be overcome and some diseases become curable, but to imagine that scarcity as such, scarcity tout court, shall be eradicated is to defy all historical experience, because scarcity is defined by wants and human wants can grow indefinitely. In all those hopes we perceive the same spirit of idolatry.

There are no 'laws of history' but there are layers of reality--climatic, demographic, technical, economic, psychological and intellectual--which change and move at a different pace, combining their energies in an irregular way and surprising us time and again with unexpected extravagances and caprices. Historical knowledge cannot prevent those surprises from occurring, it gives no clues to predict the unpredictable, but it can at least protect us against foolish hopes and reveal the limits of our efforts, limits defined by physical and cultural invariants, by permanent aspects of human nature and of the great nature, and by the burden of tradition. The conditions of political competition are so tough that professional politicians and statesmen have no



# NEWS



National Endowment for  
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FOR IMMEDIATE RELEASE

## LYNNE V. CHENEY CONFIRMED AS CHAIRMAN OF HUMANITIES ENDOWMENT

WASHINGTON, May 21 -- The U.S. Senate today unanimously confirmed Lynne V. Cheney as chairman of the National Endowment for the Humanities (NEH). She was nominated to lead the Humanities Endowment by President Reagan on April 28, 1986.

Mrs. Cheney, until most recently a senior editor of The Washingtonian Magazine, is an author and a member of the Commission on the Bicentennial of the United States Constitution, to which she was appointed in April, 1985.

"I am pleased and honored by the President's nomination and by the Senate's confirmation," said Cheney.

"The Humanities Endowment is an agency whose work I respect," she said. "It is an organization that deals in excellence and must have the highest standards itself. As chairman, that is a goal I intend to pursue."

Cheney succeeds William J. Bennett, who became secretary of the U.S. Department of Education in February 1985. In the interim, NEH Deputy Chairman John Agresto served as acting chairman.

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NEH News

Lynne V. Cheney Confirmed as Chairman, NEH

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Lynne Cheney is a native of Wyoming and graduated from Natrona County High School in Casper in 1959. A member of Phi Beta Kappa, she earned her bachelor's degree with highest honors from Colorado College and her master's degree from the University of Colorado in 1964. She received her Ph.D. in nineteenth-century British literature from the University of Wisconsin in 1970.

She has taught at the University of Wyoming, George Washington University, Northern Virginia Community College, and the University of Wisconsin.

Cheney is the author of two novels, Executive Privilege (Simon and Schuster, 1979) and Sisters (New American Library, 1981). She is co-author, with her husband, Representative Richard Cheney (R-WY), of Kings of the Hill (Continuum, 1983), a history of the U.S. House of Representatives.

She is the author of many articles on American history, literature, culture, and politics which have appeared in such publications as American Heritage and Smithsonian magazines as well as The Washingtonian. She has worked as a researcher/writer on the public television program "Inside Washington."

Cheney and her husband have two daughters, Elizabeth, 19, and Mary, 17.

The National Endowment for the Humanities, now marking 20 years as a independent federal agency, supports research, scholarship, education and general audience programs in the humanities. The NEH appropriation for the current fiscal year is \$132 million.

# # #

# NEWS



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FOR IMMEDIATE RELEASE

LYNNE CHENEY, IN FIRST STATEMENT AS HUMANITIES ENDOWMENT CHAIRMAN,  
UNDERScores VALUE OF LIBERAL ARTS TO PROFESSIONAL, PERSONAL LIFE

College Park, Md., May 27 -- In her first public statement as chairman of the National Endowment for the Humanities (NEH), Lynne Cheney today acknowledged that the liberal arts are often criticized for not developing skills that get first jobs but told a graduating class of journalists that having studied the liberal arts will further their careers as well as enrich their lives.

Cheney told the 1986 graduating class of the University of Maryland College of Journalism in College Park that they are fortunate to have attended a school with a commitment to the liberal arts and to excellence "because excellence is what the liberal arts are about."

Cheney said that, as the mother of a college-age daughter, she understood the criticism that the liberal arts do not develop the practical skills that help get that first job.

"It's a very legitimate question to ask about a college education: what is all this expense of time and money about if it's not about first jobs?" she asked.

"The answer, in my opinion, is that what a liberal arts education is about is second jobs and third ones and fourth ones. Very few of you graduating today are going to work at one job your entire lives," she added.

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Lynne Cheney: "Why the Liberal Arts?"  
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"The point is that it's not the exact nature of your first job you should be focusing on so much as on what it will lead to -- and that will depend on the energy you bring to it and on your ability to think critically and judge wisely.

"The ability to judge wisely, to separate truth from falsehood, right from wrong -- these are the abilities that the liberal arts teach, and I cannot think of a group to which they are more important than to aspiring journalists," said Cheney.

She turned from her discussion of why and how the liberal arts are important to the professions, and "crucial" to journalism, to describe their importance to personal life.

"You should feel fortunate indeed to be graduating from this journalism school where liberal arts are valued," she said. "The reason is this: your personal lives will be richer as a result.

"Studying history and literature and philosophy and foreign languages gives human beings a context for life they cannot otherwise have. They give us the background of what is happening to us, allow us to place what we are doing in a deeper and broader context, provide metaphors and symbols with which we can shape our experience.

"The liberal arts -- the humanities -- provide us the basis for laughter, for tears sometimes, and also for most satisfying happiness by inviting us to reflect on our lives rather than simply experiencing them."

- More -

NEH News

Lynne Cheney: "Why the Liberal Arts?"

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Cheney described the College of Journalism at the University of Maryland as "a great school within a proud university" and invited its graduates to reflect on their status as "citizens of a green and pleasant land where men and women are free to speak their thoughts and direct their destinies.

"This moment, right now, is a blessed time for each of you. Hold it, savor it -- and go forth with joy."

Cheney was unanimously confirmed as chairman of the National Endowment for the Humanities by the U.S. Senate on May 21 and sworn in on May 23. The Endowment, now marking 20 years as an independent federal agency, supports research, scholarship, education and general audience programs in the humanities.

# # #

NOTE: The full text of Lynne Cheney's address is attached.

"Why the Liberal Arts?"

by

Lynne Cheney

Chairman  
National Endowment for the Humanities

Commencement Address  
College of Journalism  
The University of Maryland  
College Park, Md.

May 27, 1986

Parents, graduates, President Toll, Chancellor Slaughter, Dean Cleghorn, faculty members and guests--it's a great pleasure to be here today. I was very honored to be asked to speak at your commencement because this journalism school has a growing reputation for excellence, a growing reputation for the quality of its students and its faculty. I must say though that considering the distinguished group gathered here on this dais makes my task a little difficult. The idea of saying anything at all about journalism to a group so knowledgeable about it is quite daunting.

I am put in mind of a story told about a victim of the Johnstown flood. This fellow went up to heaven where St. Peter informed him that the first duty of new arrivals was to tell everybody already up there about the latest news from earth. "Well," said the new arrival, "I guess I'll just tell them about the Johnstown flood. I've had some pretty recent experience with that."

St. Peter shrugged. "OK, but you better make it good," he said. "That fellow right there in the front row is Noah."

Well, in front of all these Noahs, I'll do my best to make it good.

One of the reasons I think you are so fortunate to be graduating today from the University of Maryland's journalism school has to do with its commitment to liberal arts. To my way of thinking, that

commitment goes hand in hand with this school's commitment to excellence, because excellence is what the liberal arts are about. Matthew Arnold, a British poet and essayist whose writings I spent some rather intense years with as a graduate student, defined the liberal arts as "the best that has been known and thought in the world." Study of this excellence, Arnold believed, would enable us to view the world from a wider perspective than we usually do, from a vantage where questions like "what is truly important" are at the forefront of consciousness.

American history abounds with people who grew wise studying the liberal arts--or the humanities, as I'm learning to call them. Thomas Jefferson, who loved books, who collected them even when he couldn't afford them, read Homer and Euripedes, Milton and Shakespeare, Locke and Montesquieu--and then penned the immortal truths of the Declaration of Independence.

Or consider James Madison, a voracious reader. During the 1780's, he badgered his friend Thomas Jefferson, minister to France by now, to send him books. Madison read the ancients and he read the moderns, preparing himself--though he could only have suspected what he was doing--for the remarkable gathering that occurred in Philadelphia in 1787. More than any other person, Madison was responsible for the document that came out of the convention--the Constitution of the United States, the world's most enduring political covenant.



But what does all this have to do with me? I can hear some of you asking. It's not the Declaration of Independence or the Constitution I'm thinking about right now--it's my first job. The liberal arts were fine for Jefferson and Madison, I can hear you saying, but they lived a couple hundred years ago. How good a job would they get today?

I am well aware that the very attribute I find so praiseworthy--the emphasis that this school puts on the liberal arts--has been a subject of some controversy lately. Students worrying about that first job have criticized it, arguing that they would be better served by a curriculum that was more skill-oriented. As the mother of a college-age daughter, I know parents worry about this too.

It's a very legitimate question to ask about a college education: what is all this expense of time and money about if it's not about first jobs? The answer, in my opinion, is that what a liberal arts education is about is second jobs and third ones and fourth ones.

Very few of you graduating today are going to work at one job your entire lives. You're going to switch and change, within your profession some of you, and others will go into entirely different professions. Start looking at those who are a decade or two ahead of you on their career paths, and you'll see the truth of what I'm saying. My career--or rather my many careers--are a good example.

I began as a college teacher, spent many years mothering my children and working as a free-lance journalist. I worked in television production, have been a magazine editor, and just last Friday became the administrator of a government agency.

Or, better than my example, consider some of the most eminent people of our time: politicians who have been movie actors and football players and basketball players and military men. There are many journalists--including two of my favorites, George Will and Diane Sawyer--who started out as political staffers.

The point is that it's not the exact nature of your first job you should be focusing on so much as on what it will lead to--and that will depend on the energy you bring to it and on your ability to think critically and judge wisely. It is precisely the ability to think that way and to make wise judgments that the liberal arts teach.

To go back to Thomas Jefferson and James Madison for a moment, if they were sitting out there among you, it might well have taken them some time to find a first job. They didn't have specific skills like splice editing or doing layouts by computer, for example. But once they went to work on their first jobs, I have no doubt how quickly they would pick up such skills if they were needed--and go on to distinguish themselves. Who knows, they might end up being the publishers of major newspapers--or failing to rise that high, perhaps they could try for president.

The ability to judge wisely, to separate truth from falsehood, right from wrong--these are the abilities that the liberal arts teach, and I cannot think of a group to which they are more important than to aspiring journalists. You are undertaking a career of influence and consequence, and I think you are coming into it at a time when it takes a particular dedication to render sound judgments.

There is a great push in journalism now toward simplicity, toward telling the story fast. Television, with its 30 and 60 and 90 second sound bytes is largely responsible. It has built an appetite for news in a hurry that even print journalism now often seems bent on satisfying.

The problem with news in a hurry is that it usually fails to recognize the complexities of life. It's given to pointing out villains and heroes--villains, mostly--without acknowledging that most human beings combine good qualities and bad. We see this particularly when it comes time to choose a president. A new candidate will emerge on the scene and be given a hero's welcome by the press. He's fresh, he's new, he has great ideas--for a while, at least. Then the reaction sets in: he's odd, he's not to be trusted, his great ideas are empty notions.

This is not to say that every piece that's written on any subject has to be 15,000 words long. I must acknowledge, though, that one

of the great privileges I've had is working at The Washingtonian Magazine, where it's possible--not easy, but possible--to convince the editor that the story you're working on will take that much space.

The point is that every story, no matter how short, should reveal an awareness of complexity, an understanding of subtlety and nuance. It should have that large perspective that Matthew Arnold talked about--or that Thomas Jefferson illustrated when he wrote the Declaration of Independence, which was, after all, contained in a single page.

So far what I have done is tell you why the liberal arts are of value to you professionally and why they are particularly crucial to the profession of journalism.

Let me conclude with what I think is the most important reason of all why you should feel fortunate indeed to be graduating from this journalism school where liberal arts are valued. The reason is this: your personal lives will be richer as a result. Studying history and literature and philosophy and foreign languages gives human beings a context for life they cannot otherwise have. They give us the background of what is happening to us, allow us to place what we are doing in a deeper and broader context, provide metaphors and symbols with which we can shape our experience.

Think of watching baseball and think of how much more you

appreciate the game if you know all the legend and lore, all the heroes and history and statistics. That is exactly how much richer your lives will be for having studied the liberal arts.

The liberal arts--the humanities--provide us the basis for laughter, for tears sometimes, and also for most satisfying happiness by inviting us to reflect on our lives rather than simply experiencing them. And this moment, right now, is one upon which you, the members of the class of 1986, should be reflecting.

Here you are, graduates of a great school within a proud university. Here you are, citizens of a green and pleasant land where men and women are free to speak their thoughts and direct their destinies.

This moment, right now, is a blessed time for each of you. Hold it, savor it--and go forth with joy.

# NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

LYNNE V. CHENEY



On April 28, 1986, President Reagan nominated Lynne V. Cheney to be Chairman of the National Endowment for the Humanities. She was unanimously confirmed as Chairman by the U.S. Senate on May 21, 1986, and sworn in on May 23.

Mrs. Cheney was most recently a senior editor of The Washingtonian Magazine and is a widely published author. She is a member of the Commission on the Bicentennial of the United States Constitution, to which she was appointed in April 1985 by President Reagan.

Cheney is a native of Wyoming and graduated from Natrona County High School in Casper, Wyoming, in 1959. She attended Colorado College, where she earned her bachelor's degree with highest honors, then went to the University of Colorado, where she earned her master's degree in 1964. She received a doctoral degree, with a specialty in nineteenth-century British literature, from the University of Wisconsin in 1970.

Since that time, Cheney has worked as teacher and writer, serving on the faculties of Northern Virginia Community College, the University of Wyoming, and George Washington University. She has written many articles which have appeared in national publications, including American Heritage and Smithsonian magazines, and has worked as a researcher/writer for the public television show "Inside Washington." She is the author of two novels, Executive Privilege and Sisters, and the co-author, with her husband, Representative Richard Cheney (R-WY), of Kings of the Hill, a history of the House of Representatives.

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FOR IMMEDIATE RELEASE

**"AMERICA: A READING" AT THE TUCSON PUBLIC LIBRARY**  
National Endowment for the Humanities Grants Combine  
In New Reading and Discussion Project for Adults

Washington -- A recent grant to the Tucson Public Library from the National Endowment for the Humanities (NEH) for a two-year reading and discussion program called "America: A Reading" will bring together for the first time elements from two NEH-funded library and publication projects in what might become a model for libraries across the country.

The first of these NEH-funded projects, the American Library Association's "Let's Talk About It," was established in 1983 to encourage out-of-school adults to read and discuss works of literature. The second, the Library of America series, was begun in 1982 to publish works of American classic literature in uniform, quality volumes.

Now the two combine in "America: A Reading." The grant to the Tucson Public Library supports lectures, printed materials, and scholar-led reading and discussion groups modeled after "Let's Talk About It," and it will rely heavily on works from the Library of America series to examine major themes in American literature.

"America: A Reading" is targeted at what the library sees as its primary audience -- out-of-school adults who attend the cost-free sessions electively, not for scholastic credit or to justify a course fee. "They will come because they love something -- a book, an author, or learning itself," said project director Rolly Kent.

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Participants will explore seven themes including early American writing, Afro-American literature, writings by American women, American poetry, and the American urban experience. Each of the seven themes will take about three months to complete. "We began this project with the question, 'How do we get people to read these great American works?'" Kent said, "and proceeded with the assumption that the answer involves conveying a genuine excitement about the literature."

Discussion groups for the first unit of the Tucson project, "Becoming the Land's: Early American Writing," will begin this summer after participants have done preparatory reading using works of Jefferson, Franklin, Cooper, Hawthorne, and others. According to the library, sessions will be arranged so people can fit the meetings into their summer vacation schedules. This autumn, scholars known for their ability to convey their enthusiasm for individual books and authors will enrich the program with lectures.

When the two years of "America: A Reading" conclude, the Tucson Public Library will produce a booklet summarizing the experience as a guide for libraries in cities of comparable size that wish to replicate the project.

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**Note:** A Fact Sheet and brochure on National Endowment for the Humanities libraries grants accompany this news release.





## NEH LIBRARIES GRANTS

The forerunner of recent National Endowment for the Humanities (NEH) grants for reading and discussion programs like "America: A Reading" at the Tucson Public Library is another NEH-sponsored project, the American Library Association's acclaimed "Let's Talk About It" series.

### "Let's Talk About It"

"Let's Talk About It," begun in 1983, was an effort to consolidate reading and discussion projects in scattered communities into a national program. With ALA leadership, state library associations and humanities councils worked with scholars to develop six themes for reading and discussion projects. ALA subgrants to 300 public libraries in thirty-two states have found enthusiastic audiences, while similar projects patterned after the "Let's Talk About It" model have brought reading and discussion programs to library-goers in additional states.

Last year the NEH awarded a second grant to the ALA to continue the uninterrupted expansion of the "Let's Talk About It" programs through the development of five more themes and accompanying materials.

Participants in the 10-week reading and discussion programs typically read five or six books illuminating themes such as working, family, ethnicity, and individual rights and community, and join in talking about them under the guidance of a humanities scholar.

### Recent Reading and Discussion Grants

Recent NEH grants derived from the ALA model have been awarded to:

- o East Texas State University, Commerce, for a book discussion program in 50 Texas public libraries coinciding with the Texas sesquicentennial;
- o Louisiana Library Association, Baton Rouge, for a project titled "Readings in Literature and Culture," reaching 70 parish libraries;
- o Southern Connecticut Library Council, Hamden, CT, for an historical examination of detective fiction involving 20 libraries;
- o Fisk University, Nashville, TN, for "I've Been to the Mountaintop: A Civil Rights Legacy," a multifaceted project including reading and discussion programs in both libraries and homes for the elderly;
- o New England Library Association, Amherst, MA, for a series of programs in six New England states which will include scholar-led book discussions and focus on the framing of the U.S. Constitution and the character of 18th-century New England.

### Library of America

The Library of America series is a non-profit publishing program of American classics begun in 1982 with support from NEH. Twenty-nine of the projected sixty volumes are already in print in uniform hardcover editions.

They include the works of Henry Adams, James Fenimore Cooper, Stephen Crane, Ralph Waldo Emerson, William Faulkner, Nathaniel Hawthorne, William Dean Howells, Washington Irving, Thomas Jefferson, Jack London, Herman Melville, and Harriet Tubman. To come are volumes of Edith Wharton, Henry David Thoreau, and Flannery O'Connor.

### Technical Assistance

Over the next eighteen months librarians and scholars can obtain technical assistance in developing public humanities programs in libraries through four national workshops cosponsored by the Association of College Research Libraries (ACRL) and the Public Libraries Association (PLA) under the aegis of the ALA. The NEH-funded workshops will foster communication between public and academic librarians and humanities scholars to cooperate in developing innovative projects for an enthusiastic reading public.

Each of the workshops will last three days and include the development of model public humanities projects by teams of librarians and scholars. The exercise is designed to underscore the importance of giving the humanities disciplines a central role in public education programs.

Announcements of the workshops will be coordinated by the ALA's Public Information Office, and will appear soon in national journals such as American Libraries, Public Libraries, C & R L News, and the Journal of Higher Education. Library personnel and scholars interested in participating in the workshops should watch these publications for more information, or call Sandy Donnelly or Vee Friesner at 312/944-6780.

Information about NEH Humanities Projects in Libraries is available from program officer Tom Phelps at 202/786-0271.

The National Endowment for the Humanities, which is marking its 20th anniversary this year, is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT APPOINTS GUINEVERE L. GRIEST DIRECTOR, DIVISION OF FELLOWSHIPS AND SEMINARS

WASHINGTON - The National Endowment for the Humanities (NEH) has appointed Guinevere L. Griest Director of its Division of Fellowships and Seminars.

In announcing the appointment, NEH Chairman Lynne V. Cheney said, "Given Guin's outstanding reputation both as an administrator and as a spokesman for the humanities, I know that with her as director the Fellowships Division will continue to foster and exemplify excellence."

Griest began work with the Fellowships Division as a program officer in 1969. She became deputy director of the division in 1973 and its acting director in 1985.

Before joining the Endowment, she was an associate professor of English at the University of Illinois in Chicago, where she had taught at the undergraduate and graduate levels. Since coming to Washington, she has been a lecturer at the University of Virginia Center in Northern Virginia.

Griest received her A.B. from Cornell University, and her A.M. and Ph.D. from the University of Chicago, the last in 1961. From 1953 to 1955 she held a Fulbright Fellowship at Cambridge University. She is a member of Phi Beta Kappa and Phi Kappa Phi honorary societies.

Dr. Griest is the author of Mudie's Circulating Library and the Victorian Novel, which won the Scholars' Library Award of the Modern Language Association in 1971. Her articles and reviews have appeared in such journals as Modern Philology and Nineteenth Century Fiction.

# # #

4-1/82

# NEWS



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EMBARGOED - For release only after 7:30 p.m. CDT, Tuesday, June 24, 1986

## HUMANITIES ENDOWMENT AWARDS GRANTS FOR EXEMPLARY WORK BY 10 STATE COUNCILS Chairman Lynne Cheney Announces Awards at Milwaukee Lecture

MILWAUKEE, June 24 -- The National Endowment for the Humanities (NEH) has awarded nearly \$550,000 in grants for exemplary projects sponsored by state humanities councils in Connecticut, Indiana, Kansas, Kentucky, Minnesota, Nebraska, North Carolina, Rhode Island, Vermont, and Virginia.

Lynne V. Cheney, chairman of the Humanities Endowment, announced the awards Tuesday night at a public lecture sponsored by the Wisconsin Humanities Committee at the Milwaukee Public Library. The lecture by Merrill D. Peterson, Thomas Jefferson Professor of History at the University of Virginia, was delivered to an invited audience that also included officials from state humanities councils in Ohio, Indiana, Michigan, Illinois, Minnesota, Wisconsin, and Iowa.

"These ten projects make accessible to a wide audience the kind of learning too often confined to the campus -- and they do it in thought-provoking and imaginative ways," said Cheney in announcing the awards. "These exemplary projects will no doubt serve as models for efforts in other parts of the country," she added.

"The Endowment began making exemplary awards in 1982," Cheney said. "Their purpose is to encourage the efforts of state humanities councils to provide programs that are substantive, compelling, and appropriate to local needs," she said. This year's grant-winning projects were selected from

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among 22 proposals submitted by humanities councils representing the states, the District of Columbia, Puerto Rico, and the Virgin Islands.

"The success of these programs depends on community involvement and support," said Cheney, noting that all federal funds provided to state councils must be matched by local contributions of cash, goods, or services.

NEH grants awarded to the 10 state humanities councils, and descriptions of each council's exemplary project are listed below:

- o The Connecticut Humanities Council, Middletown, \$58,387 for a series of reading and discussion programs, interpretive exhibitions, lectures, and film discussions for senior citizens. A follow-up conference will be conducted to promote use of the Connecticut model in providing intellectually stimulating humanities programs for older adults in New England. [Executive Director: Bruce Fraser, (203) 347-6888];

- o The Indiana Committee for the Humanities, Indianapolis, \$68,000 to present, in cooperation with the Indianapolis Shakespeare Festival, a variety of events to examine the world of William Shakespeare. Each of five Indiana communities will host a chautauqua, featuring lectures, panel discussions, workshops on Shakespearean topics, and a performance of The Tempest. [Executive Director: Kenneth L. Gladish, (317) 638-1500];

- o The Kansas Committee for the Humanities, Topeka, \$64,500 for "Striving Toward America's Roots" [STAR], a series of book discussions, debates, and seminars with scholars, portraying Jefferson and Hamilton, who will examine the core issues of the Constitution. They will appear in fifteen towns, followed by a seminar on their "world" and by additional appearances in schools and civic organizations. [Executive Director: Marion Cott, (913) 357-0359];

- o The Kentucky Humanities Council, Lexington, \$47,738 to support, in cooperation with the Kentucky Department of Education, three week-long humanities institutes for school principals, superintendents, and supervisors. Through extensive reading and discussion, the participants in each institute will explore distinct themes on American and classical topics. [Executive director: Ramona Lumpkin, (606) 257-5932];

- o The Minnesota Humanities Commission, St. Paul, \$66,972 for "A House of Our Own: An American Family Dream." This project, to be developed in collaboration with humanities scholars, the Minnesota Historical Society, and the Minnesota Community College System, will include a traveling exhibition, illustrated pamphlet, and lecture/discussion programs on the evolution of American domestic architecture. [Executive Director: Cheryl Dickson, (612) 224-5739];

o The Nebraska Committee for the Humanities, Lincoln, \$67,385 for "Exploring the History of the Great Plains in Local Museums," a project that will support the development of interpretive exhibitions in six county historical museums. For each of the museums, a humanities scholar working with a museum professional will train local museum staff to analyze each museum's holdings, prepare an exhibition, and design an educational public program based on the exhibition. [Executive Director: Sarah Rosenberg (402) 474-2131];

o The North Carolina Humanities Committee, Greensboro, \$48,450 for "The Way We Lived in North Carolina," a series of lectures, study circles, and interpretive site visits in five locations throughout the state. These programs will focus on the social and cultural history of North Carolina. [Executive Director: Brent D. Glass, (919) 379-5325];

o The Rhode Island Committee for the Humanities, Providence, \$35,100 for "The Rhode Island Literary Legacy," a secondary school program that will bring to classrooms around the state dramatizations, lectures, and discussions based on five literary works set in Rhode Island and reflecting the cultural experience of the state. [Executive Director: Thomas H. Roberts, (401) 273-2250];

o The Vermont Council on the Humanities and Public Issues, Hyde Park, \$23,000 for a pilot reading and discussion program titled, "Individual Rights and Community in America." The series will be team-taught by a scholar in a theoretical field and one in a literary field with an emphasis on discussion and critical inquiry. The series will be based on readings from Plato, Shakespeare, Tocqueville, Locke, Rousseau, and Hawthorne. [Associate Director: Michael Bouman, (802) 888-3183]; and

o The Virginia Foundation for the Humanities and Public Policy, Charlottesville, \$66,760 for "The Supreme Court, The Bill of Rights, and The Law," offering twelve communities throughout the state a five-part lecture and discussion series that will begin with an overview of the Bill of Rights. Participants will select four subsequent programs for each community from a list of recommended topics to examine landmark Supreme Court decisions as a focus for public discussion of important issues. [Executive Director: Robert C. Vaughan, (804) 924-3296].

The National Endowment for the Humanities, now marking its 20th anniversary as an independent federal agency, supports research, scholarship, education, and general audience programs in the humanities.

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# NEWS



National Endowment for  
the Humanities

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FOR IMMEDIATE RELEASE

TRANSLATION OF POPOL VUH, MAYAN BOOK OF THE DAWN OF LIFE  
FUNDED BY HUMANITIES ENDOWMENT, WINS PEN AWARD FOR POETRY  
NEH Chairman Lynne V. Cheney Announces Translation Grants

WASHINGTON -- Dennis Tedlock, university professor of anthropology and religion at Boston University, has won the prestigious PEN Translation Prize for Poetry for his translation of the Popol Vuh, the Mayan book of the dawn of life (Simon and Schuster, 1985).

Tedlock did his fieldwork for the translation in Guatemala in 1976 under a Fellowship for Independent Study and Research from the National Endowment for the Humanities (NEH) and continued the work between 1979 and 1981 with a grant from the NEH translations program.

Humanities Endowment Chairman Lynne V. Cheney said the NEH translations grants support the translation into English of significant works that provide insight into the history, literature, philosophy, and artistic achievements of other cultures. "In this context," she said, "Professor Tedlock's work is exemplary."

Cheney announced 34 translations grants recently awarded to leading scholars across the country. Among them are grants to support translations of Hegel's Lectures on the History of Philosophy; selected letters and responsa of Maimonides; and The Letters of Catherine of Siena.

Note: The complete list of translations grants is attached.

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Congratulating Tedlock on his award, Cheney said, "I am delighted that the Popol Vuh, perhaps the most important single text in the native languages of the Americas, is now available in its entirety in this superb English translation."

The citation for Tedlock's award, representing the unanimous vote of the PEN judges, reads:

"[Tedlock's work] is a brilliant and powerful rendering of the Mayan book of creation, the essential text of one of America's most ancient civilizations. Impressive as a work of literature in its own right, this translation is often more than that: a work of ethnology, a work of linguistics, a work of transcultural imagination."

The citation describes Tedlock's work as "a magnificent opportunity to enter the past, to discover the world of a people who inhabited this continent before anyone in Europe knew that America existed."

The Times Literary Supplement said of Tedlock's Popol Vuh, "it should be welcomed as the best introduction so far, in English, to an American classic."

PEN is an international association of writers with centers around the world. The PEN Translation Prizes for Poetry and Prose, the first American awards established for literary translation, for \$1,000 each, have been supported since 1963 by the Book-of-the-Month Club. This year's awards were announced by PEN in May.

The National Endowment for the Humanities, now marking its 20th anniversary as an independent federal agency, supports research, scholarship, education, and general audience programs in the humanities.

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Note: Please find an excerpt from the Popol Vuh and a drawing by Dennis Tedlock. Both may be reproduced courtesy of Simon and Schuster and the author.



AN EXCERPT DESCRIBING THE DAWN OF LIFE FROM PART ONE  
OF THE TRANSLATION OF POPOL VUH BY DENNIS TEDLOCK

THIS IS THE BEGINNING OF THE ANCIENT WORD, here in this place called Quiche. Here we shall inscribe, we shall implant the Ancient Word, the potential and the source for everything done in the citadel of Quiche, in the nation of the Quiche people . . .

THIS IS THE ACCOUNT, here it is:

Now it still ripples, now it still murmurs, ripples, it still sighs, still hums, and it is empty under the sky.

Here follow the first words, the first eloquence:

There is not yet one person, one animal, bird, fish, crab, tree, rock, hollow, canyon, meadow, forest. Only the sky alone is there; the face of the earth is not clear. Only the sea alone is pooled under all the sky; there is nothing whatever gathered together. It is at rest; not a single thing stirs. It is held back, kept at rest under the sky.

Whatever there is that might be is simply not there: only the pooled water, only the calm sea, only it alone is pooled.

Whatever might be is simply not there: only murmurs, ripples, in the dark, in the night. Only the Maker, Modeler alone, Sovereign Plumed Serpent, the Bearers, Begetters are in the water, a glittering light. They are there, they are enclosed in quetzal feathers, in blue-green.

Thus the name, "Plumed Serpent." They are great knowers, great thinkers in their very being.

And of course there is the sky, and there is also the Heart of the Sky. This is the name of the god, as it is spoken.

And then came his word, he came here to the Sovereign Plumed Serpent, here in the blackness, in the early dawn. He spoke with the Sovereign Plumed Serpent, and they talked, then they thought, then they worried. They are with each other, they joined their words, their thoughts. Then it was clear, then they reached accord in the light, and then humanity was clear, when they conceived the growth, the generation of trees, of bushes, and the growth of life, of humankind, in the blackness, in the early dawn, all because of the Heart of Sky, named Hurricane. Thunderbolt Hurricane comes first, the second is Newborn Thunderbolt, and the third is Raw Thunderbolt.

So there were three of them, as Heart of Sky, who came to the Sovereign Plumed Serpent, when the dawn of life was conceived: . . .



DRAWING BY THE AUTHOR

**ONLY ARMADILLOS THEY DANCED:** This dancer, who wears an armadillo mask, plays a flute, and shakes a rattle, was painted on a classic Maya funerary vase of the Chama style, which pertains to sites in the same general region as the Great Abyss where Hunahpu and Xbalanque descended into the underworld. The cross-hatching represents the scales of an armadillo.

National Endowment for the Humanities  
Translations Program  
Awards for 1986

Akita, George University of Hawaii at Manoa Honolulu, HI 96822	Definitive Papers of Yamagata Aritomo (1838-1922); Letters, Position Papers, Speeches
Amount of Grant: up to \$70,000 outright plus an offer of up to \$15,000 Matching*	

The critical edition, transcription, and translation of the papers of Yamagata Aritomo (1838-1922), a key figure in Japan's development from a partially decentralized country threatened by the West into the world power it is today.

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Bierhorst, John W. Box 566 West Shokan, NY 12494	A Translation of the CODEX CHIMALPOPOCA
Amount of Grant: up to \$18,000 outright plus an offer of up to \$3,000 Matching	

The critical edition and translation of two Nahuatl texts, the Anales de Cuauhtitlan (Annals of the Aztec City-state, Cuauhtitlan) and the Leyenda de los soles (Legends of the Suns), native pre-Columbian histories and sacred myths of the Aztecs preserved in a 16th c. transliteration.

-----

Blackburn, Stuart H. 1341 Milvia Berkeley, CA 94709	Translation and Critical Study of RAMAYANA ATAL PARRU (A Folk Ramayana)
Amount of Grant: up to \$35,725 outright	

A translation from the Tamil of a folk version of the classic epic, Ramayana, and the oral commentary that accompanies its 21-day performance in the temples of South India. A monographic study will accompany the translated text.

-----

Bowman, Steven B. University of Cincinnati Cincinnati, OH 45221	SEPHER YOSIPPON: A Medieval History of Intertestamental Jews
Amount of Grant: up to \$12,000 outright	

The translation, with introductory essays, notes, glossary, and indexes, of a tenth-century Hebrew text, the Sepher Yosippon (The Book of Joseph), which presents legendary, biblical, and secular histories of the peoples of the ancient world.

\*Note: The Matching Grant figure represents the federal dollars awarded by the Endowment to match non-federal dollars donated for this project.

Brown, Robert F.  
University of Delaware  
Newark, DE 19716

New English Edition of Hegel's  
LECTURES ON THE HISTORY OF  
PHILOSOPHY

Amount of Grant: up to \$40,000 outright plus an offer of up to  
\$5,000 Matching\*

The edition and translation of Hegel's Lectures on the History of Philosophy (1825-26) in four volumes, to appear as part of the ten-volume series that will include all of the lectures given by Hegel during his academic tenure.

-----  
Burstein, Stanley M.  
California State University  
Los Angeles Fdn.  
Los Angeles, CA 90032

Translation of the ON THE  
ERYTHRAEAN SEA of Agatharchides  
of Cnidus

Amount of Grant: up to \$30,000 outright

A translation, with extensive notes, of three surviving fragments of On the Erythraean Sea (i.e. the Red Sea), an Ancient Greek source for the ethnography and geography of northeast Africa and the Red Sea basin, written by the Greek historian Agatharchides of Cnidus, 2nd century B.C.

-----  
Cox, Eugene L.  
Wellesley College  
Wellesley, MA 02181

An English Translation of the  
Chronicle of the Abbey of  
Vezelay by Hugues the Poitevin

Amount of Grant: up to \$8,000 outright plus an offer of up to \$3,000  
Matching

The translation, with explanatory material, of the Chronicle of the Abbey of Vezelay, a twelfth-century monastic document detailing the Benedictine abbey's tumultuous relationship with the neighboring nobility and struggling papacy.

-----  
Chu, Petra T.D.  
Seton Hall University  
South Orange, NJ 07079

The Letters of Gustave Courbet

Amount of Grant: up to \$50,000 outright plus an offer of up to  
\$10,000 Matching

The critical edition and translation of the letters of the French Realist painter Gustave Courbet (1819-1877), who corresponded with many leading figures of his time, among them Claude Monet, Victor Hugo, and Pierre-Joseph Proudhon.

\*Note: The Matching Grant figure represents the federal dollars awarded by the Endowment to match non-federal dollars donated for this project.

Doran, Robert  
169 Triangle Street  
Amherst, MA 01002

Simeon Stylites: The  
Biographies

Amount of Grant: up to \$31,000 outright

The translation from the Greek and Syriac of the biographies of Saint Simeon the Stylite, the fifth-century holy man whose teachings and asceticism dominated late Roman eastern society.

-----  
Ehrlich, Leonard M. English Edition of Karl Jaspers'  
University of Massachusetts, Amherst THE GREAT PHILOSOPHERS, Vol. III  
Amherst, MA 01003

Amount of Grant: \$22,615 outright plus an offer of up to \$2,000  
Matching\*

An edition and translation of Volume 3 of The Great Philosophers by  
Karl Jaspers (1882-1969).

-----  
Gossen, Gary H.  
SUNY Res. Fdn./Albany  
Albany, NY 12222

Translation of a Corpus of  
Tzotzil Maya Texts

Amount of Grant: up to \$70,000 outright plus an offer of up to  
\$5,000 Matching

The three-volume edition and translation, with extensive explanatory material, of Chamula Mayan narrative texts which chronicle the mythological and pre- and post-Columbian history of the Tzotzil Mayan Indians in Mexico.

-----  
Hoisington, Thomas H.  
742 Franklin Avenue  
River Forest, IL 60305

Ignacy Krasicki's MIKOLAJA  
DOSWIACZYNSKIEGO PRZYPADKI (THE  
ADVENTURES OF NICHOLAS  
WISDOMSEEKER)

Amount of Grant: up to \$12,000 outright

The translation of the first Polish novel, Mikolaja Doswiaczynskiego Przypadki (The Adventures of Nicholas Wisdomseeker) (1776), a picaresque satire of eighteenth-century Polish manners and mores.

-----  
Karttunen, Frances E.  
University of Texas, Austin  
Austin, TX 78712

The Art of Nahuatl Speech: The  
Bancroft Dialogues

Amount of Grant: up to \$12,617 outright

The translation of a sixteenth-seventeenth century Aztec manuscript in the Bancroft Library, University of California, Berkeley, offering a description of life in Central Mexico at a critical historical juncture, immediately after the conquest.

\*Note: The Matching Grant figure represents the federal dollars awarded by the Endowment to match non-federal dollars donated for this project.

Kim, Hongnam  
7810 Hanover Parkway, #203  
Greenbelt, MD 20770

Translation from Chinese of the  
TU-HUA-LU  
(LIVES OF PAINTERS)

Amount of Grant: up to \$23,985 outright plus an offer of up to  
\$5,050 Matching\*

The translation, with full annotation and extensive introduction, of  
Tu-hua-lu (Lives of Painters), a collection of biographical sketches  
of Chinese painters from the pivotal period of dynastic change from  
the Ming to Qing in seventeenth-century China.

---

August J. Kling  
c/o Center of Theological  
Inquiry  
50 Stockton Street  
Princeton, NJ 08540

THE VISION OF COLUMBUS:  
Translations of Primary Source  
Documents for the Columbian  
Quincentenary

Amount of Grant: up to \$22,000 outright plus an offer of up to  
\$5,000 Matching

The translation of the Book of Prophecies compiled by Christopher  
Columbus from biblical and medieval texts and of the two thousand  
Postils (notes) he wrote into the margins of his reference works. In  
these primary source documents, Columbus appears less the rational  
navigator of historical record than a man with a mystical sense of  
mission.

---

Kraemer, Joel L.  
American Oriental Society  
New Haven, CT 06520

A Translation of Selected  
Letters  
and Responsa of Maimonides

Amount of Grant: up to \$35,000 outright

The translation and annotation of selected letters and responsa of  
Maimonides (1138-1204) which illuminate aspects of his philosophy and  
reflect his attitudes toward social and religious issues.

---

Levy, Ian H.  
Stanford University  
Stanford, CA 94305

Volume Three of THE MAN'YOSHU  
(TEN THOUSAND LEAVES)

Amount of Grant: up to \$50,000 outright plus an offer of up to  
\$5,000 Matching

The translation and annotation, with introduction, of the third volume  
of the earliest anthology of Japanese classical poetry from the  
seventh to the eighth century A.D.

\*Note: The Matching Grant figure represents the federal dollars  
awarded by the Endowment to match non-federal dollars donated for this  
project.

Macierowski, E.M.  
1200 Varnum St., N.E.  
Washington, D.C. 20017

An English Translation of  
Apollonius Pergaeus ON CUTTING-  
OFF A RATIO

Amount of Grant: up to \$33,000 outright

The edition and translation from medieval Arabic of the lost Greek treatise Peri Logou Apotomes (On Cutting Off a Ratio) by Apollonius Pergaeus (c. 210 B.C.), a mathematician in the Euclidean tradition whose analytic method was surpassed only by Descartes in the seventeenth century.

Mandelbaum, Irving J.  
University of Texas at Austin  
Department of Oriental and  
African Languages & Lit.

"Each According to Its Kind:"  
A Translation of Yerushalmi  
Kilayim (The Palestinian Talmud)

Austin, TX 78712

Amount of Grant: up to \$35,000 outright

The translation, with introduction and notes, of the Yerushalmi Kilayim ("Each According to Its Kind"), the tractate of the Palestinian Talmud (third to fifth centuries C.E.) dealing with an agricultural section of the Mishnah, the earliest rabbinic document (200 C.E.), which the Babylonian Talmud neglects.

Michalowski, Piotr A.  
University of Michigan, Ann Arbor  
Ann Arbor, MI 48109

The Royal Correspondence of Ur  
(1700 - 1600 B.C.)

Amount of Grant: up to \$50,000 outright

The edition and translation of The Royal Correspondence of Ur, a collection of royal letters inscribed on clay tablets in Sumerian cuneiform script and used as school texts in Old Babylonian Mesopotamia (1700-1600 B.C.).

Noffke, Suzanne M.  
2051 Allen Boulevard, Apt. 1H  
Middleton, WI 53562

L'EPISTOLARIO DI S. CATERINA DA  
SIENA (THE LETTERS OF CATHERINE  
OF SIENA)

Amount of Grant: up to \$31,000 outright plus an offer of up to  
\$10,000 Matching\*

The continuation of the translation from the Tuscan Italian of The Letters of Catherine of Siena, in four volumes.

Obeyesekere, Ranjini D. E.  
114 Fitz Randolph Road  
Princeton, NJ 08540

Transl. of SADDHARMARATNAVALIYA  
(Gems of the True Doctrine),  
Sinhala Myths, Folktales &  
Buddhist Legends

Amount of Grant: up to \$40,000 outright

The translation of the Saddharmaratnavaliya (Gems of the True Doctrine), a collection of stories about folk cult heroes written by a thirteenth-century Sri Lankan monk to popularize Buddhist doctrines and ethics.

\*Note: The Matching Grant figure represents the federal dollars awarded by the Endowment to match non-federal dollars donated for this project.

Oldcorn, Anthony  
Hispanic and Italian Studies  
Brown University  
Box E  
Providence, RI 02912

Translation of three plays by  
the 18th Century Playwright  
Carlo Goldoni

Amount of Grant: ~~up~~ to \$25,000 outright

A translation from the Italian of Goldoni's dramatic trilogy  
Villeggiatura (A Month in the Country), first performed in Paris in  
1761.

-----  
Palisca, Claud V.  
Yale University  
New Haven, CT 06520-2061

Music Theory Translation Series

Amount of Grant: Up to \$40,000 outright, plus an offer of up to  
\$10,000 Matching\*

The continuation of the Music Theory Translation Series with three  
works from the fifteenth and sixteenth centuries, to be added to the  
eleven volumes already completed.

-----  
Rocher, Ludo  
University of Pennsylvania  
Philadelphia, PA 19104

Edition and Translation of  
Jimutavahana's DAYABHAGA (the  
law of inheritance and  
partition in Bengal)

Amount of Grant: up to \$65,000 outright plus an offer of up to  
\$10,000 Matching

An edition and translation of the twelfth-century Law of Inheritance  
in Bengal, a code followed through Anglo-Indian times and still cited  
today.

-----  
Rusten, Jeffrey S.  
Department of Classics  
Washington University  
St. Louis, MO 63139

Annotated Translation of Philo-  
stratus' ON HEROES

Amount of Grant: up to \$8,803 outright

The translation, with introduction and notes, of a third-century work  
written by Philostratus of Lemnos which discusses ancient Greek hero  
cults and their place in Greek religion.

-----  
Schatkin, Margaret A.  
Boston College  
Chestnut Hill, MA 02167

John Chrysostom, IN DEFENSE OF  
MONASTIC LIFE

Amount of Grant: up to \$19,958 outright

An edition and translation of the fourth-century treatise To Those Who  
Oppose the Supporters of the Monastic Life by John Chrysostom, the  
only formal treatise written in defense of monasticism by a church  
father.

\*Note: The Matching Grant figure represents the federal dollars  
awarded by the Endowment to match non-federal dollars donated for this  
project.



Strassberg, Richard  
Department of East Asian  
Languages and Cultures  
Royce Hall, UCLA  
Los Angeles, CA 90024  
Amount of Grant: \$36,682 outright

LANGUAGE AND NATURE IN CHINESE  
LITERATURE, an Anthology  
(4th-19th Centuries)

The translation, with extensive critical apparatus, of a selection of Chinese travel literature (5th-19th c.) which reveals the aesthetic theories of the authors as they journey in Nature.

---

Sweeney, James R. Medieval Laws of Hungary  
447 East Prospect Avenue  
State College, PA 16801  
Amount of Grant: up to \$21,500 outright plus an offer of up to  
\$5,000 Matching\*

The translation, with textual and historical annotation, of the medieval laws of Hungary, a country which then included also Czechoslovakia, Austria, Yugoslavia, Rumania and a corner of the Soviet Union. The laws reflect the transformation of a semi-nomadic society into the royal realm of the Angevin kings.

---

Taft, Richard T. Translation of Martin  
Department of Philosophy Heidegger's KANT UND DAS  
Trinity College PROBLEM DER METAPHYSIK  
Hartford, CT 06106 (KANT AND THE PROBLEM OF  
METAPHYSICS)  
Amount of Grant: up to \$21,500 outright plus an offer of up to  
\$5,000 Matching

The translation, with critical apparatus, of Martin Heidegger's Kant und das Problem der Metaphysik (Kant and the Problem of Metaphysics), 1929.

---

Wallace, Robert M. English Translation of Hans  
Massachusetts Institute of Blumenberg's DIE LESBARKEIT DER  
Technology Press WELT (THE LEGIBILITY OF THE  
Cambridge, MA 02142 WORLD) (1981)  
Amount of Grant: up to \$11,880 outright plus an offer of up to  
\$7,890 Matching

A translation of Die Lesbarkeit der Welt (The Legibility of the World), a discussion of irreducible book and reading metaphors in the history of Western thought, by the contemporary German philosopher Hans Blumenberg.

\*Note: The Matching Grant figure represents the federal dollars awarded by the Endowment to match non-federal dollars donated for this project.

Wasserman, Marlie P.  
Rutgers University Press  
New Brunswick, NJ 08903

LE MARCHE DE LA PEINTURE EN  
FRANCE  
(THE MARKET FOR PAINTING IN  
FRANCE) by Raymonde Moulin

Amount of Grant: up to \$2,810 Matching\*

A sociological analysis of the market for art, exploring the relationships among artists, art dealers, art buyers and collectors in the Paris art market between (1945-1967).

-----  
Weiss, Peg  
Syracuse University  
Syracuse, NY 13210

The Blue Four Project:  
Correspondence of Kandinsky,  
Klee, Feininger, Jawlensky with  
G. Scheyer

Amount of Grant: up to \$40,000 outright

The translation of letters from the Expressionist painters Kandinsky, Klee, Feininger, and Jawlensky to their American representative Emmy Galka Scheyer.

-----  
Westerink, Leendert G.  
61 Little Robin Road  
Amherst, NY 14228

Critical Edition and Translation  
of the Acts of the Council of  
869/870

Amount of Grant: up to \$39,577 outright

The preparation of a critical edition and annotated translation of the Greek and Latin transactions of the Constantinopolitan, or Eighth Oecumenical Council, whose decisions led to the breach between the Eastern and Western Church (i.e., Greek Orthodox and Roman Catholic).

\*Note: The Matching Grant figure represents the federal dollars awarded by the Endowment to match non-federal dollars donated for this project.

# NEWS



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the Humanities

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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT SUMMER SEMINARS, INSTITUTES HELP TEACHERS, LAW PROFESSORS STUDY THE U.S. CONSTITUTION

WASHINGTON -- The National Endowment for the Humanities (NEH) has funded a variety of summer seminars and institutes that will help law professors and teachers in elementary schools, secondary schools, and colleges make an intensive study of the U.S. Constitution.

About 320 teachers and law professors will participate, or have participated, in 13 seminars and institutes scheduled for this summer in California, Colorado, Illinois, Maine, Maryland, Michigan, New Jersey, Pennsylvania, and Tennessee.

In the fall, these teachers will return to their classrooms and give hundreds of students the benefit of their study as the nation approaches the Bicentennial of the U.S. Constitution on September 17, 1987.

Humanities Endowment Chairman Lynne V. Cheney said, "Funding these summer programs is among the many ways in which this agency is supporting a serious and meaningful celebration of the 200th anniversary of our Constitution, the document that has made this nation the world's most enduring republic."

Cheney, who is also a member of the Commission on the Bicentennial of the United States Constitution, said that the NEH has made grants of more than \$16 million for a wide variety of Bicentennial programs since the agency announced its initiative in this area in 1982.

- More -

The NEH Bicentennial summer seminars and institutes are part of a larger program that this summer will fund 175 seminars and institutes in various fields of the humanities. They are taking place at more than 100 colleges, universities, and other institutions nationwide and involve more than 2,000 participants.

Directors of summer seminars and institutes apply to the Endowment for grants to run their programs. Participants in these programs are selected by the directors and are paid stipends from the NEH grants. For summer institutes, the Endowment's share of total costs does not exceed 80 percent; remaining costs are borne by the sponsoring institution.

The National Endowment for the Humanities, now marking its 20th anniversary as an independent federal agency, supports research, scholarship, education, and general audience programs in the humanities.

# # #

Note: Details on Bicentennial summer seminars and institutes, including directors, subjects, locations and telephone numbers, number of participants, and amounts of stipends are attached.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Office of the Bicentennial  
1986 Summer Seminars for Law Professors

Philip B. Kurland and Ralph Lerner  
University of Chicago  
1116 East 59th Street  
Chicago, IL 60637 (312) 962-9565  
Amount of Grant: \$42,072 Outright

SEMINAR FOR LAW PROFESSORS ON  
THE FOUNDERS' CONSTITUTION

This seminar, designed for 15 law professors with little previous formal training in constitutional history or American political thought, will consider the intentions of the Founders and their bearing on contemporary issues in constitutional law. Emphasis will be on the study of the most significant 18th and early 19th century primary sources -- political, philosophical and legal. Seminar dates are June 23 through July 11.  
Stipend: \$1,500

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Walter Dellinger and Richard E. Morgan  
Department of Government  
Bowdoin College  
Brunswick, ME 04011 (207) 725-8731  
Amount of Grant: \$50,990 Outright

ORIGINS OF AMERICAN  
CONSTITUTIONALISM

Twelve law teachers will study the historical and philosophical roots of the Constitution and Bill of Rights, from the colonial and revolutionary period preceding the Declaration of Independence through the Constitutional Convention in 1787. The seminar will also examine the relevance of our constitutional beginnings to the way in which constitutional law is taught and "practiced" today. Seminar dates are July 24 through August 8. Stipend: \$1,500

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Lino Graglia and Ralph A. Rossum  
Department of Political Science  
Claremont McKenna College  
Claremont, CA 91711 (714) 621-8201  
Amount of Grant: \$54,802 Outright

ON THE CONTINUED RELEVANCE  
OF THE CONSTITUTION

Fifteen law professors will examine primary and secondary constitutional sources to explore the intentions of the Founders and consider their relevance to contemporary constitutional law. Seminar dates are June 16 through July 2. Stipend: \$1,500

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Division of Fellowships and Seminars  
1986 Summer Seminars for Secondary School Teachers

Timothy Fuller  
Department of Political Science  
Colorado College  
Colorado Springs, CO (303) 473-2233  
Amount of Grant: \$50,482 Outright

NATURAL LAW, NATURAL RIGHTS  
AND AMERICAN CONSTITUTIONAL  
ORDER

This seminar for seventeen secondary school teachers will principally consider the theories of Thomas Aquinas, John Locke and John Adams to discuss how the change from medieval natural law theory to modern natural rights theory affects the understanding of the rule of law, political authority, and constitutionalism, especially in America. Seminar dates are June 30 through August 1. Stipend: \$1,700

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Paul Finkelman  
Department of History  
SUNY/Binghamton  
Binghamton, NY 13901 (607) 777-2625  
Amount of Grant: \$52,817 Outright

THE CREATION OF THE  
AMERICAN CONSTITUTION: TEXTS  
OF THE CONVENTION AND  
RATIFICATION DEBATES

This seminar will familiarize fifteen secondary school teachers with the issues surrounding the creation and ratification of the Constitution by focussing on the debates of the Constitutional Convention, the ratification conventions in Virginia and Massachusetts, and the public debate over ratification as seen in selections from the Federalist Papers and from leading Antifederalists. Seminar dates are July 7 through August 15. Stipend: \$2,025

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Richard R. Beeman  
Department of History  
University of Pennsylvania  
Philadelphia, PA 19104 (215) 898-3487  
Amount of Grant: \$53,242 Outright

THE MAKING OF THE CONSTITUTION

Fifteen secondary school teachers will explore the issues and events leading to the "making of the Constitution" using Madison's Notes on the Federal Convention, The Federalist Papers, and Jonathon Elliot's Debates on the Ratification of the Constitution as central texts. Philadelphia's Independence Hall will be among the historic sites visited during this seminar held from June 30 through August 1. Stipend: \$1,700

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Division of Fellowships and Seminars  
Summer Seminars for College Teachers

Paul E. Sigmund  
Professor of Politics  
Princeton University  
Princeton, NJ 08544 (609) 452-4756  
Amount of Grant: \$66,085

THE PHILOSOPHICAL AND HISTORICAL  
BACKGROUND OF THE AMERICAN  
CONSTITUTION

This seminar for fourteen college teachers will examine the classical, biblical and legal traditions influencing the outlook of the Founders, followed by a study of the the influence of institutional debates in 17th century England and 18th century America. The seminar will include an analysis of the constitutional convention and ratification debate. Seminar dates are June 23 through August 15. Stipend: \$3,000

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NATIONAL ENDOWMENT FOR THE HUMANITIES  
Education Division  
1986 Summer Institutes

Judith E. Greenberg  
7709 Mary Cassatt Drive  
Potomac, MD 20854 (301) 422-1443  
Amount of Grant: \$59,990 Outright, with a \$14,997 Cost Share

THE C.U.A. ELEMENTARY/MIDDLE SCHOOL  
SUMMER CONSTITUTION INSTITUTE

Constitutional scholars will instruct thirty elementary and middle school teachers from Maryland, Virginia, Delaware and the District of Columbia in the history of the Constitutional period, the document itself and its modern application, and significant court rulings. The program will include study of pertinent primary source documents housed in Washington, D.C. Seminar dates are July 21 through August 15. Stipend: \$800

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Bernard R. Gifford  
School of Education  
Univ. of California/Berkeley  
Berkeley, CA 94720 (415) 642-3726

CONSTITUTIONALISM: TWO CENTURIES  
OF FREEDOM UNDER LAW

Amount of Grant: \$149,998 Outright, with \$34,000 in Federal  
Matching funds and a \$99,797 Cost Share

For the next three summers forty-five teachers of history, civics, and government will explore the historical roots of the Constitution, its framing and ratification, and the growth of Constitutional law under faculty representing the appropriate disciplines. Attention will be given to the development of classroom curriculum materials for dissemination during the program of follow-up activities in the following academic year. This year's seminar dates are June 23 through July 18. All stipends: \$800

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Education Division  
1986 Summer Institutes (continued)

Dennis S. Devlin Department of History Grand Valley State College Allendale, MI 49401 (616) 895-3420	THE CONSTITUTION AND MICHIGAN: TWO CENTURIES OF CHANGE, DEVELOPMENT AND STABILITY
Amount of Grant: \$81,105 Outright, with \$3,000 in Federal Matching funds and a \$42,250 Cost Share	

20 pairs of Michigan teachers from grades 7-12 will study the development of the Constitution to the present day by examining Constitutional theory and interpretation, federalism, and political institutions. Focussing secondarily on the relation of Michigan history to the Constitution, the sessions will include the development of classroom projects and follow-up activities. Seminar dates are June 22 through July 19. Stipend: \$800

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Donald O. Dewey Department of History Cal. State Univ./Los Angeles Los Angeles, CA 90032 (213) 224-3726	UNITED STATES HISTORY: A CONSTITUTIONAL FOCUS
Amount of Grant: \$121,090 Outright, with a \$24,276 Cost Share	

Designed to improve the teaching of United States history through a focus on the Constitution, this institute will train 44 teachers of eighth-grade U.S. history in fundamental Constitutional concepts through lectures, readings, group discussion, and curriculum development sessions. Seminar dates are August 11 through August 29. Stipend: \$800

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Daniel J. Elazar Center for the Study of Federalism Temple University Philadelphia, PA 19122 (215) 787-7784	CLASSIC WORKS OF AMER. FED. DEM.: HOW SECONDARY SCHOOL TEACHERS CAN USE CLASSIC WORKS OF FEDERALISM IN TEACHING AMERICAN GOVERNMENT
Amount of Grant: \$120,868 Outright	

During this institute 28 secondary school teachers will train with two master teachers to use classic works of federalism -- the central organizing principle in American government -- in teaching American government. The development of Constitutional Bicentennial projects will be emphasized, and a newsletter will serve as a follow-up activity. The dates for the institute are July 22 through August 22. Stipend: \$800

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Clayton C. Reeve Head, English Department Tennessee State University Nashville, TN 37203 (615) 320-3018	THE CONSTITUTION AND ITS CULTURAL CONTEXT
Amount of Grant: \$60,000 Outright	

Through intensive reading of the Constitution and investigation of American history preceding its drafting and adoption, 32 students will study the Constitution both as a document which defines the basic powers and structure of our federal government and as a document which is a reflection of late 18th century Western, and especially American, culture. Institute dates are June 15 through July 11. Stipend: \$800



# NEWS



National Endowment for  
the Humanities

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FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT HELPS TEACHERS CONTINUE LEARNING

More Than 3,000 Teachers Have Attended Summer Seminars and Institutes

WASHINGTON -- This summer more than 3,000 teachers from across the United States have become students again to renew their passion for learning, explore new topics in their academic disciplines, and broaden their classroom skills at 181 summer seminars and institutes supported by grants from the National Endowment for the Humanities (NEH).

Teachers representing all levels of America's educational system and all 50 states, the District of Columbia, and Puerto Rico have taken part in these intensive summer programs designed to invigorate humanities teachers and humanities instruction in classrooms from primary grades through colleges and universities.

"The classroom remains the primary forum and teachers are the primary medium through which the humanities are transmitted from one generation to the next," said NEH Chairman Lynne Cheney.

"We at the Endowment understand the importance of the best possible classroom instruction," Cheney said. "We support these seminars and institutes to offer America's teachers opportunities to work with their peers and with distinguished scholars to explore new ideas, examine new perspectives, and consider new approaches that they can use when they return to their own classrooms several weeks from now."

-OVER-

"Most importantly, these programs give teachers an opportunity to think seriously about what they teach and how they teach it."

This summer, grants from NEH have supported 56 seminars for college teachers, 50 seminars for secondary school teachers, 55 institutes for elementary and secondary school teachers, and 20 institutes for college and university faculty.

Topics for institutes and seminars represent the full range of humanities disciplines. History institutes and seminars cover topics such as "The American Constitution," "The New Deal: Origins, Record, Reputation," and "Classic Studies in American Ethnic and Racial History." Literature programs this summer include "War and Peace as a Universal Novel," "Comparative Poetics," and "Teaching Shakespeare." Other seminars and institutes have been held this summer in philosophy, foreign languages, classical studies and other humanities topics.

"These programs reflect the Endowment's commitment to excellence in humanities education," said Lynne Cheney. The 1986 seminars and institutes are supported by more than \$14 million in NEH grants.

The National Endowment for the Humanities, now marking its 20th anniversary as an independent federal agency, supports research, scholarship, education, and general audience programs in the humanities.

# # #

NOTE: Fact sheets on NEH seminar and institute programs are attached. A complete list of 1986 summer seminars and institutes, arranged alphabetically by state, is also attached.



## DIVISION OF FELLOWSHIPS AND SEMINARS

### Summer Seminars for College Teachers (SSCT)

- o Under the direction of a distinguished scholar and teacher, twelve college teachers meet for eight weeks of advanced study and research in their own fields or in fields related to their interests.
- o Seminar topics are broad enough to accommodate a wide range of interests while being central to the major ideas, texts, critical concerns, and approaches of the humanities. Through research, reflection, and frequent formal and informal discussions with the seminar director and with other teachers from across the country, participants increase their knowledge of the subjects they teach and enhance their ability to impart an understanding of their disciplines to undergraduate students.
- o The program is intended to serve those whose primary duties involve teaching undergraduates. Each director selects the seminar's participants from the qualified individuals who have applied by the announced deadline.
- o The focus of each seminar is substantive, reinforcing the participants' commitment to teaching and to research. Beyond the work of the group, each participant conducts an individual research project or program of intensive reading under the guidance of the director.
- o College teachers selected to participate receive a stipend of \$3,000 to help cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for a tenure period of two full months.
- o For the 56 seminars offered during the summer of 1986, 1,417 college teachers applied for available positions. This summer, 665 college teachers have attended seminars in this program. These teachers represent all 50 states, the District of Columbia and Puerto Rico.
- o From its beginning in the summer of 1973 through the summer of 1985, the program has offered more than 1,000 seminars to almost 13,000 teachers from more than half of the colleges in the United States.



## DIVISION OF EDUCATION PROGRAMS

### Humanities Instruction in Elementary and Secondary Schools (HIESS)

#### Institutes for Teachers and Administrators (ITA)

- o These institutes for up to 45 participants are intended to provide intensive residential study and appropriate follow-up activities for groups of humanities teachers, administrators, or combinations of the two. Institutes focus on important texts and ideas in the humanities and on the most effective ways of teaching them. They provide a rigorous four-week program that includes expository writing, study of primary sources, and exposure to superior scholarship.
- o The subject of the institute relates either to the disciplines and topics most commonly taught in the schools or to disciplines and topics related to the responsibilities of teachers in a particular region or setting.
- o Participants in each institute are selected by the staff of that institute from the qualified individuals who have applied.
- o The institutes are led by recognized scholars in the field, working in tandem with outstanding teachers and administrators familiar with the settings in which participants work.
- o Schools and school systems from which participants are finally selected are expected to contribute to the costs of the institute. Generally, the Endowment's share of the total costs of an institute will not exceed 80 percent.

#### Collaborative Projects (CP)

- o Collaborative projects may involve schools, school systems, colleges, and universities (and perhaps libraries, museums, and other cultural institutions) within a limited geographical region.
- o During the course of the collaboration, schools and colleges are expected to develop activities, such as institutes and workshops, that will contribute to the participants' knowledge of the subjects they teach and to their ability to teach them. Some activities focus on expository writing and on the study of primary sources.
- o Collaborative projects often receive NEH support for a period of three years, with Endowment support normally limited to 60 percent of the total project costs. Endowment support is predicated on a commitment by the institution to continue the collaboration after NEH funding ends.



## DIVISION OF EDUCATION PROGRAMS

### Exemplary Projects in Undergraduate and Graduate Education

#### Institutes for College and University Faculty (ICUF)

- o NEH Institutes for College and University Faculty are designed to bring postsecondary teachers together for several weeks to engage in intensive study of texts, periods, ideas, and issues central to undergraduate and graduate education in the humanities.
- o By providing them with opportunities to study under recognized scholars and collaborate with colleagues from other institutions, such institutes encourage faculty members to approach their teaching with fresh perspectives, new resources, and a deeper knowledge of the most significant scholarship in a field of the humanities.
- o Institutes often include a variety of activities, such as lectures, workshops, and seminars. Although most institutes are focused on specific humanities texts and topics, they may also focus on subjects and activities that promise to improve graduate education or strengthen advanced research skills.
- o Participants, who are selected by the staff of the institute, receive stipends that vary according to the length of the institute. These stipends are intended to cover the costs of travel, room, and board. The number of participants in a given institute is determined by the sponsoring institution; it normally ranges between twenty and thirty.
- o Institute participation is limited to full-time faculty members at universities and two- or four-year colleges, and their institutions are expected to make a cash contribution toward the cost of their participation.



## DIVISION OF FELLOWSHIPS AND SEMINARS

### Summer Seminars for Secondary School Teachers (SSSST)

- o These seminars bring together groups of fifteen competitively chosen teachers for intensive collegial study of major texts in the humanities over four-, five-, or six-week periods at academic sites throughout the United States and, occasionally, abroad.
- o Seminar directors are competitively chosen from among the nation's best teacher-scholars at academic institutions of every size.
- o Through reading, writing, reflection, and through frequent discussions--formal and informal--with the seminar director and with other teachers from across the country, seminar participants will deepen their knowledge and enhance their ability to impart an understanding of the humanities to their students.
- o Participants in these seminars are full-time or regular part-time teachers at public, private, or parochial schools, grades 7 through 12, most of whom have been teaching at least three years.
- o Each seminar will have a common emphasis on the close reading of a significant primary text or texts, ancient or modern, historical, philosophical, or literary. The focus of the texts and seminars is designed not only to appeal to teachers whose specific field is covered by a seminar but to be of general interest as well.
- o Participating teachers receive a stipend of \$1,700, \$2,025, or \$2,350 for seminars that are four, five, or six weeks long, respectively. The stipend is intended to help cover books, supplies, travel, and subsistence costs.
- o For the 50 seminars offered during the summer of 1986, 1,800 teachers applied for available positions. This summer, 750 secondary school teachers have attended seminars in this program. These teachers represent 50 states and the District of Columbia.
- o Since the program began in 1983, more than 2,600 secondary school teachers have participated in 175 summer seminars funded by the National Endowment for the Humanities.

# NATIONAL ENDOWMENT FOR THE HUMANITIES

# 1986 SUMMER SEMINARS AND INSTITUTES

KEY: HIESS-CP - Humanities Instruction in Elementary and Secondary Schools, Collaborative Projects

HIESS-ITA - Humanities Instruction in Elementary and Secondary Schools, Institutes for Teachers and Administrators

ICUF - Institutes for College and University Faculty

SSCT - Summer Seminars for College Teachers

SSSST - Summer Seminars for Secondary School Teachers

## ARIZONA

David W. Foster  
Department of Foreign Languages  
Arizona State University  
Tempe, AZ 85287

Twentieth-Century Mexican Literature: Paz, Rulfo, Fuentes [SSSST]  
June 30-August 1, 1986 (5 weeks)

Keith Hehrer and Alvin Goldman  
Department of Philosophy  
University of Arizona  
Tucson, AZ 85721

Theory of Knowledge [ICUF]  
June 16-August 8, 1986  
(Institute location: University of Colorado, Boulder, under the auspices of the Council for Philosophical Studies)

## CALIFORNIA

Robert Pinsky  
Department of English  
University of California  
Berkeley, CA 94720

Contemporary Poetry and the Modernist Tradition [SSCT]  
June 16-August 8, 1986

Eric J. Sundquist  
Department of English  
University of California  
Berkeley, CA 94720

Race and Slavery in American Literature [SSCT]  
June 16-August 8, 1986

Thomas N. Bisson  
Department of History  
University of California  
Berkeley, CA 94720

Medieval European Feudalism [SSCT]  
June 23-August 15, 1986

Bernard R. Gifford and James Kettner  
School of Education  
University of California  
Berkeley, CA 94720

Constitutionalism: Two Centuries of Freedom Under Law [HIESS-ITA]  
June 23-July 18, 1986

## CALIFORNIA (cont.)

Richard L. Regosin  
Instructional Development Services  
University of California  
Irvine, CA 92717

Institutes for Humanities Teachers [HIESS-ITA]  
June 23-July 24, 1986

John Carlos Rowe  
Department of English and Comparative Literature  
University of California  
Irvine, CA 92717

American Literature and Modern Theory [SSCT]  
June 23-August 15, 1986

Donald O. Dewey  
California State University  
Los Angeles, CA 90032

The American Constitution [HIESS-ITA]  
August 4-29, 1986

John N. Swift  
Department of English  
Occidental College  
1600 Campus Road  
Los Angeles, CA 90041

Freud: The Origins of a Modern Mythology [SSSST]  
June 30-August 8, 1986 (6 weeks)

Michael J. Allen  
Department of English  
Room 2225, Rolfe Hall  
University of California  
Los Angeles, CA 90024

Platonism and the Poetry of the English Renaissance [SSCT]  
June 16-August 8, 1986

John E. Elliott  
Department of Economics  
University of Southern California  
Los Angeles, CA 90089

Karl Marx as a Social Theorist: An Interdisciplinary Approach [SSCT]  
June 23-August 15, 1986

Leo Braudy  
Department of English  
University of Southern California  
Los Angeles, CA 90089-0354

Visual and Verbal Narrative [SSSST]  
June 23-July 25, 1986 (5 weeks)

Charles Hamilton  
Classical and Oriental Languages and Literature Dept.  
San Diego State Univ.  
San Diego, CA 92182

Greek Values in Crisis: Thucydides, Sophocles, Plato [SSSST]  
June 30-August 8, 1986 (6 weeks)

Walter H. Capps  
Department of Religious Studies  
University of California  
Santa Barbara, CA 93106

Alexis de Tocqueville, Democracy in America: Religion in a Democratic Society [SSSST]  
June 30-August 8, 1986 (6 weeks)

NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

CALIFORNIA (cont.)

Phillip E. Hammond and Ninian Smart Religious Studies Department University of California Santa Barbara, CA 93106	Religion and Nationalism: The Dilemma of Citizenship [SSCT]  June 16-August 8, 1986
Luis Leal Center for Chicano Studies University of California Santa Barbara, CA 93106	Hispanic Literature of the Southwest: Tradition and Innovation [SSCT] June 23-August 15, 1986
George Lucas Department of Philosophy University of Santa Clara Santa Clara, CA 95053	Metaphysics and the Modern World [ICUF]  June 25-August 5, 1986
Marsh H. McCall, Jr. Department of Classics Stanford University Stanford, CA 94305	Aeschylus, Sophocles, Euripides: Performance and Interpretation of Greek Tragedy [SSSST] June 30-August 8, 1986 (6 weeks)
Theodore M. Andersson Department of German Studies Stanford University Stanford, CA 94305	Four Medieval Cultures [SSSST]  June 30-August 1, 1986 (5 weeks)
Karen Offen Center for Research on Women Stanford University Stanford, CA 94305	The Woman Question in Western Thought: Europe and America, 1750-1950 [SSCT] June 23-August 15, 1986
Michael H. Jameson Classics Department Stanford University Stanford, CA 94305	Religion and Society in Ancient Greece [SSCT] June 23-August 15, 1986
Otis L. Graham Center for Advanced Study 202 Junipero Serra Boulevard Stanford, CA 94305 (Seminar location: Stanford University, California)	The New Deal: Origins, Record, Reputation [SSCT] June 23-August 15, 1986

COLORADO

Paul M. Levitt and Elissa S. Guralnick English Department University of Colorado Campus Box 226 Boulder, CO 80303	Writing About Literature: An Institute for High School Teachers [HIESS-ITA]  June 16-July 11, 1986
Fred Anderson and James R. Giese Social Science Education Consortium 855 Broadway Boulder, CO 80302	The Young Republic: American Life and Culture, 1783-1830 [HIESS-ITA]  July 7-August 1, 1986
Timothy Fuller Department of Political Science Colorado College Colorado Springs, CO 80903	Natural Law, Natural Rights, and the American Constitutional Order [SSSST] June 30-August 1, 1986 (5 weeks)

CONNECTICUT

Drew A. Hyland Philosophy Department Trinity College Hartford, CT 06106	The Nature of the Individual in Nietzsche [SSSST] June 30-August 8, 1986 (6 weeks)
Allen Forte Department of Music Yale Summer and Special Programs Box 2145 Yale Station New Haven, CT 06520	Three Masterworks of Early Twentieth-Century Music [SSCT]  June 16-August 8, 1986
James E. Dittes Department of Religious Studies Yale Summer and Special Programs Box 2145 Yale Station New Haven, CT 06520	The "Theologies" of Freud and Jung [SSCT]  June 16-August 8, 1986
Alan Trachtenberg and R.W.B. Lewis American Studies Program Yale Summer and Special Programs Box 2145 Yale Station New Haven, CT 06520 (This seminar is open only to teachers in two-year colleges.)	Usable Pasts: Versions of History in American Literature and Culture, 1900-1940 [SSCT] June 16-August 8, 1986



NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

CONNECTICUT (cont.)

Martin J. Klein Department of the History of Science Yale Summer and Special Programs Box 2145 Yale Station New Haven, CT 06520	Physicists in Historical Context [SSCT]  June 16-August 8, 1986
Hesung C. Koh Yale University c/o HRAF 2054 Yale Station New Haven, CT 06520	Summer Institute on Korean History and Culture in an East Asian Context [HIESS-ITA] June 24-July 21, 1986
Jordon L. Pecile Eugene O'Neill Theater Center Waterford, CT 06385	The Major Plays of Eugene O'Neill [SSSST] June 30-August 8, 1986 (6 weeks)

DELAWARE

Jay L. Halio Department of English University of Delaware Newark, DE 19716 (Seminar Location: University of Delaware and Stratford, England)	Shakespeare: Enacting the Text [SSSST]  June 30-August 8, 1986 (6 weeks)
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DISTRICT OF COLUMBIA

Judith E. Greenberg Education Department The Catholic University of America 201 O'Boyle Hall Washington, DC 20064	The CUA Elementary/Middle School Summer Constitution Institute [HIESS-ITA]  July 21-August 15, 1986
Marion E. Hines District of Columbia Public Schools Langdon ISC-20th & Evarts Sts., NE Washington, DC 20018	Treatment of the Child in Francophone and Hispanic Literature [HIESS-ITA] July 7-August 1, 1986
Lena Cowen Orlin The Folger Institute of Renaissance and Eighteenth Century Studies 201 East Capitol St., S.E. Washington, DC 20003	German Society: Its Sources and Forms, 1450-1650 [ICUF] July 1-August 8, 1986

DISTRICT OF COLUMBIA (cont.)

Margaret H. O'Brien Folger Shakespeare Library 201 E. Capitol St. Washington, DC 20003	Teaching Shakespeare [HIESS-ITA]  June 28-July 25, 1986
Gregory U. Rigsby  University of the District of Columbia 4200 Connecticut Ave., N.W. Washington, DC 20016	The 'Odyssey' Theme as a Journey of Self-Discovery: A Collaborative Project for the Public School Teachers of Washington, D.C. [HIESS-CP] July 7-July 25, 1986

FLORIDA

James G. Moseley Division of Humanities New College of the University of South Florida Sarasota, FL 33580	Winthrop's <u>Journal</u> : Religion, Politics, and Narrative in Early America [SSSST] June 30-August 8, 1986 (6 weeks)
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GEORGIA

Richard A. LaFleur The University of Georgia Athens, GA 30602	The Romans: Their Language, Their Lives [HIESS-ITA] July 6-August 8, 1986
Richard D. Parry Philosophy Department Agnes Scott College Decatur, GA 30030	Virtue, Happiness, and Public Life in Plato's <u>Republic</u> [SSSST] July 7-August 8, 1986 (5 weeks)

HAWAII

David J. Kalupahana Department of Philosophy University of Hawaii at Manoa 2530 Dole St. Honolulu, HI 96822	Comparative Philosophy [ICUF]  June 15-August 8, 1986
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ILLINOIS

Arthur E. Anderson Chicago Metro History Fair, Inc. 60 West Walton St. Chicago, IL 60610	Adding the State and Local Perspective to American History [HIESS-ITA] July 7-August 1, 1986
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NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

ILLINOIS (cont.)

Lawana Trout The Newberry Library 60 West Walton Street Chicago, IL 60610	Institutes in Native American History for Secondary School Teachers and Indian Community College Teachers [HIESS-ITA] May 9-June 20, 1986
David Buisseret The Newberry Library 60 West Walton St. Chicago, IL 60610	Transatlantic Encounters: The Cultural Contacts of European and American Civilizations, 1490-1700 [ICUF] June 9-July 3, 1986
Mary Beth Rose The Newberry Library Center for Renaissance Studies 60 West Walton St. Chicago, IL 60610	The Early Printed Book [ICUF] June 23-August 2, 1986
Karl J. Weintraub Wieboldt Hall 402 University of Chicago 1050 E 59th Street Chicago, IL 60637	Interpretations of History [SSSST] June 23-July 18, 1986 (4 weeks)
Frank E. Reynolds The Divinity School Swift Hall The University of Chicago 1025 East 58th St. Chicago, IL 60637	Religious Studies and Liberal Education: Opportunities and New Directions [ICUF] June 18-July 30, 1986
Stephen T. Holmes Department of Political Science University of Chicago 5828 South University Avenue Chicago, IL 60637	Origins and Development of European Liberalism [SSCT] June 23-August 15, 1986
David J. O'Connell Department of French Box 4348 University of Illinois at Chicago Chicago, IL 60680	Celine, Beranos, and Camus: The Novel of Moral Commitment [SSSST] June 30-August 8, 1986 (6 weeks)

ILLINOIS (cont.)

Maurice Friedberg Department of Slavic Languages and Literatures University of Illinois 707 South Mathews Urbana, IL 61801	Literature and Society in Russia [SSCT] June 16-August 8, 1986
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INDIANA

Eleanor Winsor Leach Department of Classical Studies Indiana University Bloomington, Indiana 47405 (Seminar location: The American Academy in Rome, Italy)	Roman Art in a Social Context [SSCT] June 16-August 8, 1986
Gerald Strauss Department of History Indiana University Bloomington, IN 47405	The Social Context of Faith in the German Reformation [SSCT] June 23-August 15, 1986
Hector-Neri Castaneda Department of Philosophy Indiana University Bloomington, IN 47405	Human Action: Self, Thinking, and Reality [SSCT] June 23-August 15, 1986
Walter Nugent 481 Decio Hall P.O. Box 1068 University of Notre Dame Notre Dame, IN 46556	The Frontier and the Environment in America [SSCT] June 16-August 8, 1986
Stephen Gersh 715 Memorial Library University of Notre Dame Notre Dame, IN 46556	Platonism and the Middle Ages [ICUF] July 21-August 15, 1986
Calvin O. Schrag Department of Philosophy Purdue University West Lafayette, IN 47907	The Linguistic Turn in Recent Continental Philosophy [ICUF] June 23-August 1, 1986

IOWA

Bruce K. Martin Department of English Drake University Des Moines, IA 50311	George Eliot's <u>Middlemarch</u> : The Novel as Worlds [SSSST] June 30-July 25, 1986 (4 weeks)
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NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

KENTUCKY

Gurney M. Norman  
Department of English  
University of Kentucky  
Lexington, KY 40506-0027

Summer Institute on Literacy  
and Locality  
[HIESS-ITA]  
June 30-July 25, 1986

LOUISIANA

Barbara C. Ewell  
Loyola University  
Box 14, City College  
New Orleans, LA 70118

The Short Stories of Chopin,  
Welty, O'Connor, and Walker:  
Linking Region, Gender, and Genre  
[SSSST]  
July 7-August 1, 1986 (4 weeks)

Charles T. Davis  
Department of History  
Tulane University  
New Orleans, LA 70118  
Seminar location: Florence, Italy

Dante's Florence  
[SSCT]  
June 16-August 8, 1986

Ralph Lee Woodward, Jr.  
Department of History  
Tulane University  
New Orleans, LA 70118

Central American Crises in  
Historical Perspective  
[SSCT]  
June 16-August 8, 1986

MAINE

Herbert R. Coursen  
Department of English  
Bowdoin College  
Brunswick, ME 04011

Hamlet: Text, Criticism, and  
Performance  
[SSSST]  
June 30-July 25, 1986 (4 weeks)

John W. Ambrose, Jr.  
Department of Classics  
Bowdoin College  
Brunswick, ME 04011

Greek Institute  
[HIESS-ITA]  
July 27-August 29, 1986

Peter R. Greer  
Portland Public Schools  
331 Veranda St.  
Portland, ME 04103

Portland-Falmouth Teachers' Academy  
[HIESS-ITA]  
June 30-July 2, July 7-22, 1986

MARYLAND

Robert A. Sloane  
Department of Modern Languages  
and Linguistics  
University of Maryland  
5401 Wilkens Ave. ACIV-146  
Catonsville, MD 21228

Summer Institute for Foreign  
Language Teachers  
[HIESS-ITA]

July 1-25, 1986

James B. Gilbert  
History Department  
University of Maryland  
College Park, Maryland 20742

The Culture of Mass Society  
[SSCT]

June 16-August 8, 1986

J. Leeds Barroll and  
Maynard Mack, Jr.  
Room 1116, Francis Scott Key Hall  
University of Maryland  
College Park, MD 20742

Shakespeare: State of the Art  
[HIESS-ITA]

June 22-July 25, 1986

MASSACHUSETTS

Austin D. Sarat  
Department of Political Science  
Amherst College  
Amherst, MA 01002

Ethics and Authority in the  
Legal Profession  
[SSCT]  
June 23-August 15, 1986

Murray M. Schwartz  
University of Massachusetts  
Dean's Office/South College  
Amherst, MA 01003

Collaborative Humanities Project:  
University of Massachusetts/Amherst  
and Springfield Public Schools  
[HIESS-CP]  
July 1-August 7, 1986

Bonnie Costello  
Department of English  
Boston University  
Boston, MA 02215

Observation and Reflection in  
Modern American Lyric  
[SSSST]  
June 30-August 1, 1986 (5 weeks)

Howard C. Kee  
Graduate Division of Religious  
Studies  
745 Commonwealth Avenue  
Boston University  
Boston, MA 02215

The Early Christian World in  
Sociological Perspective  
[SSCT]

June 16-August 8, 1986

NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

MASSACHUSETTS (cont.)

Sally Schwager Harvard College 19 Centre Street, #4 Cambridge, MA	American History: The Female Experience [HIESS-ITA] July 7-August 1, 1986
Everett Mendelsohn Department of History of Science Harvard University Cambridge, MA 02138	Charles Darwin's <u>Origin of Species: Text and Context</u> [SSSST] June 30-August 8, 1986 (6 weeks)
William R. Hutchison The Divinity School Harvard University Cambridge, MA 02138	Religion and Cultural Change in American History [SSCT] June 23-August 15, 1986
Gregory Nagy Department of Classics Harvard University Cambridge, MA 02138	Principles of Classical Lyric: A Comparative Approach [SSSST] June 30-August 8, 1986 (6 weeks)
Marjorie Garber Department of English and American Literature Warren House Harvard University Cambridge, MA 02155	<u>Hamlet</u> [SSSST]  June 23-August 1, 1986 (6 weeks)
Eileen J. Southern Afro-American Studies Harvard University Cambridge, MA 02138	Afro-American Musicians in the Nineteenth Century [SSCT] June 23-August 15, 1986
Jules Brody Department of Romance Languages and Literatures Harvard University Cambridge, MA 02138	French Classical Literature: A Textual Approach [SSCT]  June 23-August 15, 1986
Hilary Putnam Department of Philosophy Harvard University Cambridge, MA 02138	Philosophical Problems about Truth and Reality [SSCT] June 23-August 15, 1986

MASSACHUSETTS (cont.)

David Lowenthal Department of Political Science Boston College Chestnut Hill, MA 02167	Shakespeare's Political Wisdom [SSSST]  June 30-August 8, 1986 (6 weeks)
Sol Gittleman c/o Ms. Edie Wieder Summer School Tufts University Medford, MA 02155	Three German Texts and the Road to Hitler: Hesse's <u>Demian</u> , Mann's <u>Mario and the Magician</u> , Grass's <u>The Tin Drum</u> [SSSST] June 30-July 25, 1986 (4 weeks)
Hewson A. Ryan Fletcher School of Law and Diplomacy, Murrow Center Tufts University Medford, MA 02155	Origins of a Central American Ethos: The <u>Popul Vuh</u> and the Conquistadors [SSSST] June 30-July 25, 1986 (4 weeks)
Ruth A. Putnam Department of Philosophy Wellesley College Wellesley, MA 02181	Ralph Waldo Emerson and William James: Representative Americans [SSSST] June 30-August 1, 1986 5 weeks)

MICHIGAN

Dennis S. Devlin Department of History Grand Valley State College Allendale, MI 49401	The Constitution and Michigan: Two Centuries of Change, Development, and Stability [HIESS-ITA] June 22-July 19, 1986
Benjamin F. Taggie Honors Program Central Michigan University Larzelere Hall 112 Mt. Pleasant, MI 48859	CMU Collaborative Humanities Program [HIESS-CP] July 7-25, 1986

MINNESOTA

Catherine & Michael Zuckert Department of Political Science Carleton College Northfield, MN 55057	The Return to Nature in American Literature [SSSST] June 30-August 8, 1986 (6 weeks)
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NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

MISSOURI

Robert W. Hamblin  
Department of English  
Southeast Missouri State  
University  
Cape Girardeau, MO 63701

William Faulkner: The Regional  
and the Mythic  
[SSST]  
June 23-August 1, 1986 (6 weeks)

Fred Stopsy  
Webster University  
470 E. Lockwood  
St. Louis, MO 63119

St. Louis Middle School Principals'  
Institute on Jurisprudence  
[HIESS-ITA]  
June 30-July 16, 1986

NEW HAMPSHIRE

Steven Paul Scher  
Department of German  
Dartmouth College  
Hanover, NH 03755

Literature and Music  
[SSCT]  
June 16-August 8, 1986

Nancy Vickers  
202 Wentworth Hall  
Dartmouth College  
Hanover, NH 03755

Dartmouth Dante Institute  
[ICUF]  
June 30-August 8, 1986

William C. Scott  
Department of Classics  
307 Reed Hall  
Dartmouth College  
Hanover, NH 03755

Greek Tragedy in Translation  
[ICUF]  
June 30-August 8, 1986

NEW JERSEY

Harold S. Powers  
Department of Music  
Princeton University  
Princeton, NJ 08544

Verdi and the Playwrights  
[SSCT]  
June 23-August 15, 1986

Ulrich C. Knoepfelmacher  
Department of English  
Princeton University  
Princeton, NJ 08544

The Emergence of Children's  
Fairy Tales, 1840-1920  
[SSCT]  
June 23-August 15, 1986

Hans Aarsleff  
Department of English  
Princeton University  
Princeton, NJ 08544

Reflections on Language and the  
Nature of Man  
[SSCT]  
June 23-August 15, 1986

NEW JERSEY (cont.)

Victor H. Brombert  
Department of Comparative  
Literature  
Princeton University  
Princeton, NJ 08544

The Prison Symbol in Modern  
Society and Literature  
[SSCT]  
June 23-August 15, 1986

Earl Miner  
Department of Comparative  
Literature  
Princeton University  
Princeton, NJ 08544

Comparative Poetics  
[SSCT]  
June 23-August 15, 1986

Francois Rigolot  
Department of Romance Languages  
and Literatures  
Princeton University  
Princeton, NJ 08544

Modern Critical Theory and  
French Narrative  
[SSCT]  
June 23-August 15, 1986

Paul E. Sigmund  
Department of Politics  
Princeton University  
Princeton, NJ 08544

The Philosophical and  
Historical Background of the  
American Constitution [SSCT]  
June 23-August 15, 1986

Norman Itzkowitz  
Department of Near Eastern Studies  
Princeton University  
Princeton, NJ 08544

Islam: Religion, Culture  
and History  
[HIESS-ITA]  
June 29-August 2, 1986

Henry N. Drewry  
Princeton University  
228 West College  
Princeton, NJ 08544

Partners in Education  
[HIESS-CP]  
June 23-July 18, 1986

Cynthia Winkelman  
School of Architecture  
Princeton University  
Princeton, NJ 08544

The Technology of Historic  
Architecture  
[ICUF]  
July 28-August 22, 1986

Albert J. Raboteau  
Prospect House  
Princeton University  
Princeton, NJ 08544

Afro-American Religious History  
[ICUF]  
June 22-July 18, 1986

NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

NEW MEXICO

Hamlin L. Hill Department of English University of New Mexico Albuquerque, NM 87131	Masterworks of American Humor [SSSST]  July 14-August 15, 1986 (5 weeks)
Jon Tolman Latin American Institute University of New Mexico 8-1 Yale, N.E. Albuquerque, NM 87131 (Institute location: St. John's College, Santa Fe, under the auspices of the University of New Mexico)	Brazilian Civilization and and Portuguese Language [ICUF]  July 7-August 9, 1986

NEW YORK

Mark H. Lytle Bard College Annandale-on-Hudson, NY 12504	The Age of Franklin Roosevelt, 1929-45 [HIESS-ITA] July 28-August 22, 1986
Paul Finkelman Department of History SUNY, Binghamton Binghamton, NY 13901	The Creation of the American Constitution [SSSST] July 7-August 15, 1986 (6 weeks)
John R. Maier Department of English SUNY, College at Brockport Brockport, NY 14420	Gilgamesh: Myth and the Heroic Quest [SSSST] July 7-August 8, 1986 (5 weeks)
Robert F. Jones History Department Fordham University Bronx, NY 10458	Thomas Jefferson: The Intellectual on Mission [SSSST] July 7-August 8, 1986 (5 weeks)
Bernice Glatzer Rosenthal History Department Fordham University Bronx, NY 10458	Religion and Revolution in the Modern World: The Case of the Russian Intelligentsia [SSCT] June 23-August 15, 1986
Ewert H. Cousins Theology Department Fordham University Bronx, NY 10458	The Journey in Medieval Christian Mysticism [SSCT] June 16-August 8, 1986

NEW YORK (cont.)

David R. Costello Department of History  Canisius College Buffalo, NY 14208	Camus, Koestler, Orwell, and Silone: The Quest for a Democratic Humanism in Twentieth-Century Europe [SSSST] June 30-August 8, 1986 (6 weeks)
Roger E. Sipher History Department SUNY College at Cortland Cortland, NY 13045	Teaching About Latin America [HIESS-ITA]  July 7-August 8, 1986
Irving L. Markovitz Department of Political Science CUNY, Queens College Flushing, NY 11367	Great Issues of Africa: Politics, Philosophy, and Literature [SSSST] June 30-August 8, 1986 (6 weeks)
Walter Harding Blake D-104 SUNY, College at Geneseo Geneseo, NY 14454 (Seminar Location: Concord, MA)	The Concord Authors: Thoreau, Emerson, and Hawthorne [SSSST] June 30-August 8, 1986 (6 weeks)
Daniel R. Schwarz Department of English Cornell University Ithaca, NY 14853	Critical Perspectives on the Early Twentieth-Century British Novel [SSCT] June 16-August 8, 1986
Sander L. Gilman 183 Goldwin Smith Hall Cornell University Ithaca, NY 14853 (This seminar is open only to teachers in two-year colleges.)	The Humanities and Medicine [SSCT]  June 16-August 8, 1986
R. E. Kaske English Department Goldwin Smith Hall Cornell University Ithaca, NY 14853	Latin Christian Tradition in Medieval Literature [SSCT]  June 16-August 8, 1986
Walter Pintner History Department McGraw Hall Cornell University Ithaca, NY 14853	Russian and European Social History: New Insights [SSCT]  June 23-August 15, 1986

NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

NEW YORK (cont.)

William P. Alston  
Department of Philosophy  
Syracuse University  
Syracuse, NY 13210  
(Institute location: Western Washington University, Bellingham, WA)

The Philosophy of Religion  
[ICUF]  
June 30-August 9, 1986

NORTH CAROLINA

Barry M. Buxton  
Appalachian Consortium  
Appalachian State University  
University Hall  
Boone, NC 28608

Cultural Values in American  
Literature: A Project for  
Educators in the Southern Highlands  
[HIESS-ITA]  
June 23-July 11, 1986

John W. Cell  
Department of History  
Duke University  
Durham, NC 27706

Segregation and Race Relations:  
"White Man's Countries" and  
Dependent Colonies [SSCT]  
June 16-August 8, 1986

Marcel Tetel  
Center of Medieval and Renaissance  
Studies  
Duke Station 4666  
Durham, NC 27706

Perspectives on Montaigne and  
His Time  
[ICUF]  
June 16-July 25, 1986

John M. O'Connor  
National Humanities Center  
7 Alexander Drive  
Research Triangle Park, NC 27709

History and Literature Institutes  
for Secondary School Teachers  
[HIESS-ITA]  
June 16-July 3, 1986

OHIO

Frank R. Silbajoris  
Department of Slavic Languages  
and Literatures  
Ohio State University  
1841 Millikin Road  
Columbus, OH 43212

War and Peace as a Universal Novel  
[SSSST]  
June 30-August 8, 1986 (6 weeks)

James W. Biehl  
Department of Humanities-Classics  
Ohio Wesleyan University  
Delaware, OH 43015

Summer Institute in English  
Renaissance Drama  
[HIESS-ITA]  
June 29-July 26, 1986

OHIO (cont.)

Reed S. Browning  
Department of History  
Kenyon College  
Gambier, OH 43022

Autobiography in the Eighteenth  
Century  
[SSSST]  
June 30-August 8, 1986 (6 weeks)

Robert M. Wilhelm  
Department of Classics  
Miami University  
Oxford, OH 45056

Vergil's Aeneid  
[HIESS-ITA]  
July 7-August 1, 1986

OKLAHOMA

Santiago Garcia  
Department of Foreign Languages  
Oklahoma State University  
228 MS  
Stillwater, OK 74078

Summer Institute for Oklahoma  
Secondary School Foreign Language  
Teachers  
[HIESS-ITA]  
June 2-27, 1986

OREGON

Robert W. Berdahl  
Office of the Dean  
University of Oregon, Eugene  
125 Chapman Hall  
Eugene, OR 97403

Summer Humanities Institute for  
Secondary School Principals:  
"Heroes, Heroines, and Society"  
[HIESS-ITA]  
July 14-August 1, 1986

David J. Curland  
Foreign Language Resource Center  
University of Oregon  
Eugene, OR 97403

A Collaborative Project for the  
Combined Study of Literature and  
History [HIESS-CP]  
June 23-July 18, 1986

Lisa M. Steinman  
Department of English  
Reed College  
Portland, OR 97202

The Place of Poetry in Modern  
America: Williams, Stevens,  
and Moore [SSSST]  
June 30-August 8, 1986 (6 weeks)

Robert T. Willner  
Oregon International Council  
700 Church Street, S.E.  
Salem, OR 97301-3795

Summer Institute in Asian Studies  
[HIESS-ITA]  
June 22-July 18, 1986

NATIONAL ENDOWMENT FOR THE HUMANITIES

1986 SUMMER SEMINARS AND INSTITUTES

SOUTH CAROLINA

Patrick G. Scott  
Department of English  
University of South Carolina  
Columbia, SC 29208

Local Roots and Cultural Identity:  
Wordsworth, Tennyson, Arnold  
[SSSST]  
June 30-August 1, 1986 (5 weeks)

James S. Cutsinger  
Department of Religious Studies  
University of South Carolina  
Columbia, SC 29208

Coleridge and the Imagination  
[SSSST]  
June 30-August 8, 1986 (6 weeks)

TENNESSEE

Clayton C. Reeve  
English Department  
Tennessee State University  
Nashville, TN 37203

The Constitution and Its Cultural  
Context  
[HIESS-ITA]  
June 15-July 11, 1986

TEXAS

Paul B. Woodruff  
Department of Philosophy  
The University of Texas  
Austin, TX 78712

Sophists and Skeptics: Humanism  
in Ancient Greek Philosophy  
[SSCT]  
June 16-August 8, 1986

Louise S. Cowan  
Dallas Institute of Humanities  
and Culture  
2719 Routh St.  
Dallas, TX 75201

World Literature Institute  
[HIESS-ITA]  
July 7-August 1, 1986

David J. Weber  
History Department  
Southern Methodist University  
Dallas, TX 75275

Southwestern America: New  
Approaches to the Hispanic Past,  
1540-1910 [SSCT]  
June 16-August 8, 1986

Oscar J. Martinez  
Center for Inter-American and  
Border Studies  
University of Texas  
El Paso, TX 79968

The U.S.-Mexico Borderlands in  
Perspective  
[SSCT]  
June 16-August 8, 1986

VIRGINIA

Javier S. Herrero  
Department of Spanish, Italian,  
and Portuguese  
402 Cabell Hall  
University of Virginia  
Charlottesville, VA 22903

From Romance to the Novel:  
Literary Image and Social  
Change  
[SSCT]  
June 16-August 8, 1986

James F. Childress  
Department of Religious Studies  
University of Virginia  
Charlottesville, VA 22903

Principles and Metaphors in  
Biomedical Ethics  
[SSCT]  
June 16-August 8, 1986

Harold H. Kolb, Jr.  
Center for the Liberal Arts  
University of Virginia  
Wilson Hall  
Charlottesville, VA 22903

American Literature in the Schools  
[HIESS-CP]  
June 18-July 25, 1986

Michael C. Lund  
Department of English, Philosophy  
and Foreign Language  
Longwood College  
Farmville, VA 23901

Dickens, Eliot, James: Great  
Serial Novels  
[SSSST]  
June 30-August 1, 1986 (5 weeks)

Thomas Young  
Flowerdew Hundred Foundation  
1617 Flowerdew Hundred Rd.  
Hopewell, VA 23860

Historical Archaeology at Flowerdew  
Hundred  
[ICUF]  
July 2-August 2, 1986

George V. Strong  
Department of History  
The College of William and Mary  
Williamsburg, VA 23185

Toward the Twenty-First Century:  
Historical Perspectives on  
America's Relationship with Europe  
and the Soviet Union [HIESS-ITA]  
June 23-July 18, 1986

WASHINGTON

Michael J. Curley  
c/o The Honors Program  
University of Puget Sound  
Tacoma, WA 98416

Arthurian Literature of the  
Middle Ages  
[SSSST]  
July 7-August 1, 1986 (4 weeks)

WISCONSIN

Mark R. Seiler  
Department of Foreign Languages  
University of Wisconsin  
Stevens Point, WI 54481

Language and Culture Institutes  
for Teachers of German  
[HIESS-ITA]  
June 16-July 11, 1986



# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

Contact: Susan Metts 202/786-0446  
Darrel deChaby 202/786-0449  
Noel Milan 202/786-0449

FOR RELEASE: Friday, August 8, 10:00 A.M. EDT

## HUMANITIES ENDOWMENT CHAIRMAN ISSUES INVITATION FOR RADIO AND TELEVISION BIOGRAPHIES OF "AMERICAN LIVES"

WASHINGTON, August 8 -- The chairman of the National Endowment for the Humanities (NEH) today invited grant applications for television and radio biographies on the lives of historically significant Americans.

NEH Chairman Lynne V. Cheney said, "In the last few years, the general public has shown a fascination with biography and we believe it to be a genre that, handled expertly, is not only intensely absorbing, but highly educational. We particularly invite projects on American men and women who were leaders of their times."

Cheney made her invitation emphasizing NEH interest in soliciting excellent applications on "American Lives" at a quarterly meeting of the National Council on the Humanities, the 26-member body appointed by the President to advise the NEH on grant policies and procedures.

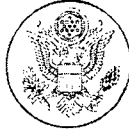
"Although biography deals very much in particulars, the best of it quickly moves to the universal, raising enduring questions and revealing the complexity of our evolving culture," said Cheney. "These universal questions and revelations are the very essence of the humanities."

Cheney said that, as for all media programs, NEH grants are available for planning, scripting, or production of American biographies and that applications are invited for either single programs or series in a variety of documentary and dramatic formats.

She added that in all NEH projects in television and radio collaboration between scholars in the humanities and media artists and professionals is essential.

# # #

Note: Please see Media Programs fact sheet on reverse side.



## National Endowment for the Humanities Media Programs

Because a wealth of information is often available about leading Americans, the Humanities Endowment expects that some projects will focus on a single aspect of a well-known life, while others will undoubtedly be presented as multi-part series. Productions could also be collective biographies, thematically organized.

Programs should reflect the knowledge of scholars as well as the talent of producers, directors, and writers. Biographical projects that NEH has supported might well serve as models for what we hope to encourage:

- o Huey Long, a 90-minute documentary on the life and political career of Huey P. Long, set within the social, cultural, and economic context of national and southern history.
- o Be Ye Stedfast, a 60-minute documentary film on the life and work of Frances Perkins, secretary of labor from 1933-1945 and the first female member of a President's cabinet.
- o The Adams Chronicles, a series of thirteen one-hour dramas spanning the 150 years from 1750 to 1900, detailing how four generations of one family helped determine America's shape and direction. The series weaves together events that shaped the history of the emerging nation with the history of the Adams family.
- o Booker, a 60-minute television drama for children ages 8 to 14 which features Booker T. Washington's life from the age of nine to eleven. The drama spans the last two months of the Civil War and the first two years of Reconstruction.
- o Voices and Visions, a series of thirteen one-hour television documentaries on the lives and work of American poets. The series includes programs on Walt Whitman, Emily Dickinson, Ezra Pound, Robert Frost, Hart Crane, T.S. Eliot, Robert Lowell, William Carlos Williams, Elizabeth Bishop, Sylvia Plath, and Langston Hughes.

Applicants may apply for planning, scripting, or production grants for a single program or a series in a variety of formats, including documentary and dramatization. As in all projects, collaboration between scholars in the humanities and media artists and professionals is essential. Applicants should present a justification for the significance and educational value of the subject matter and a clear rationale for the approach to the topic.

Applications for biographical programs will be evaluated in accordance with the established standards and review criteria, as described in the Guidelines and Application Instructions for Humanities Projects in Media. We encourage all potential applicants to discuss their ideas with the media staff. Applicants may write or call:

National Endowment for the Humanities  
Division of General Programs  
Humanities Projects in Media, Room 420  
1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506  
(202) 786-0278

# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

Contact: Susan Metts 786-0446  
Darrel deChaby 786-0449  
Noel Milan 786-0449

FOR RELEASE: Subject Timely for Women's Equality Day, August 26

## HUMANITIES ENDOWMENT ANNOUNCES GRANTS FOR WOMEN'S STUDIES

WASHINGTON -- The chairman of the National Endowment for the Humanities (NEH) has announced a grant of \$90,000 for the continuation of a project to compile and publish the papers of early women's rights leaders Elizabeth Cady Stanton and Susan B. Anthony.

NEH Chairman Lynne V. Cheney said an additional \$90,000 has been offered to the project with the provision that this amount be matched by non-federal gifts. Cheney said the project has had major funding from NEH since 1982.

Ann D. Gordon and Patricia G. Holland, editors for this project at the University of Massachusetts, Amherst, believe that while they have had considerable success in locating materials for this microfilm edition, more documentation may yet be discovered.

As the Stanton/Anthony project nears completion, its editors are marking Women's Equality Day (August 26) by asking interested persons to search their attics, cellars, garages, and their local historical societies for documents on the lives and work of these two early leaders for women's rights.

They say that since Stanton and Anthony traveled widely, especially between the Civil War and 1900, newspaper articles, letters, and other printed materials may be found anywhere in the United States.

- OVER -

Cheney said that the Endowment has awarded a number of grants recently for other projects in women's studies, such as an edition of the papers of Chicago's Hull House founder, Jane Addams; a documentary film on Frances Perkins, the first woman to serve in a President's cabinet (Secretary of Labor 1933-1945); and a biography of Matilda Joselyn Gage, considered with her contemporaries Stanton and Anthony to have been a major leader for women's rights.

Other NEH grants will support a study on women and the origins of modern science; continuation of research on the concepts of gender and related social roles as they differ from one society to another; and completion of a historical study of women psychoanalysts from the 1920's to the present. Another grant supported a summer seminar that reconsidered Western political and intellectual history from the Enlightenment to the Atomic Age (1750-1950) by focusing on the woman question.

Women's Equality Day, August 26, marks the date on which the 19th Amendment to the Constitution was ratified in 1920. Article XIX reads in full:

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

"The Congress shall have power by appropriate legislation to enforce the provisions of this article."

The struggle for women's suffrage began in Seneca Falls, New York, in July 1848 when Elizabeth Cady Stanton convened the first American Women's Rights Convention.

# # #

Note: Detailed descriptions of the grants mentioned in this release, including grant amounts, institutions, project directors and their telephone numbers, are attached.



National Endowment for the Humanities  
Projects on Women's Studies

\* The Jane Addams Papers

OUTRIGHT: \$20,000  
MATCH: \$77,000

Support for the preparation of a comprehensive guide to the microfilm edition of the papers of Jane Addams, already completed by the project staff. Addams is considered to have been one of the most influential figures in America from 1880 to 1930 as a result of her work in social reform, in the peace movement, and in international affairs. The creation of this comprehensive guide, which will contain a variety of finding aids, including an index of correspondents and subjects, will significantly increase the edition's usefulness by rendering its extensive and diverse materials far more accessible to scholars.

Contact: Anne F. Scott OR Mary Lynn McCree Bryan  
Duke University  
Department of History  
236 Allen Building  
Durham, NC 27706  
(919) 484-1817

\* The Papers of Elizabeth Cady Stanton and  
Susan B. Anthony

OUTRIGHT: \$90,000  
MATCH: \$90,000

Continued support for the preparation of a microfilm edition of the papers of Elizabeth Cady Stanton and Susan B. Anthony. This is the third phase of a project (initially funded by NEH in 1982 and 1984) to locate, compile, and publish these papers which comprise one of the most important archives for the history of women's rights in the United States. This edition will provide an essential documentary base for future scholarship in nineteenth-century American political and reform history.

Contact: Patricia G. Holland OR Ann D. Gordon  
Afro-American Studies  
303 New Africa House  
University of Massachusetts  
Amherst, MA 01003  
(413) 545-0764

\* Cultural Definitions of Gender

\$189,278

Support for a three-year continuation of a previously NEH supported collaborative research effort on concepts of gender and related social roles as they differ from one society to another. The project is an interdisciplinary attempt to examine the articulation, implementation and transformation of ideas about the characteristics of male and female, and the roles of men and women in different societies and cultures. The renewal grant is designed to build on the accomplishments of the first stage of the project and to extend the activities to new groups of scholars. Workshops during the 3-year continuation period will focus on concepts of gender in five subject areas: popular melodrama; popular religion; anti-Semitism; black culture in the U.S. and Brazil; and theories of the individual and the family in developing nations.

Contact: Joan W. Scott  
School of Social Science  
Institute for Advanced Study  
Princeton, NJ 08540  
(609) 734-8000

OR Elizabeth Weed  
Pembroke Center  
Box 1958  
Brown University  
Providence, RI 02912  
(401) 863-2643

\* The Role and Impact of Early Women Psychoanalysts

\$27,500

To support the completion of a socio/historical study of women psychoanalysts from the early period of the profession in the 1920's to the present. The project will ask how and why early women psychoanalysts were able to participate in their profession and achieve a kind of recognition and eminence that has been denied to women in most fields, and what the effect of that participation and preeminence has been on the field itself. The study is based on in-depth interviews with over seventy-five psychoanalysts, on primary and secondary research in the history of psychoanalysis, and on interpretation and analysis of psychoanalytic writings.

Contact: Nancy J. Chodorow  
Department of Sociology  
University of California, Berkeley  
Berkeley, CA 94720  
(415) 642-4766

- MORE -

\* Women and the Origins of Modern Science

\$21,679

To support research and writing of a book that will focus on the origins of modern science in Europe and the circumstances, both social and intellectual, surrounding the participation of women in early modern science. The study of the relation of women to modern science during its inception in the seventeenth and eighteenth centuries is particularly important because later practices are based on precedents set in these years.

Contact: Londa L. Schiebinger  
Department of History  
New York University  
70 Washington Square, South  
New York, NY 10012  
(212) 598-1212

\* Matilda Joslyn Gage: A Biography of a Suffragist

\$19,437

To support a year-long fellowship to complete the last two volumes of a three-volume biography of Matilda Joslyn Gage. Gage was considered during her lifetime to have been a major leader in the women's rights movement, along with her contemporaries Elizabeth Cady Stanton and Susan B. Anthony. According to scholar Sally Wagner, Gage has been virtually written out of history and this project intends to restore her to her rightful place, thus substantially revising our knowledge of the women's movement as well as challenging some broader historical assumptions.

Contact: Sally R. Wagner  
Women's Studies Program  
California State University  
Fresno, CA 93740-0055  
(916) 457-5549

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NEH Projects on Women's Studies  
August, 1986  
Page four

\* The Woman Question in Western Thought: \$60,595  
Europe and America, 1750-1950

Support was given to Stanford University, at which a 1986 summer seminar for college teachers was held from June 23 to August 15. This seminar reconsidered Western political/intellectual history from the Enlightenment to the Atomic Age (1750-1950) by focusing on the woman question. It reevaluated the particular issues of women's legal status, education, employment, and prescribed role in political life within the context of the public debate over women's relationship to the family and their claims to freedom. The operating hypothesis was that this debate was intrinsic to political and intellectual developments, though it has been hidden in history as traditionally studied.

Contact: Karen Offen  
Center for Research on Women  
Stanford University  
Stanford, CA 94305  
(415) 723-1994

\* Film Documentary on the Life of Frances Perkins \$192,817

Aid was provided for the production of a 60-minute documentary film on the life and work of Frances Perkins, Secretary of Labor (1933-1945) and the first woman to be a member of the President's Cabinet. The proposed film will develop important themes in American social and industrial history and in women's studies: the idea of social reform as an instrument for change and an alternative to revolution; the movement for volunteer social reform as a moral reaction to the conditions imposed on the working class after the industrial revolution; social reform as a means of giving purpose to the lives of educated women at the end of the nineteenth century; and the central role that women played in fomenting change from this period through the New Deal and the complexities of living the life of a woman in public service during that time.

Contact: Robert Potts OR Marjory Potts  
Elias Lane  
West Tisbury, MA 02575  
(617) 693-3584

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The apotheosis of liberty. National American Woman Suffrage Association, 28th Annual convention. [1896]  
Pen & ink drawing by G. Y. Coffin.

LC-USZ62-10862

Lib. of Cong., Prints  
and Photographs

*Cartoon by G. Y. Coffin - 1896*  
*Coffin - B - 209*



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ELIZABETH C., SUSAN B. AND THE ROCHESTER U.

HERMAN D. — "Mr. Elizabeth and the rest of 'em want to come to school."  
DOUGLAS H. — "That is all right, Susan, that is all right, but there is not money enough to accommodate 'em and you know the 'BREAD WINNERS' must have the school."  
MURDER WICKHAM IN THE DISTANCE. — "Get the hell, Tom! Get the hell if you have to break a leg."

On SBA's effort to admit women to the University of Rochester

Source: Radcliffe College, Schlesinger Library, Susan B. Anthony Papers



Susan B. Anthony Bred of the Ballot -  
Rochester  
N.Y.  
Elizabeth Cady Stanton



*a photograph taken of  
Elizabeth Cady Stanton  
about 1876.*

A. H. C. A. C.

ELIZABETH CADY STANTON AT SIXTY



SUSAN B. ANTHONY

# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

Contact: Noel Milan 202/786-0449  
Kirsten Woods 202/786-0449

FOR IMMEDIATE RELEASE

## NATIONAL ENDOWMENT FOR THE HUMANITIES MAKES GRANTS TO CALIFORNIA INSTITUTIONS FOR PROJECTS IN PRESERVATION

WASHINGTON, D.C. -- The National Endowment for the Humanities (NEH) has made grants to California institutions that will provide for the preservation of the Russian Collection at the Hoover Institution; support a Research Library Group coordinated effort to microfilm nineteenth and twentieth century materials on America and China; support preservation of important ethnographic and archaeological documents on California, the Southwest and Mesoamerica at the Southwest Museum in Los Angeles; and promote the preservation and restoration of motion picture film and video materials.

The Hoover Institution at Stanford University received a grant of \$150,000 to address the extensive and complex preservation problems involved in preserving its collection of Russian and Soviet newspapers, pamphlets, and photographs. The Russian Collection is a major, and in some of its constituent material, unique humanities research resource, and this project will increase its accessibility substantially.

A \$625,011 grant made to the Research Libraries Group, Inc. (RLG) in Stanford will enable it to coordinate a national project to microfilm resource materials valuable in the study of nineteenth- and early twentieth-century America. Among others, Yale, the University of Michigan, the University of Minnesota, the New York Public Library, Cornell, and Stanford will be involved in microfilming this material. The project will produce microfilm copies of 15,000 embrittled books and serials published between 1870 and 1920 in the fields of history,

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literature, and the history of science.

The RLG was also awarded \$240,291 for the microfilming of Chinese language monographs, serials, and newspapers published between 1880 and 1949, now held in six major collections by RLG member-institutions. The targeted materials are an important resource for the study of nineteenth- and twentieth-century China, and are among those in the most brittle and fragile condition.

A fourth grant of \$38,075 was made to the Southwest Museum in Los Angeles in order to support the initial stages of a plan to preserve the Museum's photo archives, a unique collection of images which provide a significant ethnographic and archaeological record of California, the Southwest and Mesoamerica.

Aided by a \$20,000 grant, the National Center for Film and Video Preservation in Los Angeles will sponsor a National Preservation Technicians Seminar. This seminar, which is scheduled to take place in January 1987, will bring together specialists from the field to exchange information on preservation and restoration techniques, practices, and procedures for motion picture film and video materials.

These grants were made through the NEH Office of Preservation, which focuses on saving the informational content of deteriorating humanities resources, improving research collection maintenance, developing preventive care practices, and training professional personnel. The program emphasizes the preservation of printed material, archives, and manuscript collections.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

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Please note attachments: A fact sheet on projects in your region; "The Silent Censor" by Harold Cannon, Director of NEH's Office of Preservation; and a brochure on the Endowment's Preservation Initiative.



## NEH Grants to California Preservation Projects

### \* Hoover Institution, Stanford University

\$150,000

Funding was provided for a three year plan which will address the variety and magnitude of problems involved in preserving the Institution's outstanding humanities resource collection of Russian and Soviet newspapers, pamphlets and photographs. The four different categories of proposed treatment include: (1) applied restoration and/or preservation treatment for those books and documents which should be retained in their original format; (2) a microfilming project for the transfer of information from materials whose principal significance is in their intellectual content; (3) a systematic program of producing copies of a unique collection of motion picture film; and (4) a re-housing project for the photograph collection, with identification and preservation copying of nitrate negatives.

Contact: John B. Dunlop  
Hoover Institution  
Stanford University  
Stanford, CA 94305  
(415) 497-4273

### \* Research Libraries Group, Inc. (RLG)

\$625,011

Support was awarded for a systematic nationwide effort to preserve embrittled books and serials published between 1870 and 1920 which are an important resource for the study of nineteenth and twentieth century America. This project builds on a RLG cooperative preservation microfilming program funded by NEH in 1985 and will involve nine RLG institutions in filming the material. This second phase will also promote the coordinated national preservation planning begun in Phase I of the program.

Contact: Patricia A. McClung  
Research Libraries Group, Inc.  
Jordan Quadrangle  
Stanford, CA 94305  
(415) 329-3642



\* Research Libraries Group, Inc.

\$240,291

A second RLG project received an award to microfilm a collection of Chinese language monographs, serials and newspapers published between 1880 and 1949, which constitute a vital resource in the study of nineteenth and twentieth century China. Six RLG member-institutions (Hoover, Columbia, Princeton, UC-Berkeley, Chicago, and Yale) plus the Library of Congress will be involved in filming the material, which will thus preserve a resource whose loss would have a devastating impact on humanities research. This project will also serve to further national cooperative preservation planning and implementation.

Contact: Patricia A. McClung  
Research Libraries Group, Inc.  
Jordan Quadrangle  
Stanford, CA 94305  
(415) 329-3642

\* Southwest Museum

\$38,075

Aid was provided for a two year project designed to initiate the preservation of the Museum's Photo Archives, an invaluable ethnographic and archaeological record of California, the Southwest and Mesoamerica. Utilizing sophisticated technology, safety film preservation copies of the images will be made, and the visual records will be transferred to a videodisk. This will unite the photographic records with the Museum's artifactual records, thereby enhancing research through a single retrieval system. The project will thus result in the preservation of these unique images, increased access to the collection, and preparation of the images for full, on-line cataloging.

Contact: Daniela P. Moneta  
c/o Southwest Museum  
P.O. Box 128  
Los Angeles, CA 90042  
(213)221-2164 ext. 25

\* National Center for Film & Video Preservation / AFI

\$20,000

Funding was provided for a National Preservation Technicians Seminar, which will bring together specialists from the field to exchange information on preservation and restoration techniques, practices and procedures for motion picture film and video materials. The principal proposed product of the seminar is a workbook for technicians listing current practices and recommended procedures, thus providing a signal contribution to the preservation field.

Contact: Stephen Gong  
National Center for Film & Video Preservation / AFI  
2021 North Western Avenue  
Los Angeles, CA 90027  
(213) 856-7700

# NEWS



National Endowment for  
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Kirsten Woods 202/786-0449

FOR IMMEDIATE RELEASE

## NATIONAL ENDOWMENT FOR THE HUMANITIES MAKES GRANTS TO TWO NEW YORK INSTITUTIONS FOR PROJECTS IN PRESERVATION

WASHINGTON, D.C. -- Recent grants by the National Endowment for the Humanities (NEH) to two New York institutions will promote the development of improved methods for testing the archival quality of materials used to store photographic collections and will support the continuation of the nation's only formal training program for book conservators and library preservation administrators.

The Rochester Institute of Technology received a grant of \$72,547 for the purpose of upgrading the current evaluation methods required by the American National Standards Institute in testing the suitability of storage materials that house photographic records.

A \$414,468 grant to Columbia University will allow the continuation of training programs that prepare conservators of library and archival materials and administrators of preservation programs.

These grants were made through the NEH Office of Preservation which focuses on saving the informational content of deteriorating humanities resources, improving research collection maintenance, developing preventive care practices, and training professional personnel. The program emphasizes the preservation of printed material, archives, and manuscript collections.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

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Please note attachments: A fact sheet on projects in your region; "The Silent Censor" by Harold Cannon, Director of NEH's Office of Preservation; and a brochure on the Endowment's Preservation Initiative.



## NEH Grants to New York Preservation Projects

### \* Rochester Institute of Technology

\$72,547

Funding was provided for the improvement of methods used by the American National Standards Institute (ANSI) to select safe, chemically inert archival storage materials for photographic records. Evidence shows that some of the enclosure products now sold as "archival" are clearly harmful, while others are of intermediate quality and may be unsuitable. This project would involve the investigation and more precise definition of test procedures, and provide for the first time objective criteria for the interpretation of results. Conclusions will be disseminated through journal articles in archival or conservation journals and through possible publication of a revised ANSI Standard.

Contact: James M. Reilly  
28 Hinsdale Street  
Rochester, NY 14620  
(716) 475-2753

### \* Columbia University

\$414,468

Support was awarded for a three-year continuation of training programs (initially funded by NEH in 1981) which prepare conservators of library and archival materials, and administrators of preservation programs. Deterioration of research resources is one of the most pressing problems facing research libraries and archives. There is also a critical need for persons trained to handle the problem at both the micro-level of treating individual items and the macro-level of planning a preservation program for an entire institution. The Columbia University program produces both book conservators and preservation administrators, thus addressing the preservation problem at both levels.

Contact: Robert Wedgeworth  
Columbia University  
New York, NY 10027  
(212) 280-2292

# # #

# NEWS



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Kirsten Woods 202/786-0449

FOR IMMEDIATE RELEASE

## NATIONAL ENDOWMENT FOR THE HUMANITIES MAKES GRANTS TO WASHINGTON, D.C., INSTITUTIONS FOR PROJECTS IN PRESERVATION

WASHINGTON, D.C. -- Recent grants by the National Endowment for the Humanities (NEH) to two Washington, D.C., institutions will support the study of the preservation and conservation of sound recordings and improve a program manual used by research libraries in the assessment of their institutional preservation planning needs.

A \$48,298 grant to the Association for Recorded Sound Collections will support an 18-month study by six major sound archives on the preservation and conservation of sound recordings in order to develop national standards for their preservation and to recommend needed follow-up research.

The Association of Research Libraries received an Endowment grant of \$830,000 (along with a \$290,000 contribution from the Mellon Foundation) to produce a more efficient method for librarians to verify the preservation of a particular book. Currently books preserved through 1975 are listed in the microfilm National Register of Microform Masters. For books preserved after 1975, librarians must check nine separate resource books to determine if the preservation of a title has been requested and/or completed. This project will significantly reduce searching time, duplication of preservation orders, and overall costs for libraries faced with tens of thousands of deteriorating volumes.

-OVER-

Grants made through the NEH Preservation Office focus on saving the informational content of deteriorating humanities resources, improving research collection maintenance, developing preventive care practices, and training professional personnel. The program emphasizes the preservation of printed materials, archives, and manuscript collections.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

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Please note attachments: A fact sheet on projects in your region; "The Silent Censor" by Harold Cannon, Director of NEH's Office of Preservation; and a brochure on the Endowment's Preservation Initiative.



## NEH Grants to Washington, D.C., Preservation Projects

### \* Association for Recorded Sound Collections, Inc. (ARSC) \$48,298

Support was awarded for the study of the preservation and conservation of sound recordings. Curators from six major repositories will examine current literature on the problem, devise an agenda of research needs, and explore ways to develop national standards for preserving recorded sound materials. The results of group study, individual research assignments, and informational exchanges with up to 60 institutions and technical experts will be reviewed during four working group meetings totalling 22 days. Two meetings will be in conjunction with national conferences of professional associations to afford widest possible exchange of information and recommendations. Interim conclusions and recommendations will be disseminated to cooperating institutions and in articles in the ARSC Journal

Contact: Elwood A. McKee  
118 Monroe Street, # 610  
Rockville, MD 20850  
(301) 424-6825

### \* Association of Research Libraries (ARL) \$830,000

With prior NEH support the ARL has designed a self-study procedure to identify and address preservation problems in research libraries. A subsequent NEH grant to the ARL is supporting the implementation in ten ARL member-libraries of the resulting Preservation Planning Program and Resources Notebook. The latest NEH grant, along with a Mellon Foundation contribution of \$290,000, will allow ARL to produce machine-readable catalog records used to verify the preservation of deteriorating books. These records are presently contained in nine separate resource books which is inefficient, time-consuming, and leads to costly duplication mistakes. This project is of major importance for libraries holding disintegrating materials, and is essential for the development of any largescale national coordinated preservation effort.

Contact: Jeffrey W. Heynen  
Association of Research Libraries  
1527 New Hampshire Avenue, N.W.  
Washington, D.C. 20036  
(202) 232-2466

# # #

# NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



## The Silent Censor

by Harold Cannon  
Director, Office of Preservation

Imagine a single bookshelf stretching from New York City to Dallas, a distance of almost fourteen hundred miles. That is a bookshelf long enough to hold seventy-six million books -- the number we are destined to lose by the end of this century. This phenomenal destruction will not be the work of negligent librarians, ardent book-burners, or amnesic borrowers, but the outcome of chemical processes affecting the high-acid, wood-pulp paper used for most volumes published between 1860 and 1920. Library catalogues will continue to identify these works for us, but the books themselves will be permanently out of circulation, as though borrowed by oblivion in defiance of memory.

Much of our understanding of the period from the Civil to the First World War will disappear with these volumes, a period remembered for immigration, emancipation, industrial and urban development, the rise of higher education, and the emergence of the United States as a world power. It is the world of our grandparents and great-grandparents that we will be losing. We will find that the first half of the nineteenth

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century is much better documented than the first two decades of the twentieth. Our descendants may praise us as the first generation to be concerned with the preservation of the natural and architectural environments, but we will be cursed for our neglect of our cultural and intellectual heritage. Eventually, the period of the twenties, the thirties, and the Second World War will be similarly diminished, but I suspect it will be our children who will be castigated for that loss.

There is nothing secret about this impending disaster. Librarians and archivists have long been aware of the perishability of such holdings; indeed, it is thanks to them that these books have lasted as long as they have. But no human power can restore these disintegrating pages; the books are so embrittled that even the most careful handling causes drastic damage. Only filming can preserve their content, but the present rate of microfilming seems to be about 15,000 volumes annually; if this rate is maintained for the next twenty years, we will have saved three hundred thousand of these seventy-six million books and another thirty-eight million will join the endangered list.

Not everything is worth saving, of course, but the current rate of half of one per cent, or one book in two hundred, does not seem satisfactory to me. Patterns of use generally determine what will be saved, and this means that the interests of today's scholars will limit future research. Only in the tiny field of Classics has a panel of



editors, perhaps forewarned by the sinister example of the collapse of the Graeco-Roman world, convened to select texts for preservation. At the annual meeting of the American Philological Association in Washington last December, I picked up a list of the first two hundred titles saved by their enterprise. So far that example has been followed only by theologians: historians, social scientists, and professors of literature have yet to demonstrate any interest or concern.

The future does, in some respects, look better than the past. The university presses now publish nearly all their books on alkaline paper which meets the 1984 national standard for book permanence (ANSI Z39.48-1984). The Library of Congress is planning a de-acidification plant to treat all incoming materials, and this means that new books, no matter what kind of paper they are printed on, will last for centuries. The Research Libraries Group has mounted a cooperative microfilming project in ten of the nation's leading research libraries to preserve their outstanding collections of U.S. imprints and Americana. The Council on Library Resources has convened a committee on preservation and access to draw up a national plan of action and has undertaken, with the cooperation of the Library of Congress, to produce a documentary film on this problem. And the National Endowment for the Humanities has established an Office of Preservation to facilitate coordination of national planning and direct public funds to this cause.

But, with all this activity, we have made no more than a beginning; so far only curators and a handful of scholars have enlisted in the struggle. More than scholarship is at stake here, and more than books: journals, newspapers, manuscripts, documents, maps, drawings, plans, photographs, film, and tapes are similarly threatened. These are the materials that documented Alex Haley's Roots, Irving Howe's World of Our Fathers, and Barbara Tuchmann's Guns of August.

Our sense of history, of national identity, and of ethnic heritage could be largely obliterated if we allow this catastrophe full scope. Forethought and skillful management of our resources should preserve what is most valuable for future generations.

# # #

# NEWS



National Endowment for  
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EMBARGOED: For Release at 6:30 p.m. (EDT), Wednesday, Sept. 10, 1986

## HUMANITIES ENDOWMENT OFFERS "BICENTENNIAL BOOKSHELF" GRANTS TO LIBRARIES Matching Grants Will Provide Texts on the U.S. Constitution

WASHINGTON, Sept. 10 -- The National Endowment for the Humanities (NEH) has announced that it will offer matching grants of \$500 to public libraries across the United States to help them establish a "Bicentennial Bookshelf" of reference works and other books about the U.S. Constitution.

In announcing the new grant program, NEH Chairman Lynne V. Cheney said, "The academic community and the citizens of the United States can take great pride in the superb scholarship being done in preparation for the Bicentennial of the Constitution. Through these Bicentennial Bookshelf grants, scholarly work can be made widely available through local libraries."

Cheney, who serves as a member of the Commission on the Bicentennial of the United States Constitution, marked the announcement of the new grant program by presenting Chief Justice of the United States Warren E. Burger with copies of several titles recommended for inclusion in the Bicentennial Bookshelf.

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Page 2

The Chief Justice, who recently announced his retirement from the Supreme Court to devote full attention to his role as Chairman of the Bicentennial Commission, received the Library of America's Writings of Thomas Jefferson, Leonard Levy's Encyclopedia of the American Constitution, and other titles from the list recommended by the Endowment.

Public libraries that raise \$500 will be eligible to receive an equivalent amount from NEH. The libraries will then have \$1,000 to purchase books on the U.S. Constitution selected from new works, others soon to be published, and titles currently in print.

The Endowment has committed \$500,000 in matching funds for grants to support Bicentennial Bookshelves. All public libraries are eligible to apply, but preference will be given to libraries with limited acquisition budgets. As many as 1,000 U.S. public libraries will receive these matching grants.

"We hope that by next summer Bicentennial Bookshelves will be available to public library patrons throughout the country," Cheney said. "In the months prior to celebrating the Constitution, Americans can then read the words of the Founders and explore the history and meaning of this remarkable document."

Cheney added that, once in place, a Bicentennial Bookshelf will include works of enduring value that will provide a long-lasting resource both for libraries and for the communities they serve.

- MORE -

On Sept. 17, 1987, the United States will celebrate the Bicentennial of the signing of the Constitution at the Philadelphia convention. In coming years, communities around the country will sponsor activities to mark the bicentennial of other notable events of the Founding period, such as the ratification of the Constitution, the first Congress, the inauguration of George Washington, and the establishment of the U.S. Court System.

In preparing its list of recommended titles for the Bicentennial Bookshelf, the Endowment asked Constitutional scholars and specialists to suggest works that should be included. Based on these suggestions, the Endowment recommends that libraries build their bookshelves on the Constitution around four major texts, newly revised, newly issued:

Congressional Research Service, Library of Congress. The Constitution of the United States of America: Interpretation and Analysis. Washington, D.C.: Government Printing Office, 1986. [Price to be announced.]

Farrand, Max, ed. The Records of the Federal Convention of 1787. 4 vols., rev. ed. New Haven: Yale University Press, 1967, 1987. \$180.

Kurland, Philip B., and Ralph Lerner, eds. The Founders' Constitution. 5 vols. Chicago: University of Chicago Press, 1987. \$250 before March 31, 1987/\$300 thereafter.

Levy, Leonard, ed. The Encyclopedia of the American Constitution. 4 vols. New York: Macmillan Publishing Co., 1986. \$270 before December 31, 1986/\$320 thereafter.

These volumes should be complemented by other works, some of which libraries may already have in their collections, some of which

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Page 4

they may wish to acquire. The Endowment recommends that libraries, in making additional acquisitions, select titles from the attached list, also developed in consultation with Constitutional experts.

The application deadline for Bicentennial Bookshelf matching grants is Dec. 15, 1986. Libraries interested in applying for the grants should write to the Public Information Office, National Endowment for the Humanities, 1100 Pennsylvania Ave. N.W., Washington, D.C. 20506, or call (202) 786-0438.

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

# # #



## BICENTENNIAL BOOKSHELF

### Recommended Titles

After considerable discussion with noted Constitutional scholars, the National Endowment for the Humanities recommends that libraries build their Bicentennial Bookshelves on the U.S. Constitution around four major texts, newly revised, newly issued:

Congressional Research Service, Library of Congress. The Constitution of the United States of America: Interpretation and Analysis. Washington: Government Printing Office, 1986. [Price to be announced.]

Farrand, Max, ed. The Records of the Federal Convention of 1787. 4 vols., rev. ed. New Haven: Yale University Press, 1967, 1987. \$180.

Kurland, Philip B., and Ralph Lerner, eds. The Founders' Constitution. 5 vols. Chicago: University of Chicago Press, 1987. \$250 before March 31, 1987/\$300 thereafter.

Levy, Leonard, ed. The Encyclopedia of the American Constitution. 4 vols. New York: Macmillan Publishing Co., 1986. \$270 before December 31, 1986/\$320 thereafter.

These volumes should be complemented by other works, some of which may already be part of the library's holdings. Other books can be purchased with any funds remaining from the NEH matching grant of \$500. In making acquisitions libraries may wish to consider volumes from the following categories. They may also find the specific entries in each category of help in making their choices. This list, also developed in consultation with Constitutional experts, is merely suggestive. Libraries may fill out the Bicentennial Bookshelf with any relevant volume that they find appropriate. Prices indicated may change at the discretion of the publisher.

### I. Primary Sources

Cooke, Jacob E., ed. The Federalist. Middletown: Wesleyan University Press, 1961. \$35. (\$12.95 paperbound.)

Elliot, Jonathan, ed. Debates in the Several State Conventions on the Adoption of the Federal Constitution 5 vols. 2nd ed. New York: B. Franklin, 1888-96. \$155.

Hyneman, Charles S. and Donald Lutz, eds. American Political Writings During the Founding Era: 1760-1805. 2 vols. Indianapolis: Liberty Fund, 1983. \$28. (\$13.50 paperbound.)

I. Primary Sources (continued)

Jensen, Merrill, ed. The Documentary History of the Ratification of the Constitution. 7 vols. Madison: State Historical Society of Wisconsin, 1976, 1986. \$247.50.

Storing, Herbert J., and Murray Dry, eds. The Complete Anti-Federalist. 7 vols. Chicago: University of Chicago Press, 1982. \$175.

II. History

Bowen, Catherine. The Miracle at Philadelphia. Boston: Little, Brown, and Co., 1986. [Price to be announced.]

Kelly, Alfred H., Winfred Harbison, and Herman Belz. American Constitution: Its Origins and Development. 6th ed. New York: Norton, 1983. \$22.95.

McDonald, Forrest. Novus Ordo Seclorum: The Intellectual Origins of the Constitution. Lawrence: University Press of Kansas, 1985. \$25.

McLaughlin, Andrew C. A Constitutional History of the United States. New York: Irvington, 1935. \$39.50. (\$14.95 paperbound.)

\* Rossiter, Clinton. The Grand Convention. New York: Macmillan Publishing Co., 1966. [Out of print.]

Rutland, Robert A. The Ordeal of the Constitution: The Anti-Federalists and the Ratification Struggle of 1787-1788. Boston: Northeastern University Press, 1983. \$24.95. (\$9.95 paperbound.)

Van Doren, Carl. The Great Rehearsal: The Story of the Making and Ratifying of the Constitution of the U.S. Westport: Greenwood, 1982. \$35. (\$5.95 paperbound.)

Wood, Gordon S. The Creation of the American Republic, 1776-1787. New York: Norton, 1972. \$10.95.



III. Collected Works in One Volume

Adams, John. The Political Writings of John Adams: Representative Selections. Edited by George A. Peek, Jr. New York: Irvington, 1954. \$37.50.

Hamilton, Alexander. Selected Writings and Speeches. Edited by Morton J. Frisch. Washington: American Enterprise Institute, 1985. \$15.

Jefferson, Thomas. Writings. Edited by Merrill D. Peterson. New York: Library of America, 1984. \$30.

Madison, James. The Mind of the Founder: Sources of the Political Thought of James Madison. Rev. ed. Edited by Marvin Meyers. Hanover: University Press of New England, 1981. \$18.

IV. Biographies of the Leading Founders

Beveridge, Albert J. The Life of John Marshall. 4 vols. Atlanta: Berg, 1974. \$99.95.

\* Brant, Irving. James Madison, Father of the Constitution. 5 vols. Indianapolis: Bobbs-Merrill Co., 1950. [Out of print.]

Corwin, Edward S. John Marshall and the Constitution. Northford: Elliots Books, 1919 reprint. \$8.50.

Flexner, James T. Washington: The Indispensable Man. Boston: Little, Brown, and Co., 1974. \$16.45. (\$3.95 paperbound.)

Malone, Dumas. Jefferson and His Time. 6 vols. Boston: Little, Brown, and Co., 1981. \$24.50 ea. (\$12.45 ea. paperbound.)

McDonald, Forrest. Alexander Hamilton: A Biography. New York: Norton, 1982. \$9.95.

Peterson, Merrill D. Thomas Jefferson and the New Nation: A Biography. London: Oxford University Press, 1970. \$39.95. (\$15.95 paperbound.)

Rutland, Robert A. James Madison and the Search for Nationhood. Washington: The Library of Congress, 1981. \$18.

Shaw, Peter. The Character of John Adams. New York: Norton, 1977. \$5.95

# # #

\* This book was highly recommended. Although it is out of print, we include it for the information of libraries that may already have it in their collections and wish to include it on their Bicentennial Bookshelves.



## HUMANITIES ENDOWMENT BIMONTHLY REVIEW FOCUSES ON RELATIONSHIP BETWEEN TECHNOLOGY AND HUMANITIES

The October issue of Humanities, the bimonthly review published by the National Endowment for the Humanities (NEH), contains a variety of articles describing a working relationship between technology and the humanities which began 4,000 years ago with the invention of writing.

In his lead article, "The Invention of Writing," Miguel Civil elaborates upon his assertion that "writing has profoundly affected the technological progress of the human race (and has) made possible the step-by-step progress that has climaxed in the modern technological world."

Other articles further demonstrate how scientists and humanists can effectively work together in deciphering historical riddles and solving various problems: "Chips and Changes" explains the history, operating principles, and effects of the 3/8-inch computer chip; "The Invention of Science" by Humanities Editor Linda Blanken relates how Babylonian astronomers have inspired great minds from Chaucer to Einstein.

"The ABC's of Communication" examines how videos enable a museum to teach children the history and importance of communication; and "Interpretive Strategies and the Two Cultures" asks the intriguing question: How is a poem like a calculus problem?

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

###

# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
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Public Affairs Office  
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(202) 786-0449

Contact: Kirsten Woods 786-0449

FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT APPOINTS MARGUERITE H. SULLIVAN DIRECTOR OF PUBLIC AFFAIRS

WASHINGTON -- The National Endowment for the Humanities (NEH) has announced the appointment of Marguerite H. Sullivan as director of public affairs.

Sullivan formerly was executive editor of The Washington Woman magazine. From 1973 to 1985 she was columnist and correspondent for the Washington Bureau of the Copley News Service.

She is a past president of the Washington Press Club and has served as secretary on the executive board of Washington Independent Writers. As a freelance writer, Sullivan has been published locally in The Washington Post, The Washington Star, The Washingtonian magazine and Washington Dossier.

Sullivan has worked with several newspapers and magazines, including The San Diego Union, Peninsula Living magazine and Pictorial Living magazine, and was a stringer for the San Jose Mercury-News.

She received a Bachelor's degree in history in 1968 and a Master's degree in journalism in 1971, both from Stanford University. She began her career in journalism with the former Boston Sunday Advertiser, the Sunday newspaper of the Boston Record-American.

Marguerite Sullivan succeeds Susan Metts, who has been named assistant chairman for administration at NEH.

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Contact: Darrel deChaby 202/786-0449

FOR RELEASE: Subject timely for October 15

**"HUEY LONG," AWARD WINNING DOCUMENTARY FUNDED BY  
HUMANITIES ENDOWMENT, TO AIR ON PBS OCTOBER 15**

WASHINGTON -- "Everybody loved Huey Long. Nobody hated him," says one longtime resident of Louisiana early in the documentary film "Huey Long." But almost immediately we hear an opposing point of view:

"I can't remember any Saturday night that I went anywhere that we didn't talk about killing Huey Long. It was just normal conversation. It didn't mean you meant to do it. It just meant that you wished there was some way to rid the state of this incubus."

Clashing comments. They're typical of the contrasting remembrances of Huey Long by almost two dozen people from all walks of life in a 90-minute documentary to be telecast over PBS on October 15.

Witnesses to Huey Long's life and times include his son, Senator Russell Long; Pulitzer Prize winner Robert Penn Warren (All the King's Men); historian Arthur Schlesinger, Jr.; a former lieutenant governor and two former legislators; journalists; Huey Long's bodyguard; and a number of citizens of Louisiana.

"Huey Long" was produced by Ken Burns and Richard Kilberg, and directed by Burns, with funding from the National Endowment for the Humanities (NEH). In congratulating Burns on the popular and critical success "Huey" recently has enjoyed at film festivals and theatrical showings nationwide, Humanities Endowment Chairman Lynne V. Cheney

- MORE -

Page two  
"Huey Long"  
3 October 1986

described the documentary as exemplary in its balanced presentation of many points of view.

"'Huey Long' neither glorifies nor denigrates," said Cheney. "By presenting a fascinating human being in all his complexity, the film makes perfectly the point that a balanced presentation can also be a compelling one. I heartily support the notion that film can be an important tool for public education in the humanities."

Cheney recently invited grant applications for television and radio biographies on the lives of historically significant Americans. In her invitation she cited "Huey Long" among several NEH-supported projects that she said "might well serve as models for what we hope to encourage."

###

#### "HUEY LONG"

#### Credits:

Directed by Ken Burns; screenplay by Geoffrey C. Ward; photography by Burns and Buddy Squires; edited by Amy Stechler Burns; music by John Colby and Randy Newman; produced by Burns and Richard Kilberg; RKB/Florentine Films production company. Narrated by David McCullough.

#### Honors:

New York Film Festival, 1985  
Telluride Film Festival, 1985  
U.S. Film Festival, 1986  
CINE Golden Eagle  
Erik Barnouw Prize  
USA Film Festival, 1986  
Vancouver Film Festival

- MORE -

Page three  
"Huey Long"  
3 October 1986

Critic's Comments:

"What distinguishes 'Huey Long,' Ken Burns' masterful documentary on the Louisiana Depression-era populist, is the way it embraces both the good and evil and the man--it's extraordinarily large-spirited....Part of Burns' purpose is simply to create a sense of balance; the movie consists largely of interviews with contemporaries of Long's, and Burns quotes equally from both sides."

Paul Attanasio  
The Washington Post  
Wednesday, 12 February 1986

"Director Ken Burns succeeds admirably in presenting complex perspectives on a man who was seen variously as a heroic savior of the poor, a tyrannically evil enemy of democracy and a tragically flawed political genius."

Variety  
Friday, 4 October 1986

"...Mr. Burns' intent in the film was not to embrace one point of view of Long, or even to balance the two, as much as to counterpoint them in a full, complicated portrait."

Samuel G. Freedman  
The New York Times  
Tuesday, 25 February 1986

"The best thing about 'Huey Long,' then, is its spirit of quiet objectivity. Long isn't used as a cudgel to beat a particular point of view into anybody's head: His relevance isn't the point of the film, but rather his fascination."

Stephen Hunter  
The Baltimore Sun  
Wednesday, 19 February 1986

###

# NEWS



National Endowment for  
the Humanities

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(After hours) 301/268-4309

FOR IMMEDIATE RELEASE

## HUMANITIES ENDOWMENT ESTABLISHES "ACCESS TO EXCELLENCE" PROGRAM Will Assist Urban, Rural, and Native American Grant Applicants

WASHINGTON -- The National Endowment for the Humanities (NEH) has established a new program, "Access to Excellence," designed to encourage grant applications from and provide technical assistance to precollegiate teachers and students from urban, rural, and native American communities across the United States.

Endowment Chairman Lynne V. Cheney said, "We want to see more applications from these communities, and we want to help applicants put together proposals that can compete effectively with others in the Endowment's grant programs."

The Endowment recently appointed Carl Dolan to serve as the agency's coordinator of the program. Dolan has worked in secondary education in both rural and urban settings since he graduated with a B.A. in philosophy from Kenyon College and an M.A. in general studies in the humanities from the University of Chicago.

Cheney said that Dolan will concentrate his efforts during the program's first year on secondary and precollegiate students and teachers in the three targeted groups. Speaking at meetings and conferences, Dolan will discuss the NEH programs available to these students and teachers.

-OVER-

"The Endowment is committed to supporting excellence in the humanities, and we hope to make sure that all American students and teachers have equal 'Access to Excellence,'" Cheney said.

Students are eligible to apply for NEH programs that include Younger Scholars and Summer Humanities Programs for High School Juniors at Historically Black Colleges and Universities.

Teachers have grant opportunities in programs such as Summer Seminars for Secondary School Teachers; Institutes for Teachers, Principals, and Administrators; Travel to Collections; Translations; and Independent Study in the Humanities, which is supported by an NEH grant to the Council for Basic Education.

Students and teachers will also be encouraged to seek grants from state humanities councils that serve all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

Teachers and students from rural, urban, and native American communities who would like more information about NEH grant opportunities should call 202/786-0384 or write to

Carl Dolan, Coordinator  
Access to Excellence  
National Endowment for the Humanities  
1100 Pennsylvania Ave., N.W., Room 302  
Washington, D.C. 20506

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

# # #



# NEWS



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Noel Milan 202/786-0449  
Kirsten Woods 202/786-0449

FOR IMMEDIATE RELEASE:

## HUMANITIES ENDOWMENT NAMES FORREST McDONALD 1987 JEFFERSON LECTURER

WASHINGTON -- The National Endowment for the Humanities (NEH) has named Forrest McDonald, a noted historian of the Constitution and professor of history at the University of Alabama, to be the 1987 Jefferson Lecturer in the Humanities.

The announcement was made by NEH Chairman Lynne V. Cheney after the quarterly meeting of the National Council on the Humanities, the 26-member advisory body of the NEH, which selects each year's lecturer after considering a wide range of nominations. The Council, in support of NEH plans to recognize the 200th anniversary of the U. S. Constitution, chose the 1987 Lecturer from a distinguished group of Constitutional scholars.

The annual NEH Jefferson Lecture, which carries a stipend of \$10,000, is the highest honor the federal government confers for outstanding achievement in the humanities. McDonald is the sixteenth recipient to be honored by this award.

In early May, McDonald will present his lecture on "The Intellectual World of the Founding Fathers," in Washington, D.C. and at the University of Kansas in Lawrence.

Born on January 7, 1927, in Orange, Texas, McDonald received his bachelor's and master's degrees in 1949 and his PhD in 1955 from the University of Texas, all in American history.

In 1953 McDonald joined the Wisconsin Historical Society as researcher for the Public Utility History Project. He then went on to serve as executive secretary for the American History Research Center from 1955 to 1959.

He began his teaching career in 1958 when he was appointed associate professor, and later professor, at Brown University, where he taught until 1967. From 1961 to

1967 he also was director of the American History Research Center. In 1967 he accepted a professorship at Wayne State University, and in 1976 moved to his current position at the University of Alabama. McDonald is now filling a one-year appointment as the James Pinckney Harrison Chair at the College of William and Mary in Williamsburg, Virginia.

McDonald has been recognized with several honors and awards. He is a presidentially-appointed member of the Board of Foreign Scholarships. He also was one of three finalists for the 1986 Pulitzer Prize in History for his book Novus Ordo Seclorum: The Intellectual Origins of the Constitution (1985). For this publication, he was presented with the 1986 American Revolution Roundtable Award and in December will receive the 1986 Benchmark Book Award. In 1980 he was given the Francis Tavern Book Award for Alexander Hamilton, A Biography (1979). During that year he also received the George Washington Medal from the Freedom Foundation for The Presidency of George Washington (1973). He was a Guggenheim fellow from 1962 to 1963.

McDonald has authored several other books on American history, including: Constitutional History of the United States, 1982; The Presidency of Thomas Jefferson, 1976; E. Pluribus Unum, 1965; and We the People, 1958.

The Jefferson Lecture, established in 1972, honors the intellectual and civic accomplishments exemplified by Thomas Jefferson and provides an opportunity for a distinguished humanist to explore matters of broad concern in a public lecture.

Previous Jefferson lecturers have been Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily T. Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), Robert Penn Warren (1976), John Hope Franklin (1975), Paul A. Freund (1974), Erik H. Erikson (1973), and Lionel Trilling (1972).

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

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# NEWS



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301/268-4309 (After hours)

EMBARGOED: For release after 8:00 p.m. (MDT) Saturday, Nov. 1, 1986

## NEH AWARDS \$19 MILLION TO STATE HUMANITIES COUNCILS

CASPER, WYO. -- State humanities councils in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands will receive a total of \$19 million in federal funds for Fiscal Year 1987, the National Endowment for the Humanities (NEH) announced today. NEH Chairman Lynne V. Cheney made the announcement at the quarterly meeting of the Wyoming Council for the Humanities Saturday night in Casper.

"Through sponsorship of institutes for school teachers, reading and discussion programs, traveling exhibitions, public lectures, and other humanities programs for general audiences, the state councils bring outstanding scholarship to wide audiences throughout the United States," Cheney said.

State councils continue to provide an important link between the academic community and the general public, she added.

Every other year, each state council submits a proposal to NEH in which it assesses its work during the past two years and sets forth its plan for the upcoming two-year period.

By law the National Endowment for the Humanities must distribute no less than 20 percent of its appropriated program funds for use by the state councils. The law specifies the funding formula for allocation of the funds. States must raise an amount equal to their awards in cash or in-kind contributions to ensure local support for each council's projects.

The Endowment also is offering the state councils specified amounts in matching funds. These funds are released to the state councils from the Treasury when matched dollar for dollar by the states.

In addition to the funds allocated by the law's formula, Merit Awards are made to state councils whose biennial proposals are judged worthy of special commendation by reviewers. This year Merit Awards of \$50,000 each were made to Alabama, California, Louisiana, Maryland, Montana, Texas, Utah, Vermont.

Cheney also announced that each of the 53 state humanities councils will receive an additional \$10,000 in federal funds for the present Fiscal Year.

"These supplemental awards will help the councils meet increased administrative costs associated with their expanding support for local humanities programming," said Cheney.

"In addition, state councils will be able to apply these funds toward expenses of new administrative provisions regarding public meetings contained in the Endowment's reauthorizing legislation."

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education, and general audience programs in the humanities.

# # #

NOTE: A list of the 53 state humanities councils with the level of FY 1987 outright and matching funding provided by NEH for each is attached. The list also provides names and telephone numbers for executive directors of each state council.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
 Division of State Programs  
1987 Awards to the States

	<u>Outright Funds</u>	<u>Matching Funds</u>
<p>State            , Exec. Director            ities Foundation            uthern College, Box A-40            L 35254</p>	352,360	69,600
<p>State            ithaus, Exec. Director            nities Forum            xth Avenue            Anchorage, AK 99501            907/272-5341</p>	355,150	114,500
<p>ARIZONA            Ms. Lorraine W. Frank, Exec. Director            Arizona Humanities Council            918 North Second Street            Phoenix, AZ 85004            602/257-0335</p>	333,160	50,200
<p>ARKANSAS            Ms. Jane Browning, Exec. Director            Arkansas Endowment for the Humanities            The Rammel Building, Suite 102            1010 West 3rd Street            Little Rock, AR 72201            501/372-2672</p>	321,740	129,100
<p>CALIFORNIA            Mr. James Quay, Exec. Director            California Council for the Humanities            312 Sutter Street, Suite 601            San Francisco, CA 94108            415/391-1474</p>	634,890	263,200
<p>COLORADO            Mr. James Pierce, Exec. Director            Colorado Endowment for the Humanities            1836 Blake Street #100            Denver, CO 80202            303/292-4458</p>	346,363	50,700
<p>CONNECTICUT            Mr. Bruce Fraser, Exec. Director            Connecticut Humanities Council            41 Lawn Avenue            Wesleyan Station            Middletown, CT 06457            203/347-6888</p>	333,110	105,6

## 1987 State Awards

Page two

<u>State</u>	<u>Outright Funds</u>	
DELAWARE	308,826	
Mr. Henry Hirschbiel, Exec. Director Delaware Humanities Forum 2600 Pennsylvania Avenue Wilmington, DE 19806 302/573-4410		
DISTRICT OF COLUMBIA	310,090	20,000
Ms. Beatrice Hackett, Exec. Director D. C. Community Humanities Council 1341 G Street, NW - Suite 620 Washington, DC 20005 202/347-1732		
FLORIDA	441,578	38,800
Dr. Ann Henderson, Exec. Director Florida Endowment for the Humanities P.O. Box 16989 University of South Florida Tampa, FL 33687 813/974-4094		
GEORGIA	369,680	75,800
Mr. Ronald E. Benson, Exec. Director Georgia Endowment for the Humanities 1589 Clifton Road, NE Emory University Atlanta, GA 30322 404/727-7500		
	348,350	41,000
Annette M. Lew, Exec. Director Hawaii Committee for the Humanities Hawaiian Bank Building Waialae Avenue, Room 23 Honolulu, HI 96816 808/942-5402		
	304,150	66,100
James H. McClanahan, Exec. Director Michigan Humanities Council Len B. Jordan Building 200 State Street Ann Arbor, MI 48106 313/761-4600		
	441,640	192,300
Dr. Klaus, Exec. Director Michigan Humanities Council Michigan Avenue Ann Arbor, MI 48106		

Outright FundsMatching Funds

365,348

179,700

Mr. Gladish, Exec. Director  
Committee for the Humanities  
Lawrence Street  
IN 46202

328,910

48,000

Mr. Ke, Exec. Director  
State Board

Iowa, N210 OH  
52242

325,758

47,500

Mr. [redacted], Exec. Director  
Kansas Committee for the Humanities  
112 West Sixth Street, Suite 210  
Topeka, KS 66603  
913/357-0359

## KENTUCKY

340,390

55,200

Ms. Ramona Lumpkin, Exec. Director  
Kentucky Humanities Council, Inc.  
417 Clifton Avenue  
University of Kentucky  
Lexington, KY 40506-0414  
606/257-5932

## LOUISIANA

349,510

85,000

Mr. Michael Sartisky, Exec. Director  
Louisiana Endowment for the Humanities  
1001 Howard Avenue - Suite 4407  
New Orleans, LA 70113  
504/523-4352

## MAINE

315,876

27,500

Ms. Dorothy Schwartz, Exec. Director  
Maine Humanities Council  
P.O. Box 7202  
Portland, ME 04112  
207/773-5051

## MARYLAND

348,140

14,000

Ms. Naomi F. Collins, Exec. Director  
Maryland Humanities Council  
516 North Charles Street, #201  
Baltimore, MD 21201  
301/625-4830

1987 State Awards  
Page three

State

INDIANA

Mr. Kenneth L. G.  
Indiana Committee  
1500 N. [redacted]

State

Outright Fund

MASSACHUSETTS

369,688

Mr. David Tebaldi, Exec. Director  
Massachusetts Foundation for the  
Humanities and Public Policy  
One Woodbridge Street  
South Hadley, MA 01075  
413/536-1385

MICHIGAN

412,178

Mr. Ronald Means, Exec. Director  
Michigan Council for the Humanities  
Nisbet Building, Suite 30  
1407 South Harrison Road  
East Lansing, MI 48824  
517/355-0160

MINNESOTA

346,320

103,100

Ms. Cheryl Dickson, Exec. Director  
Minnesota Humanities Commission  
580 Park Square Court  
Sixth and Sibley Streets  
St. Paul, MN 55101  
612/224-5739

MISSISSIPPI

315,000

20,000

Norma Norman, Exec. Director  
Mississippi Committee for the Humanities  
Edgewood Road, Room 111  
Jackson, MS 39211  
601/752

336,000

30,000

Malrond, Exec. Director  
Committee for the Humanities  
Suite 204  
Road  
St. Louis, MO 63043

302,410

24,500

and, Exec. Director  
for the Humanities

Matchbox

3,100



NATIONAL ENDOWMENT FOR THE HUMANITIES  
Division of State Programs  
1987 Awards to the States

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
ALABAMA Mr. Walter Cox, Exec. Director Alabama Humanities Foundation Birmingham-Southern College, Box A-40 Birmingham, AL 35254 205/324-1314	352,360	69,600
ALASKA Mr. Gary Holthaus, Exec. Director Alaska Humanities Forum 943 West Sixth Avenue Room 120 Anchorage, AK 99501 907/272-5341	355,150	114,500
ARIZONA Ms. Lorraine W. Frank, Exec. Director Arizona Humanities Council 918 North Second Street Phoenix, AZ 85004 602/257-0335	333,160	50,200
ARKANSAS Ms. Jane Browning, Exec. Director Arkansas Endowment for the Humanities The Rammel Building, Suite 102 1010 West 3rd Street Little Rock, AR 72201 501/372-2672	321,740	129,100
CALIFORNIA Mr. James Quay, Exec. Director California Council for the Humanities 312 Sutter Street, Suite 601 San Francisco, CA 94108 415/391-1474	634,890	263,200
COLORADO Mr. James Pierce, Exec. Director Colorado Endowment for the Humanities 1836 Blake Street #100 Denver, CO 80202 303/292-4458	346,363	50,700
CONNECTICUT Mr. Bruce Fraser, Exec. Director Connecticut Humanities Council 41 Lawn Avenue Wesleyan Station Middletown, CT 06457 203/347-6888	333,110	105,600

## 1987 State Awards

Page two

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
DELAWARE Mr. Henry Hirschbiel, Exec. Director Delaware Humanities Forum 2600 Pennsylvania Avenue Wilmington, DE 19806 302/573-4410	308,826	26,300
DISTRICT OF COLUMBIA Ms. Beatrice Hackett, Exec. Director D. C. Community Humanities Council 1341 G Street, NW - Suite 620 Washington, DC 20005 202/347-1732	310,090	20,000
FLORIDA Dr. Ann Henderson, Exec. Director Florida Endowment for the Humanities P.O. Box 16989 University of South Florida Tampa, FL 33687 813/974-4094	441,578	38,800
GEORGIA Mr. Ronald E. Benson, Exec. Director Georgia Endowment for the Humanities 1589 Clifton Road, NE Emory University Atlanta, GA 30322 404/727-7500	369,680	75,800
HAWAII Ms. Annette M. Lew, Exec. Director Hawaii Committee for the Humanities First Hawaiian Bank Building 3599 Waialae Avenue, Room 23 Honolulu, HI 96816 808/732-5402	348,350	41,000
IDAHO Mr. Thomas H. McClanahan, Exec. Director Idaho Humanities Council Room 300, Len B. Jordan Building 650 West State Street Boise, ID 83720 208/345-5346	304,150	66,100
ILLINOIS Mr. Robert J. Klaus, Exec. Director Illinois Humanities Council 618 South Michigan Avenue Chicago, IL 60605 312/939-5212	441,640	192,300

1987 State Awards  
Page three

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
INDIANA Mr. Kenneth L. Gladish, Exec. Director Indiana Committee for the Humanities 1500 North Delaware Street Indianapolis, IN 46202 317/638-1500	365,348	179,700
IOWA Mr. Donald Drake, Exec. Director Iowa Humanities Board Oakdale Campus University of Iowa, N210 OH Iowa City, IA 52242 319/353-6754	328,910	48,000
KANSAS Ms. Marion Cott, Exec. Director Kansas Committee for the Humanities 112 West Sixth Street, Suite 210 Topeka, KS 66603 913/357-0359	325,758	47,500
KENTUCKY Ms. Ramona Lumpkin, Exec. Director Kentucky Humanities Council, Inc. 417 Clifton Avenue University of Kentucky Lexington, KY 40506-0414 606/257-5932	340,390	55,200
LOUISIANA Mr. Michael Sartisky, Exec. Director Louisiana Endowment for the Humanities 1001 Howard Avenue - Suite 4407 New Orleans, LA 70113 504/523-4352	349,510	85,000
MAINE Ms. Dorothy Schwartz, Exec. Director Maine Humanities Council P.O. Box 7202 Portland, ME 04112 207/773-5051	315,876	27,500
MARYLAND Ms. Naomi F. Collins, Exec. Director Maryland Humanities Council 516 North Charles Street, #201 Baltimore, MD 21201 301/625-4830	348,140	143,100

1987 State Awards  
Page four

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
MASSACHUSETTS Mr. David Tebaldi, Exec. Director Massachusetts Foundation for the Humanities and Public Policy One Woodbridge Street South Hadley, MA 01075 413/536-1385	369,688	31,200
MICHIGAN Mr. Ronald Means, Exec. Director Michigan Council for the Humanities Nisbet Building, Suite 30 1407 South Harrison Road East Lansing, MI 48824 517/355-0160	412,178	94,800
MINNESOTA Ms. Cheryl Dickson, Exec. Director Minnesota Humanities Commission 580 Park Square Court Sixth and Sibley Streets St. Paul, MN 55101 612/224-5739	346,320	103,100
MISSISSIPPI Ms. Cora Norman, Exec. Director Mississippi Committee for the Humanities 3825 Ridgewood Road, Room 111 Jackson, MS 39211 601/982-6752	315,000	20,000
MISSOURI Mr. Robert Walrond, Exec. Director Missouri Committee for the Humanities Loberg Building, Suite 204 11425 Dorsett Road Maryland Heights, MO 63043 314/739-7368	336,000	30,000
MONTANA Ms. Margaret Kingsland, Exec. Director Montana Committee for the Humanities P.O. Box 8036 HELLGATE STATION Missoula, MT 59807 406/243-6022	302,410	24,500

1987 State Awards  
Page five

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
NEBRASKA Ms. Sarah Rosenberg, Exec. Director Nebraska Committee for the Humanities Suite 422 Lincoln Center Bldg. 215 Centennial Mall South Lincoln, NE 68508 402/474-2131	312,630	54,300
NEVADA Ms. Judith K. Winzeler, Exec. Director Nevada Humanities Committee P.O. Box 8029 Reno, NV 89507 702/784-6587	306,508	43,800
NEW HAMPSHIRE Mr. Charles G. Bickford, Exec. Director New Hampshire Council for the Humanities The Walker Building 15 South Fruit Street Concord, NH 03301 603/224-4071	304,120	24,500
NEW JERSEY Ms. Miriam L. Murphy, Exec. Director New Jersey Committee for the Humanities 73 Easton Avenue New Brunswick, NJ 08901 201/932-7726	392,868	90,400
NEW MEXICO Mr. D. Nathan Sumner, Exec. Director New Mexico Humanities Council Oate Hall, Room 209 University of New Mexico Albuquerque, NM 87131 505/277-3705	309,990	52,500
NEW YORK Mr. Jay Kaplan, Exec. Director New York Council for the Humanities 198 Broadway, 10th Floor New York, NY 10038 212/238-1131	526,088	259,700
NORTH CAROLINA Mr. Brent D. Glass, Exec. Director North Carolina Humanities Committee 112 Foust Building, UNC-Greensboro Greensboro, NC 27412 919/379-5325	376,279	86,400

## 1987 State Awards

Page six

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
NORTH DAKOTA Mr. Everett Albers, Exec. Director North Dakota Humanities Council Box 2191 Bismarck, ND 58502 701/663-1948	302,468	93,600
OHIO Mr. Charles C. Cole, Jr., Exec. Director The Ohio Humanities Council 760 Pleasant Ridge Avenue Columbus, OH 43209 614/231-6879	431,380	185,200
OKLAHOMA Ms. Anita May, Exec. Director Oklahoma Foundation for the Humanities Executive Terrace Building 2809 Northwest Expressway - Suite 500 Oklahoma City, OK 73112 405/840-1721	334,630	103,300
OREGON Mr. Richard Lewis, Exec. Director Oregon Committee for the Humanities 418 S.W. Washington, Room 410 Portland, OR 97204 503/241-0543	339,983	41,500
PENNSYLVANIA Mr. Craig Eisendrath, Exec. Director Pennsylvania Humanities Council 401 North Broad Street Philadelphia, PA 19108 215/925-1005	448,598	221,000
PUERTO RICO Mr. Arturo Morales Carrion, Exec. Director Fundacion Puertorriquena de las Humanidades Box S-4307 Old San Juan, PR 00904 809/721-2087	351,148	26,900
RHODE ISLAND Mr. Thomas H. Roberts, Exec. Director Rhode Island Committee for the Humanities 463 Broadway Providence, RI 02909 401/273-2250	304,000	30,300

## 1987 State Awards

Page seven

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
SOUTH CAROLINA Mr. Leland Cox, Exec. Director South Carolina Committee for the Humanities P.O. Box 6925 Columbia, SC 29260 803/738-1850	334,820	53,800
SOUTH DAKOTA Mr. John Whalen, Exec. Director South Dakota Committee on the Humanities Box 7050, University Station Brookings, SD 57007 605/688-6113	303,558	56,100
TENNESSEE Mr. Robert Cheatham, Exec. Director Tennessee Humanities Council 1003 18th Avenue South Nashville, TN 37212 615/320-7001	356,308	64,700
TEXAS Mr. James Veninga, Exec. Director Texas Committee for the Humanities 1604 Nueces Austin, TX 78701 512/473-8585	504,610	240,400
UTAH Mr. Delmont Oswald, Exec. Director Utah Endowment for the Humanities Ten West Broadway Broadway Building, Suite 900 Salt Lake City, UT 84101 801/531-7868	322,290	41,400
VERMONT Mr. Victor R. Swenson, Exec. Director Vermont Council on the Humanities and Public Issues Grant House, P.O. Box 58 Hyde Park, VT 05655 802/888-3183	298,210	70,700

## 1987 State Awards

Page eight

<u>State</u>	<u>Outright Funds</u>	<u>Matching Funds</u>
VIRGIN ISLANDS Reverend David Barzelay, Exec. Director Virgin Islands Humanities Council Market Square - Conrad Building, Suite 6 #6 Torvet Straede/Fourth Floor, Box 1829 St. Thomas, U.S.V.I. 00801 809/774-4044	216,450	5,000
VIRGINIA Mr. Robert C. Vaughan, Exec. Director Virginia Foundation for the Humanities and Public Policy 1939 Ivy Road Charlottesville, VA 22903 804/924-3296	365,570	197,800
WASHINGTON Mr. Hidde Van Duym, Exec. Director Washington Commission for the Humanities Olympia, WA 98505 206/866-6510	349,210	201,800
WEST VIRGINIA Mr. Charles Daugherty, Exec. Director Humanities Foundation of West Virginia Box 204 Institute, WV 25112 304/768-8869	309,000	58,500
WISCONSIN Ms. Patricia Anderson, Exec. Director Wisconsin Humanities Committee 716 Langdon Street Madison, WI 53706 608/262-0706	366,951	24,500
WYOMING Mr. Dennis Frobish, Exec. Director Wyoming Council for the Humanities Box 3972--University Station Laramie, WY 82071-3972 307/766-6496	298,100	34,100



# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

Contact: Kirsten Woods 202/786-0449 (office)  
202/387-6265 (home)

FOR IMMEDIATE RELEASE:

## HUMANITIES ENDOWMENT AWARDS TO SCHOLARS ENABLE "TRAVEL TO COLLECTIONS" AROUND THE WORLD

WASHINGTON -- Beginning in December 1986, 80 American scholars from 33 states and an American teaching in Thailand will travel to research collections located in the United States and in 15 countries with the support of the National Endowment for the Humanities (NEH).

A unique NEH program called "Travel to Collections" has awarded grants of \$750 each to 80 scholars so that they may travel to collections housed in libraries, archives, museums and other repositories which are of fundamental importance to their research.

Humanities Endowment Chairman Lynne V. Cheney announced that due to the success of this program, which began in September 1983, three major changes have been made this year to meet the growing needs of research scholars.

First, the amount of each Travel to Collections award has been increased to \$750 from the \$500 amount offered in previous years.

Second, the geographical restrictions on where a scholar may visit have been modified. Scholars can now receive support for travel beyond North America and Western Europe.

The third change involves the summer/fall deadline, which has been moved to July 15 from September 15. The deadlines now are January 15 and July 15, with notification by late May and late November, respectively.

- OVER -

The following are some examples of the diversity represented in the November 1986 Travel to Collections awards:

- \* Harry Clark, Unaffiliated, Norman, OK  
destination: The Newberry Library, Chicago, IL  
project: "Johannes Oporinus, Sixteenth-century Advocate of Religious and Intellectual Liberty"
- \* Thomas M. Curley, Bridgewater State College, Bridgewater, MA  
destination: Victoria Memorial Hall, Calcutta, India  
project: "Sir Robert Chambers: Law and Empire in the Age of Johnson"
- \* Stuart C. McGehee, Bluefield College, Bluefield, VA 24605  
destination: Southern Historical Collection, University of North Carolina, Chapel Hill  
project: "The Southern City in the Civil War: Chattanooga, 1838-1873"
- \* Anne C. Paul, Institute of Andean Studies, Berkeley, CA  
destination: The Brooklyn Museum, New York  
project: "Paracas Textiles in the Brooklyn Museum"
- \* Karen P. Sinclair, Eastern Michigan University, Ypsilanti, MI  
destination: Alexander Turnbull Library, Wellington, New Zealand  
project: "Religion and the Cultural Construction of History"
- \* Carol Tennesen, University of Wisconsin, Milwaukee, WI  
destination: Bibliothèque Universitaire Antilles-Guyane, Martinique, F.W.I.  
project: "Systematic Derision in Martinican Folk Literature"

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

###

Please note: a list of all the November 1986 Travel to Collections awards by state and institution is attached.

NATIONAL ENDOWMENT FOR THE HUMANITIES

Travel to Collections - November 1986 Awards

STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

ALABAMA

- ° University of Alabama, Birmingham: Gerald D. Johnson  
"Thomas Pavier, Publisher of Shakespeare, 1600-1626"  
British Library, London, England
- ° University of South Alabama, Mobile: Larry E. Holmes  
"Soviet Schools: Policy and Practice, 1931-1941"  
University of Illinois, Urbana, IL

ARIZONA

- ° University of Arizona, Tucson: Jon D. Solomon  
"A New Critical Edition of the Musici Scriptores Graeci"  
Library of San Marco, Venice, Italy

CALIFORNIA

- ° California Museum of Science and Industry: Kathy A. Perkins  
"Black Female Playwrights of the American Theatre: 1916-1950"  
Moorland-Spingarn Research Center, Howard Univ., Washington, D.C.
- ° Calif. State Polytechnic University, San Luis Obispo: Yolanda T. Moses  
"Laurence Foster, The Forgotten Anthropologist and Humanist"  
Langston Hughes Library, Lincoln Univ., Lincoln, PA
- ° California State University, Long Beach: David A. Cressy  
"Celebration and Commemoration in Elizabethan and Stuart London"  
Guildhall Library, London, England
- ° California State University, Sacramento: Karl von den Steinen  
"Women, Politics, and Leadership in 18th Century Scotland"  
Scottish Record Office, Edinburgh, Scotland
- ° Chaffey College, Alta Loma: Barbara F. Mitchell  
"French Anarchosyndicalism in World War I to the Schism"  
Archives Nationale, Paris, France
- ° Institute of Andean Research, Berkeley: Anne C. Paul  
"Paracas Textiles in the Brooklyn Museum"  
Brooklyn Museum, Brooklyn, NY
- ° San Diego State University: Theodore Kornweibel, Jr.  
"Federal Surveillance of Black America, 1917-1925"  
Library of Congress, Washington, DC
- ° San Diego State University: Clare V. McKanna  
"Indian Murderers: Judicial Treatment in California, 1851-1900"  
California State Archives, Sacramento, CA

STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

-----  
CALIFORNIA (continued)

- University of Southern California, Los Angeles: Yaffa B. Draznin  
"The Transcription, Annotation, and Editing of the Complete  
Olive Schreiner/Havelock Ellis Correspondence, 1884-1920"  
University of Texas, Austin, TX

COLORADO

- University of Colorado, Boulder: Dana Leibsohn  
"Iconographic Significance in Elite Costa Rican Ceramics"  
Museo Nacional de Costa Rica, San Jose, Costa Rica

CONNECTICUT

- Saint Joseph College, West Hartford: Dennis B. Barone  
"Moral Philosophy at the University of Pennsylvania in the  
18th-Century"  
The University Archives, Univ. of Pennsylvania, Philadelphia, PA

DELAWARE

- University of Delaware, Newark: Juan A. Villamarin  
"The Spanish Elite of The Sabana de Bogota, Colombia"  
Archivo General de Indias, Seville, Spain

DISTRICT OF COLUMBIA

- University of D.C., Van Ness Campus: Jackson C. Boswell  
"English Impressions of the New World: 1492-1640"  
Huntington Library, San Marino, CA

FLORIDA

- University of Florida, Gainesville: Warren Bargad  
"A Cross-Cultural Study of the Poetry of Amir Gilboa"  
YIVO Institute for Jewish Research, New York, NY

ILLINOIS

- Spertus College of Judaica, Chicago: Miriam J. Haron  
"The History of the Jews of Chicago, 1847-1948"  
YIVO Institute for Jewish Research, New York, NY
- University of Illinois, Chicago Circle: Melvin G. Holli  
"Emil Hurja: Presidential Public Opinion Pollster and Publisher"  
Library of Congress, Washington, DC

IOWA

- Iowa State University, Ames: Clair W. Keller  
"History of Defeated Amendments Submitted to States by the  
First Congress"  
Historical Society of Pennsylvania, Philadelphia, PA

STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

IOWA (continued)

- University of Iowa, Iowa City: Patricia N. Fetzer  
"The Invasion of Privacy Trial of Author Marjorie Kinnan Rawlings"  
University of Florida, Gainesville, FL

INDIANA

- Ball State University, Muncie: Susan C. Lawrence  
"Governors, Practitioners, and Pupils: The Shaping of Education  
at London's Hospitals, 1700-1830"  
Greater London Record Office, etc., London, England
- Ball State University, Muncie: Michael Meckna  
"Samuel Wesley: Composer and Critic of Music"  
British Library, London, England
- Ball State University, Muncie: David L. Wheeler  
"Drifts, Droughts and Die-Ups: The History of Cattle Mortality  
on the Southern Great Plains, 1880-1889"  
Lubbock and Canyon, TX; Topeka, KS
- Ball State University, Muncie: Raymond E. White  
"A History of the Western Movie, 1930-1954"  
University of California, Los Angeles, CA
- Indiana University Southeast, New Albany: James M. Sproule  
"Modern Propaganda and Social Response"  
Columbia University, New York, NY
- Purdue University, West Lafayette: Gordon R. Mork  
"The Gospel According to Oberammergau: The Passion Play and  
Modern Antisemitism in Historical Context"  
Bavarian Hauptstaatsarchiv, Munich, West Germany

LOUISIANA

- Louisiana State University, Baton Rouge: Jefferson Humphries  
"Interviews with Reynolds Price: A Book of Conversations  
with the Writer"  
William R. Perkins Library, Duke University, Durham, NC

MAINE

- Bowdoin College, Brunswick: Richard G. Condon  
"Ethnohistorical Study of Holman Island, N.W.T."  
Public Archives of Canada, etc., Canada

NEH Travel to Collections  
November 1986 Awards  
Page four

STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

MAINE (continued)

- Bowdoin College, Brunswick: Edwin J. Saeger  
"The Rapid Hours: The Collected Correspondence of  
Charles Brockden Brown"  
University of Texas, Austin, TX
- University of Maine, Orono: David Sanger  
"The Prehistoric Archaeology of the Maine-Maritimes Provinces Area"  
Quebec, Canada; and Andover, MA

MARYLAND

- University of Maryland, Baltimore: Norman Levine  
"German Social Democracy and the Origins of Leninism"  
Archiv fur Sozial Demokratie, Bonn, Federal Republic of Germany

MASSACHUSETTS

- Boston University: William C. Carroll  
"Vagrancy and Marginality in Tudor/Stuart Culture (1560-1630)"  
British Museum, etc., London, England
- Bridgewater State College, Bridgewater: Thomas M. Curley  
"Sir Robert Chambers: Law and Empire in the Age of Johnson"  
Victoria Memorial Hall, Calcutta, India
- University of Massachusetts, Amherst: Joseph W. Donohue, Jr.  
"A Reconstructive Edition of Oscar Wilde's The Importance of  
Being Earnest"  
British Theatre Museum, London, England

MICHIGAN

- Eastern Michigan University, Ypsilanti: Karen P. Sinclair  
"Religion and the Cultural Construction of History"  
Alexander Turnbull Library, Wellington, New Zealand
- Michigan State University, East Lansing: Mary L. Schneider  
"The Transformation of American Catholic Sisters - 1952 to 1976"  
The Catholic University of America Archives, Washington, DC

MINNESOTA

- University of Minnesota, Twin Cities: Kathleen Barlow  
"An Historical Investigation of the Regional Trade of Art  
along the North Coast of Papua, New Guinea"  
Field Museum of Natural History, Chicago, IL

- MORE -

NEH Travel to Collections  
November 1986 Awards  
Page five

STATE

INSTITUTION:

DIRECTOR

TITLE

PROJECT LOCATION

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MINNESOTA (continued)

- University of Minnesota, Twin Cities: William Robert Brookman  
"Translation and Publication of Sumerian Cuneiform Tablets"  
San Diego Public Library, San Diego, CA

MONTANA

- Fort Peck Community College, Poplar: David Reed Miller  
"Fort Peck Reservation Peoples in the Early 20th Century"  
National Archives, Washington, DC

NEW HAMPSHIRE

- New Hampshire College, Manchester: Stephen D. Berger  
"Intellectual Biography of Kenneth B. Clark"  
Library of Congress, Washington, DC

NEW MEXICO

- University of New Mexico, Albuquerque: James K. Ruppert  
"D'Arcy McNickle: A Study of a Native American Historian  
and Writer"  
The Newberry Library, Chicago, IL

NEW YORK

- American Museum of Natural History: Jill E. Neitzel  
"The Archaeological Collections from Pueblo Bonito, NM"  
National Museum of Natural History, Smithsonian Institution,  
Washington, DC
- CUNY, City College: Eleanor B. Leacock  
"Attitudes Toward Youth in Samoa: An Ethnohistorical Study  
of Changing Values"  
School of Oriental and African Studies, London, England
- CUNY, Graduate School & Univ. Center: Marvin E. Paymer  
"Pergolesi Sources at the British Library"  
The British Library, London, England
- CUNY, Queens College: Leonard J. Slatkes  
"The Dutch 17th Century Painter Hendrick Terbrugghen (1588-1629)"  
Herzon Anton Ulrich-Museum, Braunschweig, Federal Republic of  
Germany
- CUNY, Queens College: Barbara J. Webb  
"Myth and History in the Caribbean Novel"  
National Library of Jamaica, Kingston, Jamaica

- MORE -

NEH Travel to Collections  
November 1986 Awards  
Page six

STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

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NEW YORK (continued)

- Columbia University: Pierre J. Cachia  
"Bibliography of Modern Arabic Literary Criticism"  
British Library, London, England
- Cooper Union for the Advancement of Science & Art: Gail S. Buckland  
"The Photographs of Horace W. Nicholls"  
The Royal Photographic Society of Great Britain, Bath, England
- Jacques Marchais Center of Tibetan Art: Nima Dorjee  
"A Catalogue of a Museum Collection of Tibetan Art and Artifacts"  
Sikkim Research Institute of Tibetology, Sikkim, India
- Jacques Marchais Center of Tibetan Art: Barbara B. Lipton  
"A Catalogue of a Museum Collection of Tibetan Art and Artifacts"  
Sikkim Research Institute of Tibetology, Sikkim, India
- SUNY, Binghamton: Albert H. Tricomi  
"Caroline Political Drama: Unpublished Manuscripts"  
Folger Shakespeare Library, Washington, D.C.
- SUNY, Brockport: Philip L. Gerber  
"E. E. Cummings: The Man and His Art"  
Harry Ransom Humanities Research Center, Austin, TX
- SUNY, Buffalo: Robert J. Bertholf  
"The Poetry of Robert Duncan: An Inquiry into the Nature of  
Poetic Form"  
Univ. of Calif., Berkeley; Kent State Univ., OH;  
Washington Univ., St. Louis, MO; etc.
- SUNY, Cortland: Stuart H. Traub  
"Reward and Informant Systems in Criminal Justice: 1865-1900"  
National Archives and Records Service, Washington, D.C.

NORTH CAROLINA

- Duke University, Durham: Jing Wang  
"The Mythology of Stone: A Study of Intertextuality of  
Ancient Chinese"  
Harvard-Yenching Library, Harvard Univ., Cambridge, MA

OKLAHOMA

- Unaffiliated, Norman: Harry Clark  
"Johannes Oporinus, 16th-Century Advocate of Religious  
and Intellectual Liberty"  
The Newberry Library, Chicago, IL



NEH Travel to Collections  
November 1986 Awards  
Page seven

STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

OREGON

- Unaffiliated, Eugene: Russell McCormmach  
"Biography of Henry Cavendish, 1731-1810"  
Royal Society Library in London, etc., England

PENNSYLVANIA

- Bryn Mawr College: Debra M. Miller  
"Jacobus Victors and the 17th-Century Dutch Bird Piece"  
Rijksbureau voor Kunsthistorische Documentatie, The Hague,  
The Netherlands
- Chestnut Hill College, Philadelphia: John Lukacs  
"The Cultural History of Budapest, ca. 1900"  
National Szechenyi Library, Budapest, Hungary
- Pennsylvania State Univ., Fayette Campus: Rodger C. Henderson  
"Ideology, Politics, and Society in Fayette County, PA, during  
the Struggle Over Ratification of the Constitution (1787)"  
Pennsylvania Historical & Museum Commission, Harrisburg, PA
- Pennsylvania State University, Main Campus: Nancy M. Tischler  
"Literary Study of Tennessee Williams"  
Harry Ransom Humanities Research Center, Austin, TX
- University of Pennsylvania, Philadelphia: Stephen G. Nichols  
"Interartistic Study (Music, Lyric, Art) of Troubadour/Trouvere  
Chansonniers"  
Bibliothèque Nationale, Paris, France
- University of Pittsburgh: William B. Thomas  
"The Intellectual as an Agent of Change: The Case of  
Howard W. Odum"  
University of North Carolina, Chapel Hill, NC

SOUTH DAKOTA

- Northern State College, Aberdeen: Walter J. King  
"Daily Life in 17th-Century Prescot (England)"  
Lancashire County Record Office, Preston, England

TENNESSEE

- Memphis State University: David H. Dye  
"Examination of Protohistoric Artifacts from Northeastern  
Arkansas"  
Museum of the American Indian, New York, NY

NEH Travel to Collections  
November 1986 Awards  
Page eight

STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

TEXAS

- Schreiner College, Kerrville: Glen E. Lich  
"The Archives of the German ADELSSVEREIN (1842-1847)"  
Yale University, New Haven, CT
- University of Houston, University Park: William K. Hawes  
"American Television Drama: Live From New York"  
National Broadcasting Company and/or Columbia Broadcasting  
System, New York, NY
- University of Houston, University Park: Jeffrey T. Sammons  
"Sport and the Nature of Reform in South Africa"  
University of Illinois Archives, Champaign, IL

UTAH

- Utah State University, Logan: C. Robert Cole  
"British Propaganda and Ireland, 1939-1945"  
Public Record Office, London, England

VIRGINIA

- Unaffiliated, Arlington: Melissa C. Flannery  
"The Translation and Analysis of the Diary of the Printing  
Press of San Jacopo di Ripoli"  
Biblioteche Nazionale, Florence, Italy
- Bluefield College, Bluefield: Stuart C. McGehee  
"The Southern City in the Civil War: Chattanooga, 1838-1873"  
University of North Carolina, Chapel Hill, NC
- University of Virginia, Charlottesville: Robert R. Crout  
"Lafayette: The Early Years, 1757-1815"  
Cornell University, Ithaca, NY

WASHINGTON

- Unaffiliated, Seattle: David W. Paul  
"Hungarian Film in Its Cultural Context"  
Hungarofilm, Budapest, Hungary
- Washington State University, Pullman: Birgitta M. Ingemanson  
"Russian Popular Culture: Theory of Travel Literature, 1900-1925"  
University Library, Uppsala, Sweden

- MORE -

NEH Travel to Collections  
November 1986 Awards  
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STATE

INSTITUTION:  
TITLE  
PROJECT LOCATION

DIRECTOR

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WEST VIRGINIA

- Marshall University, Huntington: David R. Woodward  
"Anglo-American Military Relations from a Grand Strategic  
Perspective, 1917-1918"  
Public Record Office, London, England

WISCONSIN

- University of Wisconsin, Madison: Wesley T. Mott  
"The Sermons of Ralph Waldo Emerson: A Genetic Text"  
Harvard University, Cambridge, MA
- University of Wisconsin, Milwaukee: Carol Tennesen  
"Systematic Derision in Martinican Folk Literature"  
Bibliothèque Universitaire Antilles-Guyane, Schoeler,  
Martinique, F.W.I.
- University of Wisconsin, Parkside: Edward C. Stibili  
"Italian-Americans and Religion: An Annotated Bibliography"  
Centro Studi Emigrazione, Rome, Italy

THAILAND

- Payap University: Ronald D. Renard  
"Southeast Asia in Teaching American Diplomatic History:  
H. Hoover in Burma"  
Hoover Institution, Stanford, CA

###

EMBARGOED: For release Thursday, Dec. 11, 1986, 6:30 p.m. (EST)

National Endowment for the Humanities

Challenge Grants  
December 1986

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
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ARKANSAS

Hendrix College Conway, AR 72032	\$143,750	\$431,250	\$575,000
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Media Contact: Ann Turney, Director of College Information 501/450-1223  
To augment endowment to provide summer seminars and fellowships for faculty and to support visiting scholars and lecturers in order to strengthen the required curriculum of its Collegiate Center.

CALIFORNIA

Southwest Museum Los Angeles, CA 90042	\$500,000	\$1,500,000	\$2,000,000
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Media Contact: Carol Selkin, Public Relations Coordinator 213/221-2164  
To establish an endowment to provide salaries for curators of archaeology, Spanish Colonial and Western Americana Art, and folklore, as well as for an assistant cataloguer and an archival assistant.

Stanford University Stanford Humanities Center/Stanford University Libraries Stanford, CA 94305	\$650,000	\$1,950,000	\$2,600,000
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Media Contacts: Bliss Carnochan, Director (Humanities Center) 415/723-3052  
and David Weber, Director (Libraries) 415/723-2015  
To establish an endowment for faculty fellows at the Humanities Center and, in the university library, endowments supporting a new curator and the conservation and acquisition of materials for its special collections in Jewish Studies.

University of California, Los Angeles Museum of Cultural History Los Angeles, CA 90024	\$260,000	\$780,000	\$1,040,000
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Media Contact: Doran Ross, Associate Director 213/825-4259  
To augment the museum's endowment for humanities programs and to acquire equipment for its new research library.

University of California, San Diego La Jolla, CA 92093	\$875,000	\$2,625,000	\$3,500,000
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Media Contact: Lynda Claassen, Librarian 619/534-2533  
To create an endowment for acquisitions in the humanities, which will increase the library's general holdings in the humanities and its special collections for Pacific Studies, Latin American Studies, and Contemporary Studies.

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
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COLORADO

Colorado College Colorado Springs, CO 80903	\$500,000	\$1,500,000	\$2,000,000
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Media Contact: Joseph T. Gordon, Program Director 303/473-2233 Ext. 648  
To establish an endowment to expand the Southwestern Studies Program; the income will be used to remodel the physical facility and provide staff salaries, a chair for visiting scholars, and grants for faculty members.

CONNECTICUT

Society for Values in Higher Education New Haven, CT 06510	\$30,000	\$90,000	\$120,000
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Media Contact: David C. Smith, Executive Director 203/865-8839  
To augment an endowment, the income from which will support conferences, workshops, special projects, publications, and administrative expenses in the humanities.

DISTRICT OF COLUMBIA

Folger Shakespeare Library Washington, D.C.	\$650,000	\$1,950,000	\$2,600,000
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Media Contact: Ann Greer, Public Affairs Coordinator 202/544-7077  
To establish endowments for two curatorships, four senior research fellowships, and acquisitions of library materials in the humanities. Funds will also be used to help complete the renovation of rooms used for humanities programs.

ILLINOIS

Bradley University Peoria, IL 61625	\$250,000	\$750,000	\$1,000,000
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Media Contact: Ian T. Sturrock, Vice President  
for Development and University Relations 309/677-3159  
To provide partial support for the renovation, expansion, and equipping of the university's Cullom-Davis Library.

INDIANA

University of Notre Dame Notre Dame, IN 46556	\$325,000	\$975,000	\$1,300,000
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Media Contact: Nathan O. Hatch, Associate Dean 219/239-7531  
To establish endowments at the university's Institute for Scholarship in the Liberal Arts in support of faculty fellowships and library acquisitions in the humanities.

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
IOWA			
Iowa City Public Library Foundation Iowa City, IA 52240 Media Contact: Lolly Eggers, Director 319/356-5206 To establish an endowment to increase the library's budget for humanities materials.	\$125,000	\$375,000	\$500,000
KENTUCKY			
Museum of History and Science Louisville, KY 40202 Media Contact: Elizabeth Wideman, Vice President for Marketing and Development 502/589-4584 To establish an endowment for the conservation of the museum's collections; to support the renovation of the climate control system in the building; and to provide funds for the creation of a permanent exhibition on the history of the region.	\$450,000	\$1,350,000	\$1,800,000
MAINE			
Freeport Historical Society Freeport, ME 04032 Media Contact: Mary-Eliza Wengren, Director 207/865-3170 To support the restoration of a historical house and to establish an endowment for a coordinator of public programs in the humanities and a part-time curator.	\$150,000	\$450,000	\$600,000
MARYLAND			
Baltimore City Life Museums Baltimore, MD 21202 Media Contact: Nancy M. Brennan, Executive Director 301/396-3523 To create an endowment for five new professional positions in the museums and to support costs for exhibitions, conservation, and publications in the humanities.	\$325,000	\$975,000	\$1,300,000
University of Baltimore Baltimore, MD 21201 Media Contact: Katie Ryan, Director of Public Information 301/625-3138 To establish endowments for library acquisitions and equipment, for faculty development, for a visiting professorship, and for student and faculty cultural activities in the humanities.	\$169,000	\$507,000	\$676,000

## NEH Challenge Grants

December 1986

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INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
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## MASSACHUSETTS

Bradford College Bradford, MA 01830	\$227,500	\$682,500	\$910,000
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Media Contact: (Ms.) Casey Coburn, Director of Public Relations 617/372-7161  
To establish an endowment to provide salaries for staff, faculty, and student tutors in the college's writing program in the humanities.

Essex Institute Salem, MA 01970	\$400,000	\$1,200,000	\$1,600,000
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Media Contact: Phyllis Shutzer, Public Relations Officer 617/744-3390,  
To support the renovation of galleries and two historic houses, the installation in its library of a climate control system, and the creation of an endowment for humanities exhibitions and the salary of an interpretation specialist.

Fitchburg Art Museum Fitchburg, MA 01420	\$200,000	\$600,000	\$800,000
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Media Contact: Peter R. Timms, Director 617/345-4207  
To support the renovation of space for an expanded museum and to establish an endowment for general operating expenses of the museum's new addition.

Museum of American Textile History North Andover, MA 01845	\$325,000	\$975,000	\$1,300,000
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Media Contact: Tana Hahn, Community Relations Coordinator 617/686-0191  
To support the purchase of furniture and shelving for artifacts and expenses related to moving to a larger facility.

Museum of Science Boston, MA 02114	\$487,500	\$1,462,500	\$1,950,000
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Media Contact: Cardie Texter, Head, Grants  
and Government Support 617/589-0149  
To establish an endowment for the support of humanities exhibitions and programs.

## MICHIGAN

Cranbrook Institute of Science Bloomfield Hills, MI 48013	\$250,000	\$750,000	\$1,000,000
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Media Contact: David Barcus, Director of  
Development and Public Affairs 313/645-3260  
To support the renovation of the anthropology exhibition hall and collections storage space, as well as the construction of an anthropology classroom and offices for anthropology staff members.

- MORE -

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
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MICHIGAN (continued)

Michigan Technological University Houghton, MI 49931	\$250,000	\$750,000	\$1,000,000
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Media Contact: Jim Lutzke, News Bureau Manager 906/487-2343  
To provide partial support for renovation and construction of the Walker Arts and Humanities Center.

MINNESOTA

Saint Olaf College Northfield, MN 55057	\$568,750	\$1,706,250	\$2,275,000
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Media Contact: Dan Jorgensen, Director of News Services 507/663-3033  
To support the construction of a wing to the library and to establish endowments for library operating costs and a chair in Norwegian Studies.

NEW HAMPSHIRE

Saint Anselm College Manchester, NH 03102	\$487,500	\$1,462,500	\$1,950,000
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Media Contact: Robert M. Sullivan, Assistant  
to the President 603/669-1030 Ext. 303  
To support the construction of an addition to the library and to establish endowments for the acquisition of books and periodicals in the humanities.

NEW YORK

American Council of Learned Societies New York, NY 10017	\$1,000,000	\$3,000,000	\$4,000,000
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Media Contact: Douglas Greenberg, Senior Executive Associate 212/697-1505  
To augment the Society's endowment for its Research Fellowships, Grants-in-Aid, its Fellowships for Recent Recipients of the Ph.D., and its Travel Grants to International Meetings Abroad.

American Institute of Physics New York, NY 10017	\$56,250	\$168,750	\$225,000
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Media Contact: Spencer R. Weart, Center Manager 212/661-9404, Ext. 625  
To augment endowment for the Institute's Center for the History of Physics, to purchase computer equipment for the Center, and to support fund-raising costs.



INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
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NEW YORK (continued)

City University of New York (CUNY) Graduate School and University Center New York, NY 10036	\$500,000	\$1,500,000	\$2,000,000
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Media Contact: Gerald Kandel, Director of Development 212/790-4369  
To establish endowments for four new professorial chairs in the  
following disciplines: Art History, Comparative Literature, Music  
History, and the History of Theatre.

OHIO

Kenyon College Gambier, OH 43022	\$354,250	\$1,062,750	\$1,417,000
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Media Contact: Philip H. Jordan, President 614/427-2244  
To support the renovation of the college's principal classroom building  
for the humanities, and to provide funds for library acquisitions in the  
humanities.

Oberlin Shansi Memorial Association Oberlin, OH 44074	\$100,000	\$300,000	\$400,000
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Media Contact: Carl W. Jacobson, Executive Director 216/775-8605  
To augment endowment in order to provide support for four additional  
English-teaching positions at Asian universities for American  
representatives.

University of Dayton Dayton, OH 45469	\$300,000	\$900,000	\$1,200,000
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Media Contact: Francis M. Lazarus, Dean of  
the College of Arts and Sciences 513/229-2611  
To establish two endowments: one for additional library acquisitions in  
philosophy, history, and English and the other for a faculty chair in  
the humanities.

OREGON

The High Desert Museum Bend, OR 97702	\$250,000	\$750,000	\$1,000,000
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Media Contact: Jim Crowell, Communications Director 503/382-4754  
To support staff salaries and operating costs of a new hall for  
humanities exhibitions and the creation of a permanent exhibition, "The  
Spirit of the West."

## NEH Challenge Grants

December 1986

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INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
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## PENNSYLVANIA

American Schools of Oriental Research Philadelphia, PA 19104	\$519,188	\$1,557,564	\$2,076,752
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Media Contact: James A. Sauer, President 215/898-4037

To increase endowments to support operating costs and staff positions in the humanities, and to improve the physical plants in Jerusalem, Amman, and Nicosia.

Bryn Mawr College Bryn Mawr, PA 19010	\$325,000	\$975,000	\$1,300,000
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Media Contact: Debra J. Thomas, Director of Public Information 215/645-5137

To establish endowments for new faculty positions in Russian and Chinese and the development of courses in these fields, as well as to provide funds for the acquisition of equipment for the college's Language Learning Center.

Duquesne University Pittsburgh, PA 15282	\$325,000	\$975,000	\$1,300,000
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Media Contact: Wallace S. Watson, Dean 412/434-6388

To support an endowment for library acquisitions in the humanities and the development of curriculum and faculty by underwriting time and travel for scholarly research, attendance at professional meetings, and on-campus seminars and workshops.

Metropolitan Pittsburgh Public Broadcasting Pittsburgh, PA 15213	\$455,000	\$1,365,000	\$1,820,000
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Media Contact: Catherine Anderson, Director,  
National Program Marketing 412/622-1350

To develop local productions in the humanities for radio, television, and print materials, and to establish a cash reserve for research, development, and production planning of national programming in the humanities.

## RHODE ISLAND

Providence Athenaeum Providence, RI 02903	\$100,000	\$300,000	\$400,000
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Media Contact: Sally Duplaix, Executive Director 401/421-6970

To augment an endowment supporting the work of a conservator and cataloguer in the library's special collections in the humanities.

- MORE -

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
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RHODE ISLAND (continued)

Providence Public Library Providence, RI 02903	\$422,500	\$1,267,500	\$1,690,000
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Media Contact: Annalee Bundy, Director 401/521-7722

To support the renovation of the historic central library to make more efficient use of space, to install a climate control system, to improve security, and to provide access for the handicapped.

Rhode Island Historical Society Providence, RI 02906	\$227,500	\$682,500	\$910,000
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Media Contact: Albert T. Klyberg, Director 401/331-8575

To support the restoration of the John Brown House, to create an endowment for operating costs related to the humanities, and to install a new heating plant and climate control system.

VERMONT

Shelburne Museum, Inc. Shelburne, VT 05482	\$175,000	\$525,000	\$700,000
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Media Contact: Bob Shaw, Staff Writer 802/985-3346

To support the renovation of an historic barn, the preparation of a permanent exhibition on the history of agriculture at this site, the construction of an orientation center, and the creation of exhibitions for the center.

VIRGINIA

Valentine Museum Richmond, VA 23219	\$400,000	\$1,200,000	\$1,600,000
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Media Contact: Judy Lankford, Assistant Director for  
Public Affairs 804/649-0711

To support the restoration of the 1812 Wickham-Valentine House and to create an endowment for a curator and an educational officer.

WASHINGTON

Wing Luke Memorial Foundation Seattle, WA 98104	\$87,500	\$262,500	\$350,000
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Media Contact: Kit A. Freudenberg, Director 206/623-5124

To support the preparation of its new building for use as a museum, the construction of a permanent exhibition on the Asian-American experience in the Seattle area, and the creation of an endowment for operating costs, marketing and development related to its work in the humanities.

# # #



## BICENTENNIAL "BASEBALL" CARDS

What's instant history in a form any kid would instantly relate to?

It's bicentennial biography cards, also dubbed bicentennial baseball cards, because of the resemblance they hold to the latter.

The delegate cards -- numbering fifty-five, one for each of the delegates to the Constitutional Convention in 1787, have just been published by the Miracle at Philadelphia, the U.S. Constitutional Convention Bicentennial Exhibition at Independence National Historical Park in Philadelphia.

Miracle at Philadelphia was funded primarily by a grant from the National Endowment for the Humanities, with additional funding from the J. Howard Pew Freedom Trust.

"The cards represent extensive scholarly research. Their purpose is to present in a human form, the ideas, the persons and the life of the delegates to the Constitutional Convention," says Lynne Cheney, chairman of the National Endowment for the Humanities. Cheney was the first to use the cards this week when she taught a class on life in Philadelphia in 1787 to fourth graders in a South Philadelphia school.

The cards are the brainchild of Margaret Duckett, chairman of the Miracle at Philadelphia, who came up with the format in an attempt to find something children would relate to.

The front side of the two-and-one-half by three-and-one-half inch cards shows a period portrait of each delegate (with the exception of five for whom no representation exists). On the back are details of their lives before and after the convention as well as analyses of their role during the four month long convention. Statistics are given on each delegate's education, family, occupation, and fate after the convention.

Two delegates -- George Washington and James Madison -- went on to be U.S. presidents, fourteen became U.S. Senators, eight served in the House of Representatives, and five served in both houses. One became vice president, a dozen became governors, and five were named to the Supreme Court. Several had less illustrious fates. Robert Morris, the financier of the Revolution, ended up in debtor's prison, two died in duels, one was poisoned, and one disappeared from a New York hotel.

Finding the materials often required much detective work. In some cases, it is the first time that a portraiture of some of the delegates has ever been published. For the five for whom no portrait could be found, a shadow is pictured.

Media Advisory

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The biographical cards are part of a packet of educational materials, including a poster of the delegates and a map of Philadelphia in 1787, which Miracle of Philadelphia has assembled. For schools, the materials also include reproduction of original documents and newspapers and instructional ideas, including how students can write their own biography.

A limited number of the cards, poster and map can also be ordered by writing to the Bookstore, Eastern National Parks and Monuments Association, 313 Walnut Street, Philadelphia, Pa., 19106.

Price including postage is \$6.50 for the cards, \$3.50 for the poster; \$2.75 for the map; and \$25 for the complete teaching kit.

The Miracle at Philadelphia is the story of the Constitution through original documents, portraits, audiovisual materials and displays requiring viewer participation. The NEH was a primary funder of the exhibition.

For additional information contact: Marguerite Sullivan (202/786-0446) or Margaret Duckett (215/597-8685).

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

# # #

# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Public Affairs Office  
Media Relations

(202) 786-0449

Contact: Kirsten Woods 202/786-0449 (office)  
202/387-6265 (after hours)

FOR IMMEDIATE RELEASE:

## HUMANITIES ENDOWMENT OFFERS FELLOWSHIPS TO 230 SCHOLARS

WASHINGTON -- The National Endowment for the Humanities (NEH) has offered fellowships of up to \$27,500 each to 230 American scholars for independent research in history, literature, philosophy and other humanities disciplines.

The fellowships, worth over \$6.3 million, support full-time independent study, research and writing projects in the humanities undertaken by independent scholars and college and university teachers for six to twelve months of continuous work.

"These programs serve scholars at all levels of study," said NEH Chairman Lynne V. Cheney, "from those who have already made significant contributions to the humanities to those who are beginning their academic careers."

This year's award offers were made from among 1,553 applications in two NEH programs. Fellowships for University Teachers are offered to university faculty members whose departments grant the Ph.D. Fellowships for College Teachers and Independent Scholars are offered to college and university faculty members whose departments do not offer the Ph.D. and other scholars and writers working independently.

Nearly 4,000 scholars have now received NEH Fellowships since the Endowment first offered them in 1967.

This year's fellows, who must begin their award tenure between January 1987 and the beginning of the 1988 spring term, will conduct

- OVER -

projects ranging from generalized study to specialized research. The following projects are among those proposed by this year's NEH fellows:

Fellowships for College Teachers and Independent Scholars

Mary F. Braswell, University of Alabama, Birmingham, Ala.  
"Chaucer and the Customary (sic) Laws: A Source for  
The Canterbury Tales?"

Lewis M. Dabney, University of Wyoming, Laramie, Wyo.  
"Edmund Wilson: Life and Work (the authorized biography)"

Robert Y. Eng, University of Redlands, Redlands, Calif.  
"State Power, Rural Commercialization and Social Stratification  
in South China, 1600-1949"

Ralph C. Hancock, Hillsdale College, Hillsdale, Mich.  
"Calvinism and Enlightenment as Roots of the American  
Political Order"

Mary B. Moore, unaffiliated, New York, N.Y.  
"The Athenian Agora: The Attic Red-figured Pottery"

Fellowships for University Teachers

Hannah S. Decker, University of Houston, Texas  
"A Comparative History of Psychoanalysis in Europe: The  
Interplay of Culture and Science"

Fred M. Donner, University of Chicago, Chicago, Ill.  
"Early Arabic Historiography"

Mary McLeod, Columbia University, New York, N.Y.  
"Le Corbusier's Politics and Urbanism, 1928-43"

Steve Odin, University of Hawaii at Manoa, Honolulu, Hawaii  
"Japanese Aesthetics in Western Perspective"

Mary E. Solt, Indiana University, Bloomington, Ind.  
"William Carlos Williams: A Search for the American Idiom"

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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EDITORS AND WRITERS PLEASE NOTE: A list of this year's fellowship award offers, arranged by city and institution, is enclosed.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Fellowships for College Teachers and Independent Scholars;  
Fellowships for University Teachers  
December 1986

ALABAMA

Birmingham:

University of Alabama  
Edwin L. Battistella  
Mary Flowers Braswell

ARIZONA

Flagstaff:

Northern Arizona University  
Valeen T. Avery

Tempe:

Arizona State University  
J. Richard Creath

CALIFORNIA

Berkeley:

Medical Research Institute  
of San Francisco  
Denise A. Herd

University of California  
Malcolm M. Feeley  
Richard H. Keeling  
Charles J. McClain

Canoga Park:

Unaffiliated  
Earlene Craver

Claremont:

Pomona College  
Thomas R. Martin

Hayward:

California State University  
Elizabeth H. Wolgast

Irvine:

University of California  
Lamar M. Hill

Los Angeles:

Hollywood Bowl Museum  
Naima Prevots

CALIFORNIA (continued)

Los Angeles (continued):

University of California  
Lucia Re  
Alan Timberlake  
Edward F. Tuttle

University of Southern California  
David L. Brodbeck

Northridge:

California State University  
Reba N. Soffer

Redlands:

University of Redlands  
Robert Y. Eng

Riverside:

Unaffiliated  
Alice R. Wexler

Santa Cruz:

University of California  
David Couzens Hoy

Stanford:

Stanford University  
Barbara A. Babcock  
Jeffrey T. Schnapp

Whittier:

Whittier College  
Katherine S. Kovacs

CONNECTICUT

Hartford:

Trinity College  
Ellison B. Findly  
Joan D. Hedrick

Middletown:

Wesleyan University  
Hannah J. Hiles  
Leo A. Lensing

New Haven:

Yale University  
Mary Ellen Miller  
Reinhard Strohm



NEH Fellowships  
December 1986  
Page two

CONNECTICUT (continued)

Storrs:  
University of Connecticut  
R. Kent Newmyer

DELAWARE

Newark:  
University of Delaware  
Leslie Goldstein

DISTRICT OF COLUMBIA

Georgetown University  
Susan S. Lanzer

FLORIDA

St. Petersburg:  
Eckerd College  
Jewel S. Brooker

Tallahassee:  
Florida State University  
Cynthia J. Hahn

Tampa:  
University of South Florida  
Nancy Ann Hewitt

GEORGIA

Atlanta:  
Emory University  
Dan T. Carter

HAWAII

Honolulu:  
University of Hawaii, Manoa  
Richard H. Immerman  
Steve Odin

ILLINOIS

Chicago:  
School of Art Institute of Chicago  
George H. Roeder, Jr.  
University of Chicago  
Fred M. Donner  
Friedrich Katz

ILLINOIS (continued)

Chicago (continued):  
University of Illinois  
Priscilla P. Clark  
Judith K. Gardiner  
Peter B. Hales  
Kyoko Inoue  
Virginia E. Miller

Evanston:  
Northwestern University  
James A. Brown  
Richard Kieckhefer  
Phyllis I. Lyons  
William D. Paden

Lake Forest:  
Lake Forest College  
David S. George

Urbana:  
University of Illinois  
Michael Palencia-Roth

Wheaton:  
Wheaton College  
Mark A. Noll

INDIANA

Bloomington:  
Indiana University  
Herbert J. Markson  
Mary E. Solt

Greencastle:  
De Pauw University  
Istvan Csicsery-Ronay, Jr.

Notre Dame:  
University of Notre Dame  
Maureen B. M. Boulton  
John J. Collins  
JoAnn Della Neva  
Susan L. Youens

KANSAS

Lawrence:  
University of Kansas  
John F. Sweets

Manhattan:  
Kansas State University  
Kenneth W. Jones

Wichita:  
Wichita State University  
Michael C. Kalton

NEH Fellowships  
December 1986  
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KENTUCKY

Louisville:  
University of Louisville  
Leonard P. Curry

LOUISIANA

Baton Rouge:  
Louisiana State University  
John H. Whittaker

New Orleans:  
Tulane University of Louisiana  
Candace D. Lang

MAINE

Brunswick:  
Bowdoin College  
Susan E. Wegner

Lewiston:  
Bates College  
Rebecca W. Corrie  
James P. Parakilas

MARYLAND

Baltimore:  
Johns Hopkins University  
Yve-Alain H. Bois

Loyola College  
Robert S. Miola

Towson State University  
Jenny M. Jochens

MASSACHUSETTS

Amherst:  
Amherst College  
Leah D. Hewitt  
Greta N. Slobin

University of Massachusetts  
Craig S. Harbison

Boston:  
Boston University  
James W. Schmitter  
Edwin N. Wilmsen

MASSACHUSETTS (continued)

Boston (continued):  
Suffolk University  
Kenneth S. Greenberg

University of Massachusetts  
Louis A. Ferleger

Brookline:  
Hebrew College  
Gila Ramras-Rauch

Cambridge:  
Harvard University  
Jules Brody  
Robert M. Fishman  
Carl P. Nagin  
Robert Nozick  
Cheryl B. Welch

Massachusetts Institute of  
Technology  
Michael E. McGerr

Medford:  
Tufts University  
Donald H. Bell  
Jane A. Bernstein  
Martin B. Green  
Isabelle H. Naginski

Newton:  
Unaffiliated  
Megan Marshall

Northampton:  
Smith College  
Caroline M. Houser

Waltham:  
Brandeis University  
Jeffrey B. Abramson  
George L. Cowgill  
Helena R. Michie

Wellesley:  
Wellesley College  
Philip J. Finkelpearl  
Owen J. Flanagan, Jr.  
Jonathan B. Knudsen

Williamstown:  
Williams College  
John K. Limon  
David L. Smith  
Thomas T. Spear  
Karen E. Swann

NEH Fellowships  
December 1986  
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MASSACHUSETTS (continued)

Worcester:  
Worcester State College  
Ellen V. Kosmer

MICHIGAN

Ann Arbor:  
University of Michigan  
Julie Ellison  
Victor B. Lieberman  
Dale E. Monson

Detroit:  
Wayne State University  
Martin J. Irvine  
Jacob Lassner

Hillsdale:  
Hillsdale College  
Ralph C. Hancock

MINNESOTA

Northfield:  
Carleton College  
Heather Dubrow  
Catherine H. Zuckert

Saint Olaf College  
Ann L. Wagner

St. Paul:  
Macalester College  
Anna S. Meigs

MISSISSIPPI

University:  
University of Mississippi  
David Warren Steel

MISSOURI

Columbia:  
University of Missouri  
Jonathan Sperber

St. Louis:  
Washington University  
Bruce H. Mann

MONTANA

Bozeman:  
Montana State University  
Paula E. Petrik

NEW HAMPSHIRE

Durham:  
University of New Hampshire  
David R. Smith

Manchester:  
University of New Hampshire  
John P. Resch

NEW JERSEY

New Brunswick:  
Rutgers University  
Susan Crane

Newark:  
Rutgers University  
Edith Kurzweil  
Elliot A. Rosen

Princeton:  
Princeton University  
Sheldon M. Garon  
Fred I. Greenstein  
Daniel T. Rodgers  
Jerrold E. Seigel

South Orange:  
Seton Hall University  
Joel C. Kuipers

Trenton:  
Trenton State College  
Hugh Ford

NEW YORK

Bronx:  
Unaffiliated  
Robert S. Grumet

Brooklyn:  
Long Island University  
Brooklyn Center  
Joan Templeton

Flushing:  
CUNY, Queens College  
Marion A. Kaplan  
Joyce W. Warren

NEH Fellowships  
December 1986  
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NEW YORK (continued)

Hamilton:

Colgate University

Gary S. De Krey

Ithaca:

Cornell University

Stuart M. Blumin

Jonathan D. Culler

Thomas K. Hubbard

Loudonville:

Siena College

Michael B. Dick

New York:

Barnard College

William C. Sharpe

CUNY, Brooklyn College

Philip Dawson

Paula S. Fichtner

Jack D. Flam

CUNY, City College

Judith S. Stein

CUNY, Grad. School & Univ. Center

Irving Howe

CUNY, Hunter College

Mary B. Moore

Melvin Richter

Columbia University

Darice E. Birge

Mary C. McLeod

Frances W. Pritchett

James E. G. Zetzel

Fordham University

Maryanne Kowaleski

New York University

Thomas O. Beidelman

E. Shan Chou

Pace University

Barbara J. Harris

NEW YORK (continued)

New York (continued):

Unaffiliated

Michelle A. Hannoosh

James S. McLachlan

Francis V. O'Connor

Zoltan Tar

Alison E. West

Old Westbury:

SUNY, College at Old Westbury

Paul Lauter

Poughkeepsie:

Vassar College

Beverly Haviland

Rochester:

Saint John Fisher College

Douglas W. Howard

University of Rochester

James B. Longenbach

Stony Brook:

SUNY, Stony Brook Main Campus

Edward S. Casey

Syracuse:

Syracuse University

Donald W. Meinig

David F. Tatham

NORTH CAROLINA

Chapel Hill:

University of North Carolina

Charles H. Capper

Sima N. Godfrey

Linda Sue Kauffman

Joel Williamson

Durham:

Duke University

Henry Petroski

Greensboro:

University of North Carolina

Paul B. Courtright

Raleigh:

North Carolina State University

David F. Austin

Michael S. Reynolds

- MORE -

NEH Fellowships  
December 1986  
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OHIO

Cleveland:  
John Carroll University  
Marian J. Morton

Columbus:  
Ohio State University  
Joseph H. Lynch  
Ray Clayton Roberts  
Allan K. Wildman

Gambier:  
Kenyon College  
Eugene J. Dwyer  
William B. Scott

Newark:  
Ohio State University  
Stewart D. Shapiro

Oberlin:  
Oberlin College  
James C. Dobbins  
Elliot K. Ginsburg  
Heather J. Hogan  
David E. Kelley  
Harriet S. Turner

OKLAHOMA

Tulsa:  
University of Tulsa  
Garrick A. Bailey

OREGON

Eugene:  
University of Oregon  
John Nicols

Portland:  
Portland State University  
Peter C. Carafiol

PENNSYLVANIA

Bethlehem:  
Lehigh University  
Amy Richlin

Easton:  
Lafayette College  
Susan L. Blake

PENNSYLVANIA (continued)

Meadville:  
Allegheny College  
James C. Bulman

Philadelphia:  
University of Pennsylvania  
Alan J. Filreis  
E. Ann Matter

Pittsburgh:  
Carnegie-Mellon University  
Richard L. Cleary

University of Pittsburgh  
Daniel S. Russell

RHODE ISLAND

Providence:  
Brown University  
Vicki Caron  
Mark Spilka  
Nelson H. Vieira

SOUTH CAROLINA

Charleston:  
College of Charleston  
Rosemary Brana-Shute  
Glenn Lesse

TENNESSEE

Nashville:  
Vanderbilt University  
Douglas A. Knight  
Lewis C. Perry

TEXAS

Austin:  
University of Texas  
David M. Rabban  
James I. Wimsatt

College Station:  
Texas A&M University Main Campus  
Hugh J. McCann

Georgetown:  
Southwestern University  
Winston B. Davis

Houston:  
Rice University  
Robert L. Patten

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TEXAS (continued)  
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Hannah S. Decker

UTAH

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University of Utah  
Christopher F. Lee

VERMONT

Burlington:  
University of Vermont  
George A. Sher

Middlebury:  
Middlebury College  
A. David Napier

Winooski:  
Saint Michael's College  
Terrence W. Tilley

VIRGINIA

Charlottesville:  
University of Virginia  
H. C. Erik Midelfort

Fairfax:  
George Mason University  
Peter Brunette  
Dee Ann Holisky  
Carol C. Mattusch

Lexington:  
Washington and Lee University  
Harlan R. Beckley

Richmond:  
University of Richmond  
Frederick C. Neumann

Williamsburg:  
College of William and Mary  
S. George Wolf

WASHINGTON

Seattle:  
University of Washington  
Marina G. Tarlinskaja

Unaffiliated  
Linda Louise Iltis

WEST VIRGINIA

Morgantown:  
West Virginia University  
Patrick W. Conner

WISCONSIN

Appleton:  
Lawrence University  
J. Bruce Brackenridge

Madison:  
University of Wisconsin  
Kenneth S. Sacks  
J. Thomas Shaw

Milwaukee:  
University of Wisconsin  
Victor R. Greene

WYOMING

Laramie:  
University of Wyoming  
Lewis M. Dabney

CANADA (American scholar)

Montreal:  
McGill University  
Carl H. Landauer

ENGLAND (American scholar)

Cambridge:  
Unaffiliated  
Lucy G. Stout

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