1988 Press Releases

January

88-001-A	LVC to Speak in Santa Cruz and Monterey
88-002-A	LVC to Speak in Los Angeles
88-003-N+F	NEH Receives $1.5 Million for Teacher-Scholar Program from Readers Digest Founder
88-004-A	The World of Byzantium
88-005-F01, F12, L01	NEH Funds 31 New Museum Projects Across the Country
88-006-N+F+L	NEH Awards $3.2 Million to Preservation Projects

February

88-007-N, L01, L34	NEH Announces Awards for Travel to Collections
88-008-F	LVC Statement on the American Playhouse broadcast of "The Revolt of Mother" and "Pigeon Feathers"
88-009-A	LVC Will Visit Nebraska Wesleyan University
88-010-A	LVC Will Visit Las Vegas to Address UNLV Faculty
88-011-A	LVC to Speak at the University of Oklahoma
88-012-N	NEH to Report on the Role of Humanities in American Life (first advisory group)
88-013-N+F	President Requests $140 Million for NEH in FY 1989
88-014-A	LVC to Address the City Club of Portland
88-015-A	LVC to Visit Seattle and Olympia
88-016-N, L01, L41	NEH Awards $6.2 Million to 229 Humanities Scholars

March

88-017-A	LVC to Visit St. Louis
88-018-A	NEH to Announce Site of History Research Center
88-019-N	NEH Names Younger Scholars (Individual releases)
88-020-A	NEH to Host Discussion of The Word and The Image
88-021-A	LVC to Speak in Casper
88-022-N	NEH to Fund History Research Center at UCLA
88-023-F	Office of Preservation Fact Sheet
88-024-A	LVC to Visit Denver

April

88-025-N	NEH Awards $770,000 for Summer Study
88-026-A	NEH to Host Discussion of Public Humanities Programs (Third advisory group)
88-027-A	LVC to Visit Three Michigan Cities
88-028-A	Robert Nisbet to Deliver Jefferson Lecture
88-029-N, NW	NEH Announces Top-Level Appointments

May

88-030-N, F1, F2	Jefferson Lecturer Sees Danger in "State of Community"
88-031-N	NEH Publishes "Summertime Favorites" Reading List
88-032-N+L	NEH Awards $5.9 Million for Research Programs
88-033-N	NEH Appoints New General Counsel

1988 press releases continued

June

88-034-N+L	NEH Awards $6.5 Million for Education Programs
88-035-N, F1, F2	NEH Awards More Than $590,000 to State Councils
88-036-F	NEH Fact Sheet
88-037-N+L	NEH Supports Scholarly Travel
88-038-N+L	NEH Awards $2.6 Million for Library/Public Projects

July

88-039-N, L01	NEH Awards $7.4 Million for Research Projects
88-040-F+L	NEH Funds 46 New Museum Projects Nationwide
88-041-N	NEH Names Walker Percy as 1989 Jefferson Lecturer
88-042-F	Office of Preservation Fact Sheet

August

88-043-N	NEH Awards $2.3 Million to Improve Teaching
88-044-N+L	NEH Awards 73 Research Grants
88-045-F	NEH Fact Sheet

September

88-046-N(R), (R2), F1, F2	NEH Offers Mixed Report on State of American Culture
88-047-A	LCV to Visit Abilene
88-048-A	LVC to Visit Dallas
88-049-A	LVC Will Travel to Denver
88-050-F	NEH Begins FY 1989 With $153 Million Appropriation
88-051-A	Ideas and Contacts for Columbus Day Stories

October

88-052-N	NEH Announces Merit Awards to Seven State Councils
88-053-A	LVC to Speak at Meriden Conference
88-054-N+L	NEH Offers $1.3 Million for Research Projects
88-055-N+F	NEH Announces Charles Frankel Prize

November

88-056-N+F+L	College Teachers Summer Seminars
88-057-F	NEH Fact Sheet
88-058-N	NEH Looks for "Teacher-Scholars"
88-059-N	NEH Announces $10.2 Million for Media Projects

December

88-060-N+L	NEH Awards $2.5 Million to 26 Institutions
88-061-N+F+L	NEH Announces $15.5 Million in Challenge Grants

# # # #

NEWS

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

Public Affairs Office
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(202) 786-0449

NEH-88-034-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS $6.5 MILLION FOR EDUCATION PROJECTS

WASHINGTON, June 3 -- The National Endowment for the Humanities (NEH) today announced $6.5 million in new grants for education projects at colleges, universities, elementary and secondary schools and other institutions in 22 states and the District of Columbia.

The awards will support 41 projects aimed at improving the teaching of history, literature, classics and other humanities disciplines. Included among the projects are summer institutes, conferences, workshops, study programs for faculty and efforts to develop or improve curricula.

[NEH has awarded one or more grants in your area. Please see the enclosed list.]

"These excellent new projects will strengthen school curriculum, help teachers to gain a deeper knowledge of the humanities subjects they teach and give students an opportunity to experience the significant texts and ideas of our culture," said NEH Chairman Lynne V. Cheney in announcing the grants.

The Endowment's Division of Education Programs supports projects that involve one institution or several working in partnership. Funded activities can be local, regional or national in scope.

The following are examples of some of the NEH-funded projects announced today:

* A four-week institute for secondary school teachers at the Folger Shakespeare Library in Washington, D.C., called "Teaching Shakespeare's

- OVER -

Language." Primary texts will be Macbeth and The Tempest. Actors from the Folger will demonstrate interpretations of the plays.

* "The Constitution, Its Roots and Significance," a summer institute for elementary school faculty and administrators, taught at Oklahoma State University, Stillwater. Participants will study The Federalist and James Madison's Notes of Debates in the Federal Convention in their historical, philosophical and political context.

* Two four-week summer institutes and a symposium on Russian literature and culture at Bryn Mawr College in Pennsylvania, sponsored by the Friends School of Baltimore, Md. Participants will study Russian history from medieval to modern times and will read books by a number of the country's major authors. A symposium following the second institute will consider ways of improving the teaching of Russian language and culture nationwide.

* A two-year program of summer institutes and workshops on the literature and history of the Renaissance, offered at the Newberry Library in Chicago, for college teachers.

* "Recreating the New World Contact," a six-week summer institute for college faculty at the University of Texas, Austin. Participants will study the native languages and literatures of Mesoamerica and South America.

* A wide-ranging program of faculty study, humanities course development, library acquisition and extracurricular activities at Piedmont Virginia Community College, Charlottesville.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education and public programs in the humanities.

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NOTE TO EDITORS: A list of grants from the NEH Division of Education Programs accompanies this release.

NEH-88-034-L01

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

ALABAMA

Tuscaloosa:
University of Alabama
Tuscaloosa, AL 35487

APPROVED OUTRIGHT $159,674.00
ES-21555-88 (Education Programs)

PROJECT DIRECTOR: Ralph Bogardus
PROJECT TITLE: American Literature and Culture in the 1920s and 30s
PROJECT DESCRIPTION:
To support a four-week institute for 11th-grade English teachers from western Alabama who will study four novels of the 1920s and 1930s in their cultural contexts.

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NEH-88-034-L02

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

ARIZONA

Tempe:
Arizona State University
Tempe, AZ 85287

APPROVED OUTRIGHT $144,215.00
EH-20780-88 (Education Programs)

PROJECT DIRECTOR: Jeanie R. Brink
PROJECT TITLE: Institute on Cervantes' DON QUIXOTE
PROJECT DESCRIPTION:
To support a six-week summer institute on Cervantes's DON QUIXOTE at the Arizona Center for Medieval and Renaissance Studies for 24 teachers of history, literature, and art history.

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NEH-88-034-LO

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

ARKANSAS

Pine Bluff:
University of Arkansas, Pine Bluff — APPROVED OUTRIGHT $54,193.00
Pine Bluff, AR 71601 — EH-20781 (Education Programs)
PROJECT DIRECTOR: Viralene J. Coleman
PROJECT TITLE: The Teaching of World Literature: A Faculty Development Workshop
PROJECT DESCRIPTION:
To support a three-week workshop for the English faculty who will teach a required course on world literature.

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NEH-88-034-L04

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

CALIFORNIA

Berkeley:
Graduate Theological Union
Berkeley, CA 94709

APPROVED OUTRIGHT $109,643.00
EH-20809-88 (Education Programs)

PROJECT DIRECTOR: Mark K. Juergensmeyer
PROJECT TITLE: Developing an Image Bank: New Resources for Teaching Religious Studies & Enriching the Liberal Arts Curriculum
PROJECT DESCRIPTION:
To support a slide library and catalog as a national resource for departments of religious studies.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

COLORADO

Boulder:
Social Science Education Consortium, Inc. APPROVED OUTRIGHT $150,786.00
Boulder, CO 80302 ES-21280-86 (Education Programs)
PROJECT DIRECTOR: James R. Giese
PROJECT TITLE: The Young Republic: American Life and Culture, 1783-1830: A Four-Week Institute for Secondary School Teachers
PROJECT DESCRIPTION:
To support a four-week summer institute for 30 secondary school teachers on the early national period in American history.

Fort Collins:
Colorado State University APPROVED OUTRIGHT $193,872.00
Fort Collins, CO 80523 ES-21545-88 (Education Programs)
PROJECT DIRECTOR: Loren W. Crabtree
PROJECT TITLE: Teaching India and China in the Context of World History
PROJECT DESCRIPTION:
To support a four-week summer institute for 36 Wisconsin secondary school teachers on India and China.

Golden:
Colorado School of Mines APPROVED OUTRIGHT $84,428.00
Golden, CO 80401 EH-20793-88 (Education Programs)
PROJECT DIRECTOR: Barbara M. Olds
PROJECT TITLE: Integrating Humanities Studies into Undergraduate Engineering Education
PROJECT DESCRIPTION:
To support development of a course which integrates the humanities into undergraduate chemical engineering education.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

DISTRICT OF COLUMBIA

Washington:
American University APPROVED OUTRIGHT $226,709.00
Washington, DC 20016 EH-20779-88 (Education Programs)
PROJECT DIRECTOR: Betty T. Bennett
PROJECT TITLE: The Role of the Humanities in General Education: Perspectives on Texts and Traditions
PROJECT DESCRIPTION:
To support a three-week summer seminar, in which faculty members will study Western and non-Western classics in art, literature, and philosophy, and released time to permit participants to develop new general education courses.

Catholic University of America APPROVED OUTRIGHT $64,566.00
Washington, DC 20064 ES-21536-88 (Education Programs)
PROJECT DIRECTOR: Linda Valli
PROJECT TITLE: Catholic University Summer Constitution Institute
PROJECT DESCRIPTION:
To support a four-week summer institute for 30 secondary school teachers on the origins and development of the Constitution.

Folger Shakespeare Library APPROVED OUTRIGHT $203,334.00
Washington, DC 20003 ES-21515-88 (Education Programs)
PROJECT DIRECTOR: Margaret H. O'Brien
PROJECT TITLE: Teaching Shakespeare's Language
PROJECT DESCRIPTION:
To support a four-week summer institute to help 30 secondary school teachers of Shakespeare deal more effectively with his language. A follow-up conference will produce materials on Shakespeare's language for publication.

Folger Shakespeare Library APPROVED OUTRIGHT $422,043.00
Washington, DC 20003 APPROVED MATCH $50,000.00
PROJECT DIRECTOR: Lena C. Orlin EH-20805-88 (Education Programs)
PROJECT TITLE: A Three-Year Program of Activities at the Folger Institute Center for Shakespeare Studies
PROJECT DESCRIPTION:
To support a three-year series of institutes, seminars, public lectures, workshops, and colloquia on various aspects of Shakespeare studies.

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NEH-88-034-L07

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

ILLINOIS

Chicago:
Newberry Library
Chicago, IL 60610

APPROVED OUTRIGHT $349,387.00
EH-20822 (Education Programs)

PROJECT DIRECTOR: Mary Beth Rose
PROJECT TITLE: A Two Year Core Program for the Newberry Library Center for Renaissance Studies
PROJECT DESCRIPTION:
To support a two-year series of institutes, workshops, and symposia in various areas of Renaissance studies.

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NEH-88-034-L08

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

INDIANA

Rensselaer:
Saint Joseph's College APPROVED OUTRIGHT $69,958.00
Rensselaer, IN 47978 APPROVED MATCH $45,000.00
PROJECT DIRECTOR: Robert J. Garrity EH-20830-88 (Education Programs)
PROJECT TITLE: Great Texts in the Humanities, Across the Curriculum
PROJECT DESCRIPTION;
To support faculty development to improve humanities courses in the core curriculum.

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NEH-88-034-L09

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

KENTUCKY

Lexington:
University of Kentucky
Lexington, KY 40506

APPROVED OUTRIGHT $90,954.00
EH-20816-88 (Education Programs)

PROJECT DIRECTOR: Louis J. Swift
PROJECT TITLE: A Coordinated Approach to University Studies
PROJECT DESCRIPTION:
To support two three-week faculty seminars, "Western Traditions" and "American History and Literature," in preparation for a new cross-disciplinary requirement in the curriculum.

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NEH-88-034-L10

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

MAINE

Gorham:
University of Southern Maine
Gorham, ME 04038

APPROVED OUTRIGHT $48,616.00
EH-20834-88 (Education Programs)

PROJECT DIRECTOR: Joseph A. Conforti
PROJECT TITLE: Faculty and Curriculum Development in New England Studies
PROJECT DESCRIPTION:
To support the addition of six graduate courses in New England studies by providing the faculty with opportunities to plan, prepare for, and implement them.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

MARYLAND

Baltimore:
Friends School of Baltimore, Inc. APPROVED OUTRIGHT $500,000.00
Baltimore, MD 21210 ES-21534-88 (Education Programs)
PROJECT DIRECTOR: Zita D. Dabars
PROJECT TITLE: Institutes, National Network, and Symposium on Russian Culture and Language
PROJECT DESCRIPTION:
To support two four-week institutes in the summers of 1988 and 1989 with Bryn Mawr College for 25 secondary school and college teachers who will study Russian culture and language. A symposium in 1990 will follow.

College Park:
University of Maryland, College Park APPROVED OUTRIGHT $350,801.00
College Park, MD 20742 APPROVED MATCH $67,000.00
PROJECT DIRECTOR: Adele F. Seeff ES-21551-88 (Education Programs)
PROJECT TITLE: The Center Alliance for Secondary Teachers in Maryland
PROJECT DESCRIPTION:
To support, in conjunction with the Maryland State Department of Education, a three-year series of year-long institutes to help secondary school teachers strengthen their teaching of major literary texts.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

MASSACHUSETTS

Boston:
French Library in Boston — APPROVED OUTRIGHT $12,932.00
Boston, MA 02116 — ES-21543-88 (Education Programs)
PROJECT DIRECTOR: Vera G. Lee
PROJECT TITLE: French Through the Humanities in the Middle Schools
PROJECT DESCRIPTION:
To support planning in collaboration with Boston College and Boston middle schools to design a project for the improvement of instruction in French literature, history, and language.

Brookline:
Brookline Public Schools — APPROVED OUTRIGHT $116,899.00
Brookline, MA 02146 — ES-21521-88 (Education Programs)
PROJECT DIRECTOR: Naomi Gordon
PROJECT TITLE: Literature and Writing: Rhetorical Categories in OEDIPUS, THE CANTERBURY TALES, MIDDLEMARCH, and INVISIBLE MAN
PROJECT DESCRIPTION:
To support a four-week summer institute for 40 school teachers in the Brookline area who will study literature, writing, and rhetoric, focusing on OEDIPUS REX, THE CANTERBURY TALES, MIDDLEMARCH, and INVISIBLE MAN.

Cambridge:
Harvard University — APPROVED OUTRIGHT $116,083.00
Cambridge, MA 02138 — EH-20811-88 (Education Programs)
PROJECT DIRECTOR: Nathan I. Huggins
PROJECT TITLE: Introduction to Afro-American Studies
PROJECT DESCRIPTION:
To support the preparation of 10 undergraduate instructional modules for introductory courses in Afro-American studies.

Lenox:
Shakespeare & Company — APPROVED OUTRIGHT $150,000.00
Lenox, MA 01240 — ES-21568-88 (Education Programs)
PROJECT DIRECTOR: Beatrice K. Nelson
PROJECT TITLE: Teaching Shakespeare in the Schools
PROJECT DESCRIPTION:
To support a one-year project on Shakespeare involving institutes, workshops, and curriculum development for Boston elementary and secondary school teachers.

Worcester:
College of the Holy Cross — APPROVED OUTRIGHT $189,023.00
Worcester, MA 01610 — ES-21553-88 (Education Programs)
PROJECT DIRECTOR: David L. Schaefer
PROJECT TITLE: POLIS and RES PUBLICA: Classical Political Theory and the U. S. Constitution
PROJECT DESCRIPTION:
To support a four-week institute for secondary school teachers to study the U.S. Constitution in relation to classical political philosophy.

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NEH-88-034-L13

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

NEW JERSEY

New Brunswick:
Arts Foundation of New Jersey — APPROVED OUTRIGHT $198,908.00
New Brunswick, NJ 08903 — ES-21538-88 (Education Programs)
PROJECT DIRECTOR: Joyce M. Maso
PROJECT TITLE: The World of Leonardo da Vinci: A Teacher Institute
PROJECT DESCRIPTION:
To support a four-week summer institute for 45 secondary school teachers and administrators on the life and times of Leonardo da Vinci.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

NEW YORK

Bronx:
American Philological Association — APPROVED OUTRIGHT $14,023.00
Bronx, NY 10458 — ES-21339-86 (Education Programs)
PROJECT DIRECTOR: Mark Morford
PROJECT TITLE: The Classics in American Schools
PROJECT DESCRIPTION:
To support activities relating to the American Philological Association conference on the place of classical studies in American precollegiate education.

Fordham University — APPROVED OUTRIGHT $131,853.00
Bronx, NY 10458 — ES-21549-88 (Education Programs)
PROJECT DIRECTOR: John P. Entelis
PROJECT TITLE: A Cultural History of the Modern Middle East
PROJECT DESCRIPTION:
To support a three-week summer institute for 30 New York State secondary school teachers on the history and culture of the modern Middle East.

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NEH-88-034-L15

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

NORTH CAROLINA

Research Triangle Park:
National Humanities Center
Research Triangle Park, NC 27709

APPROVED MATCH $95,940.00
ES-21554-88 (Education Programs)

PROJECT DIRECTOR: Charles Blitzer
PROJECT TITLE: "Republics, Ancient to Modern"; "Writers and Readers: Literature and its Public"
PROJECT DESCRIPTION:
To support two three-week institutes for high school teachers, one on the theory of republican government from ancient times to the modern period, and the other on the ways authors seek a public role for literature.

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NEH-88-034-L16

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

OHIO

Defiance:
Defiance College
Defiance, OH 43512

APPROVED OUTRIGHT $64,047.00
EH-20800-88 (Education Programs)

PROJECT DIRECTOR: Kenneth E. Christiansen
PROJECT TITLE: Institute for Faculty Involved in Two Humanities-Based Core Sequence Courses
PROJECT DESCRIPTION:
To support a summer institute for 15 faculty members to develop two new core courses, "The Roots of Western Civilization" and "The History of Science," that will be added to the college's interdisciplinary studies curriculum.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

OREGON

Portland:
University of Portland — APPROVED MATCH — $56,046.00
Portland, OR 97203 — EH-20827-88 (Education Programs)
PROJECT DIRECTOR: Marilyn J. Miller
PROJECT TITLE: Japan Studies Program: Faculty and Curriculum Development
PROJECT DESCRIPTION:
To support a four-week seminar at Sophia University in Tokyo to permit members of the Japanese studies faculty to pursue curriculum and research projects.

Salem:
Oregon International Council — APPROVED OUTRIGHT — $81,510.00
Salem, OR 97303 — ES-21510-88 (Education Programs)
PROJECT DIRECTOR: Robert T. Willner
PROJECT TITLE: Oregon Summer Institute in Asian Studies
PROJECT DESCRIPTION:
To support a four-week institute with follow-up activities on Asian culture for 30 elementary and secondary school teachers.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

PENNSYLVANIA

Annville:
Lebanon Valley College — APPROVED OUTRIGHT $27,016.00
Annville, PA 17003 — EH-20817-88 (Education Programs)
PROJECT DIRECTOR: Warren Thompson
PROJECT TITLE: Strengthening the Core Through Faculty Development
PROJECT DESCRIPTION:
To support faculty study of texts and topics in the humanities that are central to the college's core program.

New Wilmington:
Westminster College — APPROVED OUTRIGHT $112,066.00
New Wilmington, PA 16172 — ES-21509-88 (Education Programs)
PROJECT DIRECTOR: Albert Dwight Castro
PROJECT TITLE: PAX ROMANA: Roman Literature and Culture in the Post-Augustan Age
PROJECT DESCRIPTION:
To support a five-week summer institute for 30 Latin teachers on the literature and culture of the post-Augustan Age.

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NEH-88-034-L19

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

RHODE ISLAND

Providence:
Brown University APPROVED OUTRIGHT $198,780.00
Providence, RI 02912 APPROVED MATCH $50,000.00
PROJECT DIRECTOR: Robert A. Shaw ES-21558-88 (Education Programs)
PROJECT TITLE: Brown Teaching Institutes: Summer Humanities Institutes for Teachers
PROJECT DESCRIPTION:
To support a series of three-week institutes in 1988 and 1989 for secondary school teachers in Rhode Island and southeastern Massachusetts on literature, history, and foreign languages.

Brown University APPROVED OUTRIGHT $140,000.00
Providence, RI 02912 APPROVED MATCH $40,000.00
PROJECT DIRECTOR: Arnold L. Weinstein EH-20785 (Education Programs)
PROJECT TITLE: Great Books: Then and Now
PROJECT DESCRIPTION:
To support a three-year project including faculty seminars and course development to study concept of the canonical in the literature of Europe, Asia, Africa and Latin America.

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NEH-88-034-L20

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

TENNESSEE

Johnson City:
East Tennessee State University — APPROVED OUTRIGHT $166,613.00
Johnson City, TN 37614 — ES-21565-88 (Education Programs)
PROJECT DIRECTOR: Roberta T. Herrin
PROJECT TITLE: Teachers Institute on Children's Fantasy Literature
PROJECT DESCRIPTION:
To support a three-week institute on children's fantasy literature for teachers of grades two through seven in the Appalachian region of Georgia, Kentucky, North and South Carolina, Tennessee, Virginia, and West Virginia.

Nashville:
Vanderbilt University — APPROVED OUTRIGHT $153,474.00
Nashville, TN 37240 — ES-21514-88 (Education Programs)
PROJECT DIRECTOR: George J. Graham, Jr.
PROJECT TITLE: Secondary School Teachers Institute on the Cultural and Intellectual Crisis of Fifth-Century (B.C.) Greece
PROJECT DESCRIPTION:
To support a four-week secondary-school institute on fifth-century Greece, focusing on art, literature, and philosophy.

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NEH-88-034-L21

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

TEXAS

Austin:
University of Texas, Austin — APPROVED OUTRIGHT $235,441.00
Austin, TX 78712 — EH-20836 (Education Programs)
PROJECT DIRECTOR: Frances E. Karttunen
PROJECT TITLE: Re-Creating the New World Contact: A Summer Institute on Indigenous Languages and Literatures of Latin America
PROJECT DESCRIPTION:
To support a six-week institute at the Institute of Latin American Studies on Nahuatl and the literatures of Mesoamerica and the New World.

Georgetown:
Southwestern University — APPROVED OUTRIGHT $194,893.00
Georgetown, TX 78626 — EH-20835 (Education Programs)
PROJECT DIRECTOR: Jeanie Watson
PROJECT TITLE: Focus on Asia
PROJECT DESCRIPTION:
To support a two-year project to highlight the literature, art, history and cultures of Asia and to develop a related curriculum.

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NEH-88-034-L22

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

VIRGINIA

Arlington:
American Assn. of School Administrators APPROVED OUTRIGHT $40,054.00
Arlington, VA 22209 ES-21544-88 (Education Programs)
PROJECT DIRECTOR: Walter G. Turner
PROJECT TITLE: A Humanities Initiative: A Project to Plan Institutes for High School Teachers from Small and Rural School Districts
PROJECT DESCRIPTION:
To support planning for a series of three institutes on American history and literature for high school teachers from small and rural school districts.

Charlottesville :
Piedmont Virginia Community College APPROVED OUTRIGHT $311,067.00
Charlottesville, VA 22901 EH-20825-88 (Education Programs)
PROJECT DIRECTOR: Evelyn Edson
PROJECT TITLE: Strengtening General Education Through the Humanities
PROJECT DESCRIPTION:
To support a three-year project to strengthen the humanities core through curriculum and faculty development, a new humanities faculty position and library acquisitions.

Fairfax:
Fairfax County Public Schools APPROVED OUTRIGHT $173,445.00
Fairfax, VA 22030 ES-21552-88 (Education Programs)
PROJECT DIRECTOR: Maria G. Wilmeth
PROJECT TITLE: Literature, Writing, and Language Institute for High School Teachers of French, German, Latin, and Spanish
PROJECT DESCRIPTION:
To support a three-year series of four-week institutes for foreign language teachers.

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NEH-88-034-L23

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Education Programs
June 1988

WASHINGTON

Seattle:
University of Washington
Seattle, WA 98195

APPROVED OUTRIGHT $277,230.00
ES-21524-88 (Education Programs)

PROJECT DIRECTOR: Nancy Murphy
PROJECT TITLE: Improving Washington State Teachers' Understanding of China and Japan
PROJECT DESCRIPTION:
To support a collaborative project for 92 Washington teachers who will study the history, literature, and art of China and Japan and develop materials for statewide use.

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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

NEH-88-035-N

Contact: Karen Myers 202/786-0449 (office)
301/474-7856 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS NEARLY $590,000 TO STATE COUNCILS
Exemplary Projects Demonstrate Commitment of States to the Humanities

WASHINGTON, June 13 -- The National Endowment for the Humanities (NEH) has awarded $589,730 to 10 state humanities councils to support exemplary public projects in history, literature, languages and other humanities disciplines. These annual grants enable state councils, which customarily support state-based projects carried out by other organizations, to initiate and implement outstanding projects for citizens in their respective states or regions.

State councils in Alabama, Colorado, Florida, Idaho, Kentucky, Nevada, New Hampshire, Tennessee, Texas and Vermont will receive grants for exemplary projects. "These state councils are to be commended for the ambition and imagination evident in their projects," said NEH Chairman Lynne V. Cheney in announcing the awards. "By bringing together scholars and citizens, the projects will enhance the cultural understanding of the nation."

All NEH funds awarded to state councils must be matched by local contributions of cash, goods or services.

[NEH has awarded a grant to the state humanities council that serves your area. Please see the attached fact sheets.]

Among the exemplary projects awarded this year is a grant to the Tennessee Humanities Council to examine patterns of English in the South. The Idaho Humanities Council will use its award to explore the important differences between the Idaho

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Constitution and the U.S. Constitution. New adult readers in Vermont will be introduced to classic children's literature through an award made to the Vermont Council on the Humanities.

To receive an exemplary award, a state humanities council must demonstrate the significance of the project for its particular state. The project must be firmly rooted in the humanities, have long-term benefits for the overall program of the council and clearly identify the intended audience. This year's awards were selected from among 30 proposals submitted by humanities councils across the country.

In addition to the exemplary awards, NEH announced nearly $90,000 for planning grants to eight state humanities councils: Arizona, Illinois, Indiana, Maryland, Nebraska, Oregon, Virginia and Wyoming. Planning grants support state councils' efforts to conduct research, gather information and formulate plans necessary for major projects that would serve the state or region.

State humanities councils award grants that support projects in the humanities to address local needs through library reading programs, speaker discussion series, conferences for teachers and school administrators, media presentations and museum and traveling exhibitions. The councils represent all 50 states, the District of Columbia, the Virgin Islands and Puerto Rico.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education and public 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

NEH-88-035-N(R)

Contact: Karen Myers 202/786-0449 (office)
301/474-7856 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS MORE THAN $590,000 TO STATE COUNCILS

Exemplary Projects Demonstrate Commitment of States to the Humanities

WASHINGTON, June 13 -- The National Endowment for the Humanities (NEH) has awarded $592,130 to 10 state humanities councils to support exemplary public projects in history, literature, languages and other humanities disciplines. These annual grants enable state councils, which customarily support state-based projects carried out by other organizations, to initiate and implement outstanding projects for citizens in their respective states or regions.

State councils in Alabama, Colorado, Florida, Idaho, Kentucky, Nevada, New Hampshire, Tennessee, Texas and Vermont will receive grants for exemplary projects. The award made to the New Hampshire Council for the Humanities is a cooperative effort with the Maine Humanities Council in Portland. "These state councils are to be commended for the ambition and imagination evident in their projects," said NEH Chairman Lynne V. Cheney in announcing the awards. "By bringing together scholars and citizens, the projects will enhance the cultural understanding of the nation."

All NEH funds awarded to state councils must be matched by local contributions of cash, goods or services.

[NEH has awarded a grant to the state humanities council that serves your area. Please see the attached fact sheets.]

Among the exemplary projects awarded this year is a grant to the Tennessee Humanities Council to examine patterns of English in the South. The Idaho Humanities Council will use its award to explore the important differences between the Idaho

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ORIGINAL RELEASE

FACTS

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(202) 786-0449

NEH-88-035-F1

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of State Programs
Exemplary Awards for 1988

Alabama Humanities Foundation, Birmingham $71,000
"In View of Home: 20th Century Visions of the Alabama Landscape"
With this grant, the council will produce an interpretive photographic exhibition examining Alabama landscape images. Excerpts from the writings of Southern regional authors, such as William Faulkner and Walker Percy, will accompany the photographs. In addition to the photographic exhibition, the Foundation will organize a series of library-based reading and discussion programs and a slide-tape program on Southern literary visions of the land.
Contact: Martha Coretti, (205) 870-2300.

Colorado Endowment for the Humanities, Denver $55,000
"The Five States of Colorado"
Colorado's rural citizens will be able to learn more about the history and culture of their regions through a series of speaker programs and media-discussion programs. Topics to be examined include Native American groups in Colorado, cultural diversity within the state and the history of agriculture in Colorado. The council will also offer teacher training workshops for the state's teachers.
Contact: James Pierce, (303) 292-4458.

Florida Endowment for the Humanities, Tampa $66,000
"Spanish Pathways in Florida"
This grant will be used to introduce Floridians to their Spanish legacy by studying the history of Florida's discovery, exploration and settlement from Spain and the Caribbean. The council will produce a traveling exhibit, focusing on 10 historical figures, that will visit libraries, schools and museums over a three-year period. Also, the council will publish scholarly essays written about the selected historical figures. The essays, published in bilingual editions, will be presented and discussed at a conference in the fall.
Contact: Ann Henderson, (813) 272-3473.

- OVER -

Idaho Humanities Council, Boise $60,000
"Two Constitutions and the Foundations of American Society"

The council will use this award to explore the important differences between the Idaho Constitution and the U.S. Constitution, particularly in key areas such as trial by jury, religious freedom, rights of suffrage and private property rights. Public presentations by scholars, teacher workshops, exhibits and printed materials will travel to 10 different rural sites corresponding to Idaho's 10 original counties.

Contact: Thomas McClanahan, (208) 345-5346.

Kentucky Humanities Council, Inc., Lexington $53,100
"New Books for New Readers: A Humanities Literacy Program"

With this grant, the council will create three 60-page paperbound books on the humanities written for adult new readers. Humanities scholars will write the books on such topics as Kentucky's history, literature and folklife, and the council will design scholar-led book discussion programs using the new books. These books will enable Kentucky's rural new readers to discover major themes and ideas within the humanities.

Contact: Ramona Lumpkin, (606) 257-5932.

Nevada Humanities Committee, Reno $60,000
"To Carry the Dream Wheel: Native American Voices in the Old/New World"

This award will fund a year-long series of public programs exploring works written by and about Native Americans. Conferences, library programs and educational programs will examine topics such as Native American history from an Indian perspective and the image of Native Americans in children's literature. Four Native American authors will visit rural communities.

Contact: Judith Winzeler in Reno, (702) 784-6587.
Bill Marion in Las Vegas, (702) 798-0337.

New Hampshire Council for the Humanities, Concord $64,100
"'In the Beginning:' Word, Text, Context"

The council will use these funds to produce nine-week seminars in biblical Hebrew and Greek aimed at teachers as well as the general public. The seminars will be held in both New Hampshire and Maine and will be led by scholars in classics, modern languages and religious studies. The seminars will be complemented by activities including a symposium, residential institute and speaker's bureau which will examine the relationship between scripture and society in ancient Judaism and early Christianity.

Contact: Etta Madden, (603) 224-4071.

- MORE -

Tennessee Humanities Council, Nashville $51,230
"English in the American South"

With this grant, Tennesseans will examine patterns of English in the South, perceptions of Southern English and dialect regions in the South. The council will produce a 13-part half-hour public radio series that will be broadcast throughout the state in conjunction with a traveling exhibit. Study guides and public discussion meetings will also be used to enable Tennesseans to reflect on the uniqueness of their linguistic heritage.

Contact: Tony Cavender, (615) 320-7001.

Texas Committee for the Humanities, Austin $75,000
"Preparing for Texas in the 21st Century"

This award will enable the council to continue focusing on the future of the humanities in Texas by supporting study groups on education and developing public programs sponsored by local institutions. Themes to be explored include the cultural and historical background of Texas and understanding other nations and cultures. Funds will also be used to support a 13-part series for newspapers, to issue publications and to conduct a speakers' bureau.

Contact: James Veninga, (512) 473-8585.

Vermont Council on the Humanities, Hyde Park $34,300
"The Family Reading Project"

This project, based on classics of children's literature, is aimed primarily at recently literate parents who will be encouraged to read to their children. It is also open to other adults interested in "family reading." Local libraries in 10 towns throughout Vermont will host programs, held at monthly intervals, in which scholars of history, literature and philosophy will lead the discussion of texts grouped around such themes as "Home" and "American History."

Contact: Michael Bouman, (802) 888-3183.

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Contact: Michael Chaney in New Hampshire, (603) 224-4071.
Dorothy Schwartz in Maine, (207) 773-5051

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Public Affairs Office
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NEH-88-035-F2

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of State Programs
Planning Grants for 1988

Arizona Humanities Council, Phoenix $15,000
"Trails That Tie Us Together: An Exhibit and Speakers Service," a regional planning grant involving the Arizona, Colorado, New Mexico, Utah and Wyoming councils.
Contact: Lorraine W. Frank, (602) 279-3593.

Illinois Humanities Council, Chicago $10,000
"Looking Backward to Move Forward: A Community Project to Recover Chicago's West Side Black History"
Contact: Robert J. Klaus, (312) 939-5212.

Indiana Humanities Council, Indianapolis $25,000
"Always a River: The Ohio River Valley and the American Experience," a regional planning grant involving the Illinois, Indiana, Kentucky, Ohio and West Virginia councils.
Contact: Kenneth Gladish, (317) 638-1500.

Maryland Humanities Council, Baltimore $5,080
"Unlocking the Secrets of Time: Maryland's Hidden Heritage"
Contact: Naomi Collins, (301) 625-4830.

Nebraska Committee for the Humanities, Lincoln $10,000
"Regional Planning Grant for Lewis and Clark Exploration Symposia Series," a regional planning grant involving 11 Midwestern and Northwestern state councils.
Contact: Jane Renner Hood, (402) 474-2131.

Oregon Committee for the Humanities, Portland $5,000
"Voices and Visions: Indians of Oregon, Past and Present"
Contact: Richard Lewis, (503) 241-0543.

Virginia Foundation for the Humanities and Public Policy, Charlottesville $14,700
"Exhibit, Catalogue and Symposia on Indian Education"
Contact: Robert Vaughan, (804) 924-3296.

Wyoming Council for the Humanities, Laramie $4,475
"Wyoming Centennial Bookshelves, Reading Programs and Conference Planning Grant"
Contact: Robert Young, (307) 766-6496.

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NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

June 16, 1988

MEMORANDUM FOR: MARGUERITE H. SULLIVAN
Director, Office of Publications
and Public Affairs

FROM : NOEL J. MILAN
Assistant Director for Media Relations

SUBJECT : Corrections to the Division of State Programs' "Exemplary Award" news release and fact sheet

Yesterday (June 15) at lunch time I received a phone call from Dorothy Schwartz, Executive Director of the Maine Humanities Council. She said that she had been referred to me by Nancy Rogers in the Division of State Programs.

Dorothy Schwartz said that she had just received a copy of our recent news release on exemplary awards to state councils. She then brought to my attention (quite graciously, under the circumstances) the fact that the project listed in our release as a grant to the New Hampshire Council for the Humanities was in fact a cooperative project involving both the Maine and New Hampshire Councils. I explained that we had worked closely with the Division of State Programs in preparing our news release to ensure its accuracy, and that I would confer with the Division about her concerns and get back to her before the end of the day.

I placed a call to Marjorie Berlincourt to discuss the situation and was told that she was in pre-panel meetings until 3:00 p.m. I sat down with the Media Relations staff to consider our options. After some discussion, we agreed to revise the news release and fact sheet listing exemplary awards to reflect the collaboration between the two councils. We drafted the changes in preparation for my conversation with Marjorie.

When she called, I explained what we had learned earlier in the day and proposed that we amend the release and fact sheet (with language that I read to her on the phone) and distribute the revised package to newspapers and wire bureaus in Maine (which hadn't been targeted in our first mailing) and in New Hampshire (which did receive the first mailing) with a note explaining the corrections. Marjorie agreed that this would remedy the situation, and she volunteered to call Dorothy Schwartz in Maine to explain our proposed solution and to tell her that I would be calling her with the details. I asked Marjorie to call me when she had reached Dorothy Schwartz, which she did.

I then called Dorothy to explain our intentions, and she seemed pleased with our proposed actions. I read her the language from

the release and fact sheet and asked if she should be listed as the media contact from Maine for the project. She agreed.

When I mentioned that Etta Madden was listed as the Media Contact for New Hampshire, Dorothy said, "Oh, no, she left to return to grad school." I explained that Madden's name was given to us by the New Hampshire Council the week before the release was mailed out when we called each of the selected councils to determine its preference for the person to be listed as the council's media contact. She suggested I call Michael Chaney, assistant director in New Hampshire.

I first asked for Etta Madden and was told that she wasn't there and wouldn't be back for a while, so I asked for Michael Chaney. Again I explained our plan for correcting the description of the project, this time to Chaney.

He seemed agreeable to the proposed modifications, but then he said that if we were going to make some changes, we might want to look at the grant amount for the project, shown as $64,100 in our press materials. Chaney said that the award letter he had in hand from Nancy Rogers indicated a grant of $66,500. As I said in my conversation with Schwartz, I explained that we had submitted the materials prior to their dissemination to the Division for their review and approval. So I called Nancy Rogers, and she confirmed the size of the award as quoted by Mike Chaney. She explained that a miscalculation prompted a revision of the figure recommended in the committee book, which was the figure reported in our release. Up to this point, we had discovered two inaccuracies in materials we we tried, in good faith, to check: the omission of the Maine Council and a contact name that was useless two days after the release date. Now we had another problem: incorrect individual and total grant figures.

The change in the figure for the New Hampshire/Maine award affected the total NEH funds awarded for exemplary awards, featured prominently in both the headline and lead of the news release. We therefore decided that, for accuracy's sake, we would remail the entire package (revised) to our entire first mailing, with a note attached to each package explaining the corrections. A copy of our note is attached.

In addition, we felt that we should mail the revised packages to all the executive directors and chairs who had received the first mailing, with the same note that carried an appropriate salutation.

This situation raises several troubling issues. First, although we accept responsibility for the accuracy of the material distributed by this unit, we rely heavily on the Divisions to verify the facts of draft news releases and fact sheets provided

to them for their review and approval. While we understand that the Division of State Programs was in the middle of its panel meetings, we believed that because we had been directed to issue the exemplary awards release as the first release of May Council grants, the materials were important enough to the division to merit their close attention. Karen submitted her first draft for their review on the afternoon of Thursday, June 2; we received the edited draft with minor changes (except to the description of the grant to the Vermont Council, which had been rewritten) on the afternoon of Tuesday, June 7. We made the changes and resubmitted the package to them on Wednesday morning for the Division's final approval; it was returned to us with their OK that afternoon.

The second issue is one that perhaps must be raised with Bill Kinsella and the ADP staff. Marjorie suggested that a contributing factor to this problem is our computer system's inability to credit more than one council (or institution) in a collaborative project. Our current system of grant records can only accommodate a single "institution of record" or a single project director, even when two or more institutions (or state councils) may be equal partners in a collaborative project or when two or more scholars may be codirecting a project. Unfortunately, this administrative (or technical) problem has public affairs ramifications.

Using the case at hand, if, some years down the pike, someone should search our grant file for a marvelous exemplary project carried out by the Maine Humanities Council in 1989, he or she would find no record of such a project, unless the searcher had prior knowledge (?) that the computer has it recorded as a project of the New Hampshire Council. Similarly, annual reports, grants lists and all computer-generated permanent records of NEH grants with two or more directors provide no evidence that more than one person directed a particular project. Co-directors not mentioned in such listings would be understandably perturbed at the apparent slight in the agency's failure to acknowledge their efforts.

It seems damaging over the long run to engender any kind of ill will. With the agency's current encouragement of collaborative projects, it seems that such situations are even more likely to arise in the future than they have to date. Perhaps the computer system (or its software) could be modified in some way. I believe that it is important to explore any possible options with ADP Systems and the Division Directors in the near future.

I would be happy to discuss this with you at your convenience.

cc: Media Relations staff

Attachment

National Endowment for the Humanities

Office of Publications and Public Affairs
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

Media Relations

(202) 786-0449

June 16, 1988

News writers/editors:

We recently sent you a news release announcing grants awarded by the National Endowment for the Humanities (NEH) to state humanities councils for exemplary projects. If you have already used this material, or if you intend to do so, please note the following corrections reflected in the revised materials attached.

The award to the New Hampshire Council for the Humanities is for a project jointly developed by and to be carrried out with the Maine Humanities Council in Portland. The two councils' collaborative project will be supported by a $66,500 grant, raising the total NEH funds awarded to state councils for exemplary projects to $592,130.

NEH regrets the errors.

Noel J. Milan
Assistant Director
for Media Relations

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NEH-88-036-F

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The National Endowment for the Humanities (NEH) is an independent federal agency that supports scholarship, research, education and public programs in the humanities.

The Endowment's Mission

Created by Congress with the passage of the National Foundation on the Arts and the Humanities Act of 1965, NEH provides grants to individuals and institutions for projects in the humanities. These include research and educational opportunities for university and college professors and elementary and secondary school teachers, the writing and publication of scholarly texts, translations of important works in the humanities, museum exhibitions, television and radio programs and a variety of programs to make the humanities accessible to the general public.

How the Endowment is Administered

The Endowment is directed by a Chairman, who is appointed by the President and approved by the U.S. Senate for a term of four years. Advising the Chairman is a National Council of 26 distinguished private citizens, also presidentially appointed, who each serve six-year terms.

Competition and the Review Process

The Endowment awards grants on a competitive basis. In the most recent fiscal year, NEH funded approximately one out of every four applications received. Funding decisions are made on the basis of the application's merit and the significance of the project.

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality of the proposed projects. Nearly 1,000 scholars and professionals in the humanities serve on approximately 150 panels throughout the course of a year. The judgment of panelists is often supplemented by individual reviews solicited from specialists who have extensive knowledge of an application's subject area.

The advice of the panels and outside reviewers is assembled by the Endowment staff, who comment on matters of fact or policy or significant issues that would otherwise be missing from the review. These materials are then presented to the National Council on the Humanities, which meets four times a year to advise the Chairman about the funding of applications. The Chairman takes the National Council's advice into consideration, as required by law, and makes the final decision on each grant.

- OVER -

The Endowment's Programs

The Endowment awards grants through five divisions -- Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs -- and two offices, the Office of Challenge Grants and the Office of Preservation.

From the its creation through 1987, the Endowment awarded nearly $1.6 billion for more than 33,000 fellowships and grants. Some of these grants have required one-to-one matching funds from private-sector donors and have been matched by a total of $180 million in public contributions. Additional grants made by the Endowment's Challenge Grants program, requiring $3 or $4 in matching funds for each federal dollar, have resulted in more than $604 million in private contributions to America's libraries, colleges, museums and other eligible humanities institutions since the program began in 1977.

In Fiscal Year 1988, ending Sept. 30, 1988, the Endowment received an appropriation of approximately $140 million in program and operating funds.

What Are the Humanities?

"Humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, includes the study of history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism, and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

# # #

6/88

NEWS

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Public Affairs Office
Media Relations
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NEH-88-037-N

Contact: Mary Chunko 202/786-0449 (office)
703/528-0561 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT SUPPORTS SCHOLARLY TRAVEL

Grants Enable Scholars to Conduct Research in the U.S. and Abroad

WASHINGTON, June 30 -- The National Endowment for the Humanities (NEH) has awarded grants to 287 scholars to enable them to conduct research in libraries, archives, museums and other institutions throughout the United States and abroad.

The American scholars, who represent 45 states and the District of Columbia, will each receive a grant of $750 to travel to research collections of humanities materials in literature, history, art history, foreign languages and other humanities disciplines. The NEH "Travel to Collections" program assists scholars whose research could not progress satisfactorily without consulting sources at distant locations. The grant recipients will visit 31 states and the District of Columbia, as well as 26 foreign countries.

[NEH has awarded one or more grants in your area. Enclosed is a complete list of grants awarded in your region.]

"The 'Travel to Collections' program helps defray the expenses of travel and enables scholars to examine materials essential to their research," said NEH Chairman Lynne V. Cheney in announcing the awards. "Not only do the individual scholars benefit from the opportunity to study these materials, but their colleagues and students benefit as well from their first-hand research."

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Grant recipients will travel to research collections between June 1 and November 30, 1988. The following examples reflect the diversity of the current "Travel to Collections" projects:

Susan C. Karant-Nunn (Portland State University, Ore.)
PROJECT TITLE: The Silver Miners of the Erzgebirge (Saxony), 1460-1560
DESTINATION: Sachsische Landesbibliothek, Dresden, German D.R.

Joan E. Cashin (Southern Illinois University, Carbondale)
PROJECT TITLE: A Biography of Varina Howell Davis, Wife of Jefferson Davis
DESTINATION: Rice University, Houston, Texas

Anne H. Heider (Independent Scholar, Evanston, Ill.)
PROJECT TITLE: Examination of Extant Editions of the Le Jeune Psalter (1601)
DESTINATION: Bibliotheque Sainte-Genevieve, Paris, France

Jerome T. Meckier (University of Kentucky, Lexington)
PROJECT TITLE: Dickens' American Engagements
DESTINATION: Huntington Library, San Marino, Calif.

Ralph Thaxton (Brandeis University, Waltham, Mass.)
PROJECT TITLE: The Reach of the State and the Rise of Protest in Republican China
DESTINATION: Nankai University, Tianjin, People's Republic of China

Michael A. Bellesiles (University of California, Los Angeles)
PROJECT TITLE: Frontier Experience in Revolutionary New England
DESTINATION: Office of the Secretary of State, Montpelier, Vt.

Eileen A. O'Neill (Queens College, Flushing, N.Y.)
PROJECT TITLE: Women Philosophers of the 17th and 18th Centuries: A Collection of Primary Sources
DESTINATION: British Library, London, England

Quintard Taylor (California Polytechnic State University-San Luis Obispo)
PROJECT TITLE: The Forging of a Black Community: A History of Seattle's Central District, 1910-1970
DESTINATION: University of Washington, Seattle, Wash.

Angel Delgado-Gomez (University of Notre Dame, Notre Dame, Ind.)
PROJECT TITLE: The Letters of Hernan Cortes: A Critical Edition
DESTINATION: Osterreichische Nationalbibliothek, Vienna, Austria

The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and public programs in the humanities.

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NEH-88-037-L01

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

ALABAMA

Auburn:
J. Wayne Flynt — APPROVED OUTRIGHT $750.00
Auburn, AL 36830 — FE-22146-88 (Fellowship Programs)
Auburn University
PROJECT TITLE: Pattie R. Jacobs, Woman Suffrage and Southern Sectionalism
TRAVELER'S DESTINATION: Library of Congress
Washington, DC

Birmingham:
Daniel R. Lesnick — APPROVED OUTRIGHT $750.00
Birmingham, AL 35294 — FE-22684-88 (Fellowship Programs)
University of Alabama, Birmingham
PROJECT TITLE: Crimes against God in Medieval and Renaissance Italy
TRAVELER'S DESTINATION: Archivio Storico Comunale di Todi
Todi, Italy

George O. Liber — APPROVED OUTRIGHT $750.00
Birmingham, AL 35294 — FE-22443-88 (Fellowship Programs)
University of Alabama, Birmingham
PROJECT TITLE: The Urban Harvest: Ethnic Policy, Legitimation and Social Change in the Ukrainian SSR, 1923-1933
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

Mobile:
Nader Entessar — APPROVED OUTRIGHT $750.00
Mobile, AL 36608 — FE-22140-88 (Fellowship Programs)
Spring Hill College
PROJECT TITLE: Political Parties and Regime Maintenance in Iran: From the Monarchy to the Islamic Republic
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

Montevallo:
Frank J. Hoffman — APPROVED OUTRIGHT $750.00
Montevallo, AL 35115 — FE-22752 (Fellowship Programs)
University of Montevallo
PROJECT TITLE: Concepts of Deity and the Rejection of Issara in the Pali Nikayas
TRAVELER'S DESTINATION: St. Paul's University
Ottawa, Ontario, Canada

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NEH-88-037-L01

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1988

ALABAMA (continued)

Montgomery:
Robert C. Evans — APPROVED OUTRIGHT $750.00
Montgomery, AL 36193 — FE-22668-88 (Fellowship Programs)
Auburn University at Montgomery
PROJECT TITLE: Ben Jonson's Books and Annotations: The Impact of a Poet's Reading on His Writing
TRAVELER'S DESTINATION: British Library
London, England

Tuscaloosa:
Lawrence F. Kohl — APPROVED OUTRIGHT $750.00
Tuscaloosa, AL 35487 — FE-22468-88 (Fellowship Programs)
University of Alabama
PROJECT TITLE: Irish-Americans in the Civil War
TRAVELER'S DESTINATION: National Archives
Washington, DC

Elaine A. Martin — APPROVED OUTRIGHT $750.00
Tuscaloosa, AL 35487 — FE-22686-88 (Fellowship Programs)
University of Alabama, Birmingham
PROJECT TITLE: Women's Writings about the Nazi Era and World War II
TRAVELER'S DESTINATION: Frauenarchiv
Frankfurt a. M., F.R. Germany

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NEH-88-037-L02

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

ALASKA

Anchorage:
Robert D. Craig
Anchorage, AK 99508
Alaska Pacific University
APPROVED OUTRIGHT $750.00
FE-22133-88 (Fellowship Programs)
PROJECT TITLE: Dictionary of Polynesian Mythology
TRAVELER'S DESTINATION: Bernice P. Bishop Museum
Honolulu, HI

Juneau:
W. Conner Sorensen
Juneau, AK 99801
University of Alaska Southeastern Senior College
APPROVED OUTRIGHT $750.00
FE-22274-88 (Fellowship Programs)
PROJECT TITLE: Entomological Correspondence Research in the Archives of the Museum of Comparative Zoology
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

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NEH-88-037-L03

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

ARIZONA

Flagstaff:
Nancy Louise Paxton — APPROVED OUTRIGHT — $750.00
Flagstaff, AZ 86001 — FE-22562-88 (Fellowship Programs)
Northern Arizona University
PROJECT TITLE: Before the Raj: Orientalism and the Language of Reform in British Novels about India, 1800-1857
TRAVELER'S DESTINATION: British Library
London, England

Tempe:
Sharon T. Strocchia — APPROVED OUTRIGHT — $750.00
Tempe, AZ 85287 — FE-22371-88 (Fellowship Programs)
Arizona State University
PROJECT TITLE: Nuns and Nunneries in Renaissance Florence
TRAVELER'S DESTINATION: Newberry Library
Chicago, IL

Tucson:
Richard C. Helt — APPROVED OUTRIGHT — $750.00
Tucson, AZ 85721 — FE-22076-88 (Fellowship Programs)
University of Arizona
PROJECT TITLE: Hermann Hesse - Early Poetry
TRAVELER'S DESTINATION: Deutsches Literaturarchiv
Marbach a. N., F.R. Germany

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NEH-88-037-L04

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

ARKANSAS

Conway:
John H. Churchill
Conway, AR 72032
Hendrix College
APPROVED OUTRIGHT $750.00
FE-22129-88 (Fellowship Programs)
PROJECT TITLE: Research in Wittgenstein Manuscripts and Secondary Material
TRAVELER'S DESTINATION: University of Texas
Austin, TX

Fayetteville:
Steve Naragon
Fayetteville, AR 72701
University of Arkansas, Fayetteville
APPROVED OUTRIGHT $750.00
FE-22099-88 (Fellowship Programs)
PROJECT TITLE: Translation of Kant's Lectures on Metaphysics
TRAVELER'S DESTINATION: Philipps-Universitat
Marburg, F.R. Germany

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NEH-88-037-L05

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

CALIFORNIA

Altadena:

Mary Terrall — APPROVED OUTRIGHT — $750.00
Altadena, CA 91001 — FE-22574-88 (Fellowship Programs)
University of California, Los Angeles
PROJECT TITLE: Maupertuis and the Berlin Academy of Sciences
TRAVELER'S DESTINATION: Akademie der Wissenschaften der DDR
Berlin, German D.R.

Berkeley:

James E. B. Breslin — APPROVED OUTRIGHT — $750.00
Berkeley, CA 94720 — FE-22483-88 (Fellowship Programs)
University of California, Berkeley
PROJECT TITLE: Mark Rothko, A Biography
TRAVELER'S DESTINATION: Archives of American Art
Washington, DC

Margaret W. Conkey — APPROVED OUTRIGHT — $750.00
Berkeley, CA 94720 — FE-22482-88 (Fellowship Programs)
University of California, Berkeley
PROJECT TITLE: Art and Social Aggregations among Ice Age Hunter-Gatherers of Europe
TRAVELER'S DESTINATION: Musee des Antiquites Nationales
Sainte-Germaine-en-Laye, France

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*John D. Niles — APPROVED OUTRIGHT — $750.00
Ithaca, NY 14850 — FE-22570-88 (Fellowship Programs)
University of California, Berkeley
PROJECT TITLE: Gaelic and Lowland Scots Oral Literature
TRAVELER'S DESTINATION: School of Scottish Studies
Edinburgh, Scotland

Hugh M. Richmond — APPROVED OUTRIGHT — $750.00
Berkeley, CA 94720 — FE-22196-88 (Fellowship Programs)
University of California, Berkeley
PROJECT TITLE: Shakespeare's Richard III: Performance as Criticism
TRAVELER'S DESTINATION: Shakespeare Centre
Stratford-on-Avon, England

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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CALIFORNIA (continued)

David H. Wright — APPROVED OUTRIGHT — $750.00
Berkeley, CA 94705 — FE-22378-88 (Fellowship Programs)
University of California, Berkeley
PROJECT TITLE: Late Roman Coins Considered as Works of Fine Art
TRAVELER'S DESTINATION: British Museum
London, England

Chico:
Joanna D. Cowden — APPROVED OUTRIGHT — $750.00
Chico, CA 95929 — FE-22509-88 (Fellowship Programs)
California State University, Chico Foundation
PROJECT TITLE: The Ideology of Peace Democrats during the Civil War Years, 1861-1865
TRAVELER'S DESTINATION: Illinois State Historical Library
Springfield, IL

Claremont:
Frances K. Pohl — APPROVED OUTRIGHT — $750.00
Claremont, CA 91711 — FE-22266-88 (Fellowship Programs)
Pomona College
PROJECT TITLE: Union Patronage of the Arts: The CIO, 1937-1955
TRAVELER'S DESTINATION: Smithsonian Institution
Washington, DC

Davis:
Claude K. Abraham — APPROVED OUTRIGHT — $750.00
Davis, CA 95616 — FE-22001-88 (Fellowship Programs)
University of California, Davis
PROJECT TITLE: Portrait and Power in Seventeenth-Century France
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Fullerton:
Martha S. Vogeler — APPROVED OUTRIGHT — $750.00
Fullerton, CA 92631 — FE-22070-88 (Fellowship Programs)
California State University-Fullerton Foundation
PROJECT TITLE: Research on Austin Harrison
TRAVELER'S DESTINATION: British Library
London, England

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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CALIFORNIA (continued)

Long Beach:
Arnold Paul Kaminsky — APPROVED OUTRIGHT — $750.00
Long Beach, CA 90840 — FE-22354-88 (Fellowship Programs)
California State University, Long Beach Foundation
PROJECT TITLE: Propaganda and the Raj: Britain, India and America in World War II
TRAVELER'S DESTINATION: Franklin D. Roosevelt Library
Hyde Park, NY

Los Angeles:
*Saralyn R. Daly — APPROVED OUTRIGHT — $750.00
Ottawa, Ontario, Canada — FE-22441-88 (Fellowship Programs)
California State University, Los Angeles Foundation
PROJECT TITLE: Katherine Mansfield's Fiction Composing Practices
TRAVELER'S DESTINATION: Newberry Library
Chicago, IL

Ivan A. Strenski — APPROVED OUTRIGHT — $750.00
Los Angeles, CA 90066 — FE-22250-88 (Fellowship Programs)
University of California, Los Angeles
PROJECT TITLE: Loisy-Reinach Correspondence and Religious Modernism
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Stephen F. Teiser — APPROVED OUTRIGHT — $750.00
Los Angeles, CA 90025 — FE-22579-88 (Fellowship Programs)
University of Southern California
PROJECT TITLE: A Study and Translation of The Scripture of the Ten Kings, a 10th-Century Chinese Description of Purgatory
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Pacific Palisades:
Janet Farrell Brodie — APPROVED OUTRIGHT — $750.00
Pacific Palisade, CA 90272 — FE-22335-88 (Fellowship Programs)
California State Polytechnic University
(Pomona, CA)
PROJECT TITLE: Women and Free Thought in the United States, 1820-1860
TRAVELER'S DESTINATION: Boston Athenaeum
Boston, MA

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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CALIFORNIA (continued)

Paradise:
Claire R. Farrer — APPROVED OUTRIGHT — $750.00
Paradise, CA 95969 — FE-22298-88 (Fellowship Programs)
California State University, Chico Foundation
PROJECT TITLE: Spanish Archives Research on the Mescalero Apache
TRAVELER'S DESTINATION: University of Arizona
Tucson, AZ

San Francisco:
Kathleen E. Maxwell — APPROVED OUTRIGHT — $750.00
San Francisco, CA 94131 — FE-22713-88 (Fellowship Programs)
University of Santa Clara
PROJECT TITLE: An Analysis of the Frescoes of the Cupola of the Parma Baptistry
TRAVELER'S DESTINATION: Parma Baptistery
Parma, Italy

Sally A. Scully — APPROVED OUTRIGHT — $750.00
San Francisco, CA 94132 — FE-22259-88 (Fellowship Programs)
San Francisco State University
PROJECT TITLE: A 17th-Century Venetian Witch: The Trials of Laura Malpiero
TRAVELER'S DESTINATION: Archivio di Stato
Venice, Italy

San Luis Obispo :
Quintard Taylor — APPROVED OUTRIGHT — $750.00
San Luis Obispo, CA 93401 — FE-22065-88 (Fellowship Programs)
California Polytechnic State University-San Luis Obispo
PROJECT TITLE: The Forging of a Black Community: A History of Seattle's Central District, 1910-1970
TRAVELER'S DESTINATION: University of Washington
Seattle, WA

Santa Barbara:
Larry M. Ayres — APPROVED OUTRIGHT — $750.00
Santa Barbara, CA 93110 — FE-22462-88 (Fellowship Programs)
University of California, Santa Barbara
PROJECT TITLE: The Artistic Program of the Gradual of Santa Cecilia in Trastevere, Rome
TRAVELER'S DESTINATION: Oxford University
Oxford, England

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

CALIFORNIA (continued)

Sharon Ann Farmer — APPROVED OUTRIGHT — $750.00
Santa Barbara, CA 93106 — FE-22346-88 (Fellowship Programs)
University of California, Santa Barbara
PROJECT TITLE: Constructing Community and Identity in Medieval Tours
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Santa Cruz:
Lisbeth M. Haas — APPROVED OUTRIGHT — $750.00
Santa Cruz, CA 95064 — FE-22351-88 (Fellowship Programs)
University of California, Santa Cruz
PROJECT TITLE: Gender and Political Identity in the Barrios of the Southwest, 1860-1940
TRAVELER'S DESTINATION: University of Texas
Austin, TX

Sherman Oaks:
Michael A. Bellesiles — APPROVED OUTRIGHT — $750.00
Sherman Oaks, CA 91423 — FE-22008-88 (Fellowship Programs)
University of California, Los Angeles
PROJECT TITLE: Frontier Experience in Revolutionary New England
TRAVELER'S DESTINATION: Office of the Secretary of State
Montpelier, VT

Stanford:
Frederick P. Bowser — APPROVED OUTRIGHT — $750.00
Stanford, CA 94305 — FE-22593-88 (Fellowship Programs)
Stanford University
PROJECT TITLE: The Provincial Elite of Mexico: Michoacan, 1650-1810
TRAVELER'S DESTINATION: Archivo Historico Manuel Castaneda Ramirez
Morelia, Mexico

David L. Miller — APPROVED OUTRIGHT — $750.00
Stanford, CA 94305 — FE-22479-88 (Fellowship Programs)
Stanford University
PROJECT TITLE: Washington Allston and the Sister Arts Idea in America
TRAVELER'S DESTINATION: Massachusetts Historical Society
Boston, MA

Lynn B. Zastoupil — APPROVED OUTRIGHT — $750.00
Stanford, CA 94305 — FE-22392-88 (Fellowship Programs)
Stanford University
PROJECT TITLE: British and German Intellectuals and India
TRAVELER'S DESTINATION: Universitat Tubingen
Tubingen, F.R. Germany

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
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CALIFORNIA (continued)

Sunnyvale:
Nancy H. Olsen — APPROVED OUTRIGHT $750.00
Sunnyvale, CA 94087 — FE-22499-88 (Fellowship Programs)
De Anza College
(Cupertino, CA)
PROJECT TITLE: Documenting and Decoding Bandelier National Monument Rock Art
TRAVELER'S DESTINATION: Bandelier National Monument
New Mexico, NM

Whittier:
Thomas R. Wortham — APPROVED OUTRIGHT $750.00
Whittier, CA 90601 — FE-22480-88 (Fellowship Programs)
University of California, Los Angeles
PROJECT TITLE: A Critical Edition of Ralph Waldo Emerson's Poems
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

Yosemite:
*Mark J. Swetland — APPROVED OUTRIGHT $750.00
Lincoln, NE 68503 — FE-22718-88 (Fellowship Programs)
National Park Service (Yosemite, CA)
PROJECT TITLE: The Dhegiha Language in the James Owen Dorsey Collections
TRAVELER'S DESTINATION: Smithsonian Institution
Washington, DC

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NEH-88-037-L06

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

COLORADO

Boulder:
Bruce A. Ronda — APPROVED OUTRIGHT $750.00
Boulder, CO 80303 — FE-22199-88 (Fellowship Programs)
University of Colorado, Boulder
PROJECT TITLE: A Critical Biography of Horace E. Scudder (1838-1902)
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

Denver:
William J. Hynes — APPROVED OUTRIGHT $750.00
Denver, CO 80221 — FE-22803-88 (Fellowship Programs)
Regis College
PROJECT TITLE: The Historical Nexus between Catholic and Protestant Modernisms
TRAVELER'S DESTINATION: Archivio Segreto Vaticano
Rome, Italy

Bradford Keyes Mudge — APPROVED OUTRIGHT $750.00
Denver, CO 80218 — FE-22689-88 (Fellowship Programs)
University of Colorado, Denver
PROJECT TITLE: Sara Coleridge: A Portrait in Letters
TRAVELER'S DESTINATION: University of Texas
Austin, TX

Fort Collins:
Eugene H. Berwanger — APPROVED OUTRIGHT $750.00
Fort Collins, CO 80523 — FE-22512-88 (Fellowship Programs)
Colorado State University
PROJECT TITLE: British-American Consular Relations during the Civil War, 1860-1865
TRAVELER'S DESTINATION: Public Record Office
London, England

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NEH-88-037-L07

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

CONNECTICUT

Hamden:
*Jeffrey F. Hamburger — APPROVED OUTRIGHT — $750.00
Hamden, CT 06517 — FE-22154-88 (Fellowship Programs)
Oberlin College
(Oberlin, OH)
PROJECT TITLE: An Exemplar of Piety: La Vie de Sainte Benoite
TRAVELER'S DESTINATION: Staatliche Museen Preussische Kulturbesitz
Berlin, F.R. Germany

Middletown:
Cynthia E. Schmidt — APPROVED OUTRIGHT — $750.00
Middletown, CT 06457 — FE-22781-88 (Fellowship Programs)
Wesleyan University
PROJECT TITLE: The Social History of the Music of Kru Migrant Laborers of Liberia
TRAVELER'S DESTINATION: National Archives
Monrovia, Liberia

New Haven:
Marc Edelman — APPROVED OUTRIGHT — $750.00
New Haven, CT 06520 — FE-22138-88 (Fellowship Programs)
Yale University
PROJECT TITLE: Rural Political Culture and Agrarian Change in Northwestern Costa Rica
TRAVELER'S DESTINATION: Archivo Nacional de Costa Rica
San Jose, Costa Rica

West Hartford:
Alden R. Gordon — APPROVED OUTRIGHT — $750.00
West Hartford, CT 06107 — FE-22273-88 (Fellowship Programs)
Trinity College
PROJECT TITLE: French Royal Art and Architecture Commissions, 1751-1773
TRAVELER'S DESTINATION: Musee du Louvre
Paris, France

Charles L. Ross — APPROVED OUTRIGHT — $750.00
West Hartford, CT 06119 — FE-22620-88 (Fellowship Programs)
University of Hartford
PROJECT TITLE: D. H. Lawrence's Women in Love: A Critical Reading
TRAVELER'S DESTINATION: University of Texas
Austin, TX

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NEH-88-037-L08

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

DELAWARE

Newark:
*Nina Athanassoglou-Kallmyer — APPROVED OUTRIGHT — $750.00
Upper Darby, PA 19082 — FE-22516-88 (Fellowship Programs)
University of Delaware
PROJECT TITLE: Images of War and Soldiers in French Romantic Art
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Joseph A. Pika — APPROVED OUTRIGHT — $750.00
Newark, DE 19716 — FE-22494-88 (Fellowship Programs)
University of Delaware
PROJECT TITLE: Interest Groups and the Nixon White House
TRAVELER'S DESTINATION: Nixon Presidential Materials Project
Alexandria, VA

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NEH-88-037-L09

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1988

DISTRICT OF COLUMBIA

Washington:

Carmen Coustaut — APPROVED OUTRIGHT — $750.00
Washington, DC 20009 — FE-22240-88 (Fellowship Programs)
Howard University
PROJECT TITLE: Black Women Filmmakers
TRAVELER'S DESTINATION: Black Filmmaker Foundation
New York, NY

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*Gail Feigenbaum — APPROVED OUTRIGHT — $750.00
Baltimore, MD 21218 — FE-22680-88 (Fellowship Programs)
National Gallery of Art
(Washington, DC)
PROJECT TITLE: Monograph and Catalogue of the Art of Lodovico Carracci
TRAVELER'S DESTINATION: Hermitage Museum
Leningrad, U.S.S.R.

Robin Darling Young — APPROVED OUTRIGHT — $750.00
Washington, DC 20064 — FE-22300-88 (Fellowship Programs)
Catholic University of America
PROJECT TITLE: The Yacaxapatum Cark': An Early Armenian Theological Treatise
TRAVELER'S DESTINATION: Armenian Patriarchate
Jerusalem, Israel

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NEH-88-037-L10

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

FLORIDA

Coral Gables:
Gregory W. Gleason — APPROVED OUTRIGHT — $750.00
Coral Gables, FL 33124 — FE-22148-88 (Fellowship Programs)
University of Miami
PROJECT TITLE: Political Biography of Dinhmukhamed Kunaev
TRAVELER'S DESTINATION: University of Illinois
Champaign-Urbana, IL

Delray Beach:
Leslie Derfler — APPROVED OUTRIGHT — $750.00
Delray Beach, FL 33444 — FE-22667-88 (Fellowship Programs)
Florida Atlantic University
PROJECT TITLE: A Biography of Paul Lafargue
TRAVELER'S DESTINATION: Institut Francais d'Histoire Sociale
Paris, France

Miami:
Maida I. Watson — APPROVED OUTRIGHT — $750.00
Miami, FL 33173 — FE-22375-88 (Fellowship Programs)
Florida International University
PROJECT TITLE: Spanish Influence on the 19th-Century Peruvian Theater
TRAVELER'S DESTINATION: Biblioteca Nacional
Madrid, Spain

Miami Shores:
Jesus Mendez — APPROVED OUTRIGHT — $750.00
Miami Shores, FL 33161 — FE-22284-88 (Fellowship Programs)
Barry University
PROJECT TITLE: Spanish-Mexican Intellectual Relations in the Early 20th Century
TRAVELER'S DESTINATION: Colegio de Mexico
Mexico City, Mexico

Sarasota:
Magdalena E. Carrasco — APPROVED OUTRIGHT — $750.00
Sarasota, FL 34243 — FE-22304-88 (Fellowship Programs)
New College of the University of South Florida
PROJECT TITLE: Art and Experience in Medieval France: The Illustrated Life of St. Albinus of Angers
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Tampa:
John O. Robison — APPROVED OUTRIGHT — $750.00
Tampa, FL 33606 — FE-22326-88 (Fellowship Programs)
University of South Florida
PROJECT TITLE: Elias Mertel's Hortus Musicalis Novus
TRAVELER'S DESTINATION: Cambridge University
Cambridge, England

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NEH-88-037-L11

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

GEORGIA

Athens:

Wallace B. Eberhard — APPROVED OUTRIGHT — $750.00
Athens, GA 30602 — FE-22344-88 (Fellowship Programs)
University of Georgia
PROJECT TITLE: Mass Media and Free Expression in Crises
TRAVELER'S DESTINATION: Wisconsin Historical Society
Madison, WI

Jonathan D. Evans — APPROVED OUTRIGHT — $750.00
Athens, GA 30602 — FE-22493-88 (Fellowship Programs)
University of Georgia
PROJECT TITLE: Old Norse Dragon-Slayers
TRAVELER'S DESTINATION: Cornell University
Ithaca, NY

Thomas E. Postlewait — APPROVED OUTRIGHT — $750.00
Athens, GA 30602 — FE-22407-88 (Fellowship Programs)
University of Georgia
PROJECT TITLE: Bernard Shaw and William Archer: Letters and Theater Reviews
TRAVELER'S DESTINATION: University of Texas
Austin, TX

Atlanta:

Kathryn E. Amdur — APPROVED OUTRIGHT — $750.00
Atlanta, GA 30306 — FE-22425-88 (Fellowship Programs)
Emory University
PROJECT TITLE: Trade Unions and Politics in Two French Cities in an Era of Technological Transformation, 1930-1950
TRAVELER'S DESTINATION: Archives Nationales
Paris, France

Patricia J. Hilden — APPROVED OUTRIGHT — $750.00
Atlanta, GA 30322 — FE-22156-88 (Fellowship Programs)
Emory University
PROJECT TITLE: Society and Economy in an Industrializing Nation: Belgium, 1830-1914
TRAVELER'S DESTINATION: Institut Royal du Patrimoine Artistique
Brussels, Belgium

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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GEORGIA (continued)

Dahlonega:
Marc J. Gilbert — APPROVED OUTRIGHT — $750.00
Dahlonega, GA 30597 — FE-22037-88 (Fellowship Programs)
North Georgia College
PROJECT TITLE: Local Self-Government and Indian Nationalism in Bengal, 1885-1909
TRAVELER'S DESTINATION: British Library
London, England

Forsyth:
*Susan P. Conner — APPROVED OUTRIGHT — $750.00
Forsyth, GA 31029 — FE-22340-88 (Fellowship Programs)
Central Michigan University
(Mt. Pleasant, MI)
PROJECT TITLE: Poverty and Marginality in French Revolutionary Social Control
TRAVELER'S DESTINATION: Archives Nationales
Paris, France

Marietta:
Susan C. Power — APPROVED OUTRIGHT — $750.00
Marietta, GA 30060 — FE-22769-88 (Fellowship Programs)
Independent Scholar
PROJECT TITLE: Aberdeen Museum Research for Southeastern Indian Art
TRAVELER'S DESTINATION: University of Aberdeen
Aberdeen, Scotland

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

ILLINOIS

Carbondale:
Joan E. Cashin — APPROVED OUTRIGHT — $750.00
Carbondale, IL 62901 — FE-22788-88 (Fellowship Programs)
Southern Illinois University, Carbondale
PROJECT TITLE: A Biography of Varina Howell Davis, Wife of Jefferson Davis
TRAVELER'S DESTINATION: Rice University
Houston, TX

Iris L. Smith — APPROVED OUTRIGHT — $750.00
Carbondale, IL 62901 — FE-22437-88 (Fellowship Programs)
Southern Illinois University, Carbondale
PROJECT TITLE: Participation and Resistance: Contemporary Experimental Performance in American Cultural Life
TRAVELER'S DESTINATION: New York Public Library
New York, NY

Charleston:
Glenn Patton Wright — APPROVED OUTRIGHT — $750.00
Charleston, IL 61920 — FE-22318-88 (Fellowship Programs)
Eastern Illinois University
PROJECT TITLE: Wallace Stevens and the Development of a Theory of Aesthetics
TRAVELER'S DESTINATION: Huntington Library
San Marino, CA

Chicago:
Gilbert Herdt — APPROVED OUTRIGHT — $750.00
Chicago, IL 60637 — FE-22737-88 (Fellowship Programs)
University of Chicago
PROJECT TITLE: The Social and Anthropological History of Pacification, Warfare and Ritual Cults in Highlands Papua New Guinea
TRAVELER'S DESTINATION: University of California
San Diego, CA

Charles A. Krance — APPROVED OUTRIGHT — $750.00
Chicago, IL 60637 — FE-22510-88 (Fellowship Programs)
University of Chicago
PROJECT TITLE: A Bilingual Critical Edition of Samuel Beckett's Late Prose Narratives
TRAVELER'S DESTINATION: University of Reading
Reading, England

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1988

ILLINOIS (continued)

Chicago (continued):
Sean D. M. McConville — APPROVED OUTRIGHT — $750.00
Chicago, IL 60680 — FE-22402-88 (Fellowship Programs)
University of Illinois, Chicago
PROJECT TITLE: A History of English Prison Administration
TRAVELER'S DESTINATION: Home Office
London, England

DeKalb:
George W. Spencer — APPROVED OUTRIGHT — $750.00
DeKalb, IL 60115 — FE-22491-88 (Fellowship Programs)
Northern Illinois University Press
PROJECT TITLE: The Political Ecology of the Chola Kingdom in South India, A.D. 850-1300
TRAVELER'S DESTINATION: School, Oriental and African Studies
Mysore City, India

Elsah:
John R. Near — APPROVED OUTRIGHT — $750.00
Elsah, IL 62028 — FE-22100-88 (Fellowship Programs)
Principia College
PROJECT TITLE: A Critical Edition of the Organ Music and Other Selected Works of Charles M. Widor
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Evanston:
Anne H. Heider — APPROVED OUTRIGHT — $750.00
Evanston, IL 60202 — FE-22316-88 (Fellowship Programs)
Independent Scholar
PROJECT TITLE: Examination of Extant Editions of the Le Jeune Psalter (1601)
TRAVELER'S DESTINATION: Bibliotheque Sainte-Genevieve
Paris, France

Normal:
Carl P. E. Springer — APPROVED OUTRIGHT — $750.00
Normal, IL 61761 — FE-22232-88 (Fellowship Programs)
Illinois State University
PROJECT TITLE: An Inventory of Sedulian Manuscripts
TRAVELER'S DESTINATION: St. John's University
Collegeville, MN

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1988

ILLINOIS (continued)

Rock Island:
Peter J. Kivisto — APPROVED OUTRIGHT — $750.00
Rock Island, IL 61201 — FE-22356-88 (Fellowship Programs)
Augustana College, Rock Island
PROJECT TITLE: Ethnicity and Religion: The Case of Finnish Americans
TRAVELER'S DESTINATION: Immigration History Research Center
St. Paul, MN

Silvis:
William H. Swatos, Jr. — APPROVED OUTRIGHT — $750.00
Silvis, IL 61282 — FE-22561-88 (Fellowship Programs)
Northern Illinois University
PROJECT TITLE: Rationalism and Spiritualism in Icelandic Religious Culture
TRAVELER'S DESTINATION: University of Manitoba
Winnipeg, Manitoba, Canada

Urbana:
*David Prochaska — APPROVED OUTRIGHT — $750.00
Research Triangle Park, NC 27709 — FE-22528-88 (Fellowship Programs)
University of Illinois, Urbana
PROJECT TITLE: Colonial Culture in Algeria and Senegal
TRAVELER'S DESTINATION: Archives Nationales Depot d'Outre-Mer
Aix-en-Provence, France

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NEH-88-037-L13

NATIONAL ENDOWMENT FOR THE HUMANITIES
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INDIANA

Bloomington:
Gayle T. Tate — APPROVED OUTRIGHT — $750.00
Bloomington, IN 47401 — FE-22636-88 (Fellowship Programs)
Indiana University, Bloomington
PROJECT TITLE: The Kin Keepers: Political Philosophies of African-American Women
TRAVELER'S DESTINATION: Raleigh Township Centennial Museum
North Buxton, Ontario, Canada

Muncie:
Robert D. Habich — APPROVED OUTRIGHT — $750.00
Muncie, IN 47306 — FE-22428-88 (Fellowship Programs)
Ball State University
PROJECT TITLE: Emerson's Reluctant Foe: Andrews Norton
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

New Albany:
Rick A. Kennedy — APPROVED OUTRIGHT — $750.00
New Albany, IN 47150 — FE-22675-88 (Fellowship Programs)
Indiana University Southeast
PROJECT TITLE: The Puritanization of Descartes: William Brattle and His Compendium Logicae
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

Notre Dame:
Angel Delgado-Gomez — APPROVED OUTRIGHT — $750.00
Notre Dame, IN 46556 — FE-22026-88 (Fellowship Programs)
University of Notre Dame
PROJECT TITLE: The Letters of Hernan Cortes: A Critical Edition
TRAVELER'S DESTINATION: Osterreichische Nationalbibliothek
Vienna, Austria

Astrik L. Gabriel — APPROVED OUTRIGHT — $750.00
Notre Dame, IN 46556 — FE-22035-88 (Fellowship Programs)
University of Notre Dame
PROJECT TITLE: Publications of the Members of the English-German Nation at the University of Paris, 1494-1531
TRAVELER'S DESTINATION: Bibliotheque Mazarine
Paris, France

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

INDIANA (continued)

Notre Dame (continued):
Ronald D. LeBlanc — APPROVED OUTRIGHT $750.00
Notre Dame, IN 46556 — FE-22087-88 (Fellowship Programs)
University of Notre Dame
PROJECT TITLE: Teniersism: 17th-Century Flemish Art and 19th-Century Russian Prose
TRAVELER'S DESTINATION: Library of Congress
Washington, DC

Sharon L. O'Brien — APPROVED OUTRIGHT $750.00
Notre Dame, IN 46556 — FE-22767-88 (Fellowship Programs)
University of Notre Dame
PROJECT TITLE: A Legal History of the Cherokee Nation from Pre-Settlement to the Present
TRAVELER'S DESTINATION: Oklahoma Historical Society
Oklahoma City, OK

Thomas J. Schlereth — APPROVED OUTRIGHT $750.00
Notre Dame, IN 46556 — FE-22203-88 (Fellowship Programs)
University of Notre Dame
PROJECT TITLE: Everyday Life in Victorian America, 1876-1915
TRAVELER'S DESTINATION: Strong Museum
Rochester, NY

Chris R. VandenBossche — APPROVED OUTRIGHT $750.00
Notre Dame, IN 46556 — FE-22069-88 (Fellowship Programs)
University of Notre Dame
PROJECT TITLE: Critical Edition of the Historical Essays of Thomas Carlyle
TRAVELER'S DESTINATION: Carlyle House
London, England

West Lafayette:
Paul Benhamou — APPROVED OUTRIGHT $750.00
West Lafayette, IN 47906 — FE-22118-88 (Fellowship Programs)
Purdue University
PROJECT TITLE: The Cabinet de Lecture in 18th-Century France
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

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NEH-88-037-L14

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

IOWA

Ames:
Richard Lowitt — APPROVED OUTRIGHT — $750.00
Ames, IA 50011 — FE-22089-88 (Fellowship Programs)
Iowa State University
PROJECT TITLE: Biography of Bronson Murray Cutting (1888-1935)
TRAVELER'S DESTINATION: Arizona State University
Tempe, AZ

Iowa City:
Theodore A. Mahr — APPROVED OUTRIGHT — $750.00
Iowa City, IA 52242 — FE-22176-88 (Fellowship Programs)
University of Iowa
PROJECT TITLE: Indian Law Materials at the Library of Congress
TRAVELER'S DESTINATION: Library of Congress
Washington, DC

Pella:
Philip E. Webber — APPROVED OUTRIGHT — $750.00
Pella, IA 50219 — FE-22472-88 (Fellowship Programs)
Central College
PROJECT TITLE: On-Site Transcription of Huntington Library Manuscript HM 195
TRAVELER'S DESTINATION: Huntington Library
San Marino, CA

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NEH-88-037-L15

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

KANSAS

Prairie Village :
*Patricia P. Brodsky
Prairie Village, KS 66208
University of Missouri, Kansas City
(Kansas City, MO)

APPROVED OUTRIGHT $750.00
FE-22123-88 (Fellowship Programs)

PROJECT TITLE: Culture and History of the German-Polish Borderlands
TRAVELER'S DESTINATION: Johann Gottfried Herder-Institut
Marburg, F.R. Germany

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NEH-88-037-L16

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1988

KENTUCKY

Berea:
Paul D. Nelson
Berea, KY 40404
Berea College
APPROVED OUTRIGHT $750.00
FE-22101-88 (Fellowship Programs)
PROJECT TITLE: Biography of William Tryon
TRAVELER'S DESTINATION: Public Record Office
London, England

Lexington:
Jerome T. Meckier
Lexington, KY 40506
University of Kentucky
APPROVED OUTRIGHT $750.00
FE-22096-88 (Fellowship Programs)
PROJECT TITLE: Dickens' American Engagements
TRAVELER'S DESTINATION: Huntington Library
San Marino, CA

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

LOUISIANA

Baton Rouge:
J. Gerald Kennedy — APPROVED OUTRIGHT — $750.00
Baton Rouge, LA 70803 — FE-22415-88 (Fellowship Programs)
Louisiana State University
PROJECT TITLE: Writing in Paris: Place, Displacement and Modernism
TRAVELER'S DESTINATION: Princeton University
Princeton, NJ

Malcolm Richardson II — APPROVED OUTRIGHT — $750.00
Baton Rouge, LA 70808 — FE-22047-88 (Fellowship Programs)
Louisiana State University and A&M College
PROJECT TITLE: The English Civil Service in the Later Middle Ages
TRAVELER'S DESTINATION: Public Record Office
London, England

Karl A. Roider, Jr. — APPROVED OUTRIGHT — $750.00
Baton Rouge, LA 70803 — FE-22197-88 (Fellowship Programs)
Louisiana State University
PROJECT TITLE: Austria in the Napoleonic Era, 1801-1809
TRAVELER'S DESTINATION: Osterreichishes Staatsarchiv
Vienna, Austria

Leonard J. Stanton — APPROVED OUTRIGHT — $750.00
Baton Rouge, LA 70802 — FE-22677-88 (Fellowship Programs)
Louisiana State University
PROJECT TITLE: Intertextuality of Devotional and Imaginative Russian Literature
TRAVELER'S DESTINATION: University of Illinois
Champaign-Urbana, IL

Lafayette:
James H. Dormon — APPROVED OUTRIGHT — $750.00
Lafayette, LA 70504 — FE-22135-88 (Fellowship Programs)
University of Southwestern Louisiana
PROJECT TITLE: Ethnic Cultures of the Mind: The Theater of E. Harrigan and T. Hart, 1872-1890
TRAVELER'S DESTINATION: New York Public Library
New York, NY

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1988

LOUISIANA (continued)

Lake Charles:
Daniel E. Sutherland — APPROVED OUTRIGHT — $750.00
Lake Charles, LA 70609 — FE-22064-88 (Fellowship Programs)
McNeese State University
PROJECT TITLE: Culpeper's Civil War: A Social and Military History of the War between the States
TRAVELER'S DESTINATION: McNeese State University
Lake Charles, LA

New Orleans:
Nancy Fix Anderson — APPROVED OUTRIGHT — $750.00
New Orleans, LA 70118 — FE-22759-88 (Fellowship Programs)
Loyola University, New Orleans
PROJECT TITLE: Annie Besant and the Status of Women in India: Anti-Imperialism versus Human Rights
TRAVELER'S DESTINATION: India Office Library
London, England

Andrew Michael Manis — APPROVED OUTRIGHT — $750.00
New Orleans, LA 70125 — FE-22640-88 (Fellowship Programs)
Xavier University of Louisiana
PROJECT TITLE: Reverend Fred Shuttlesworth and Civil Rights in Birmingham, Alabama
TRAVELER'S DESTINATION: Birmingham Public Library
Birmingham, AL

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NEH-88-037-L18

NATIONAL ENDOWMENT FOR THE HUMANITIES
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MAINE

Farmington:
Mark L. McPherran — APPROVED OUTRIGHT — $750.00
Farmington, ME 04938 — FE-22095-88 (Fellowship Programs)
University of Maine at Farmington
PROJECT TITLE: Socrates on Rational and Religious Knowledge
TRAVELER'S DESTINATION: University of California
Berkeley, CA

Portland:
Charlotte Rosenthal — APPROVED OUTRIGHT — $750.00
Portland, ME 04103 — FE-22419-88 (Fellowship Programs)
University of Southern Maine
PROJECT TITLE: Russian Women Writers of the Silver Age, 1890-1925: An Annotated Bio-Bibliographic Guide
TRAVELER'S DESTINATION: University of Illinois
Champaign-Urbana, IL

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NEH-88-037-L19

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1988

MARYLAND

Baltimore:

John W. Baldwin — APPROVED OUTRIGHT — $750.00
Baltimore, MD 21218 — FE-22314-88 (Fellowship Programs)
Johns Hopkins University
PROJECT TITLE: Correcting Proofs of the Edition of the Registres de Philippe Auguste
TRAVELER'S DESTINATION: Archives Nationales
Paris, France

Gerard Defaux — APPROVED OUTRIGHT — $750.00
Baltimore, MD 21210 — FE-22527-88 (Fellowship Programs)
Johns Hopkins University
PROJECT TITLE: A Critical Edition of Clement Marot's Poetry
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

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*Gail Feigenbaum — APPROVED OUTRIGHT — $750.00
Baltimore, MD 21218 — FE-22680-88 (Fellowship Programs)
National Gallery of Art
(Washington, DC)
PROJECT TITLE: Monograph and Catalogue of the Art of Lodovico Carracci
TRAVELER'S DESTINATION: Hermitage Museum
Leningrad, U.S.S.R.

College Park:

John J. McCusker — APPROVED OUTRIGHT — $750.00
College Park, MD 20742 — FE-22093-88 (Fellowship Programs)
University of Maryland, College Park
PROJECT TITLE: Sugar Prices and Sugar Markets in Early Modern Europe
TRAVELER'S DESTINATION: Economisch-Historische Bibliotheek
Amsterdam, The Netherlands

Marsha L. Rozenblit — APPROVED OUTRIGHT — $750.00
College Park, MD 20742 — FE-22050-88 (Fellowship Programs)
University of Maryland, College Park
PROJECT TITLE: The Impact of World War I on the Jews of Austria-Hungary
TRAVELER'S DESTINATION: Central Archive, History of the Jewish People
Jerusalem, Israel

Takoma Park:

Martha Nell Smith — APPROVED OUTRIGHT — $750.00
Takoma Park, MD 20912 — FE-22368-88 (Fellowship Programs)
University of Maryland, College Park
PROJECT TITLE: Gender, Poetics and the Publication of Emily Dickinson
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

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NEH-88-037-L20

NATIONAL ENDOWMENT FOR THE HUMANITIES
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MASSACHUSETTS

Amherst:
Judith E. Fryer — APPROVED OUTRIGHT $750.00
Amherst, MA 01003 — FE-22467-88 (Fellowship Programs)
University of Massachusetts, Amherst
PROJECT TITLE: Women's Camera Work
TRAVELER'S DESTINATION: Library of Congress
Washington, DC

David Glassberg — APPROVED OUTRIGHT $750.00
Amherst, MA 01003 — FE-22641-88 (Fellowship Programs)
University of Massachusetts, Amherst
PROJECT TITLE: Community Historical Pageantry in America, 1877-1940
TRAVELER'S DESTINATION: University of North Carolina
Chapel Hill, NC

Belmont:
Gary R. Carner — APPROVED OUTRIGHT $750.00
Belmont, MA 02178 — FE-22267-88 (Fellowship Programs)
Assumption College
(Worcester, MA)
PROJECT TITLE: Jazz and Blues Performers: A Bibliography of Biographical Materials
TRAVELER'S DESTINATION: Rutgers University
Newark, NJ

Boston:
Paul F. Jankowski — APPROVED OUTRIGHT $750.00
Boston, MA 02114 — FE-22236-88 (Fellowship Programs)
Brandeis University
(Waltham, MA)
PROJECT TITLE: Assistance and Collaboration in Occupied France, 1940-1944
TRAVELER'S DESTINATION: Archives Departmentales des Bouches du Rhone
Marseille, France

David J. Seipp — APPROVED OUTRIGHT $750.00
Boston, MA 02215 — FE-22691-88 (Fellowship Programs)
Boston University
PROJECT TITLE: Learning the Rule of Law: The Origins and Persistence of Common Law Thought in England and America
TRAVELER'S DESTINATION: British Library
London, England

Brookline:
Natalie H. Bluestone — APPROVED OUTRIGHT $750.00
Brookline, MA 02146 — FE-22230-88 (Fellowship Programs)
Independent Scholar
PROJECT TITLE: Gender and the Evaluation of Visual Art: The Case of Properzia de'Rossi
TRAVELER'S DESTINATION: Biblioteca Comunale
Bologna, Italy

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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MASSACHUSETTS (continued)

Cambridge:
Joshua A. Fogel — APPROVED OUTRIGHT $750.00
Cambridge, MA 02138 — FE-22787-88 (Fellowship Programs)
Harvard University
PROJECT TITLE: Diaspora in Sinim: The Jewish Community of Harbin, 1895-1955
TRAVELER'S DESTINATION: Judah Magnes Museum
Berkeley, CA

James W. Hankins — APPROVED OUTRIGHT $750.00
Cambridge, MA 02138 — FE-22754-88 (Fellowship Programs)
Harvard University
PROJECT TITLE: A Catalogue of Bruni Manuscripts in the United States and Canada
TRAVELER'S DESTINATION: University of Chicago
Chicago, IL

Robert A. Schneider — APPROVED OUTRIGHT $750.00
Cambridge, MA 02140 — FE-22500-88 (Fellowship Programs)
Brandeis University
PROJECT TITLE: Public Life in 18th-Century Toulouse
TRAVELER'S DESTINATION: Archives Municipales de Toulouse
Toulouse, France

Julie P. Winch — APPROVED OUTRIGHT $750.00
Cambridge, MA 02138 — FE-22225-88 (Fellowship Programs)
University of Massachusetts, Boston
PROJECT TITLE: James Forten (1766-1842), Black Abolitionist
TRAVELER'S DESTINATION: Historical Society of Pennsylvania
Philadelphia, PA

Somerville:
Donald R. Keller — APPROVED OUTRIGHT $750.00
Somerville, MA 02144 — FE-22652-88 (Fellowship Programs)
Indiana University, Bloomington
PROJECT TITLE: Study of Newly Excavated Ceramics from Classical Greek Sites
TRAVELER'S DESTINATION: Karystos Museum
Karystos, Greece

South Hadley:
Robert M. Schwartz — APPROVED OUTRIGHT $750.00
South Hadley, MA 01075 — FE-22547-88 (Fellowship Programs)
Mount Holyoke College
PROJECT TITLE: Rural Communities in France and French Canada during the 18th and Early 19th Centuries
TRAVELER'S DESTINATION: Archives Departementales de Calvados
Caen, France

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

MASSACHUSETTS (continued)

Waltham:

Jane A. Hale — APPROVED OUTRIGHT — $750.00
Waltham, MA 02254 — FE-22021-88 (Fellowship Programs)
Brandeis University
PROJECT TITLE: The Epistemological Principles of French Author Queneau's Poetry and Fiction
TRAVELER'S DESTINATION: Centre de Documentation Raymond Queneau
Verviers, Belgium

Ralph Thaxton — APPROVED OUTRIGHT — $750.00
Waltham, MA 02254 — FE-22218-88 (Fellowship Programs)
Brandeis University
PROJECT TITLE: The Reach of the State and the Rise of Protest in Republican China
TRAVELER'S DESTINATION: Nankai University
Tianjin, P.R. China

Watertown:

Christopher H. Maurer — APPROVED OUTRIGHT — $750.00
Watertown, MA 02172 — FE-22523-88 (Fellowship Programs)
Harvard University
PROJECT TITLE: Early Prose of Garcia Lorca
TRAVELER'S DESTINATION: Fundacion Federico Garcia Lorca
Madrid, Spain

Worcester:

Shelly Tenenbaum — APPROVED OUTRIGHT — $750.00
Worcester, MA 01610 — FE-22427-88 (Fellowship Programs)
Clark University
PROJECT TITLE: Immigrants and Capital: Jewish Loan Societies in the United States
TRAVELER'S DESTINATION: Western Reserve Historical Society
Cleveland, OH

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NEH-88-037-L21

NATIONAL ENDOWMENT FOR THE HUMANITIES
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MICHIGAN

East Lansing:
Harlan F. Jennings — APPROVED OUTRIGHT — $750.00
East Lansing, MI 48823 — FE-22241-88 (Fellowship Programs)
Michigan State University
PROJECT TITLE: Prima Donnas on the Plains
TRAVELER'S DESTINATION: State Historical Society of Missouri
Columbia, MO

Herbert Josephs — APPROVED OUTRIGHT — $750.00
East Lansing, MI 48823 — FE-22162-88 (Fellowship Programs)
Michigan State University
PROJECT TITLE: Opera as Narrative: Musical Debates and the Aesthetic of Lyrical Drama
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Grand Haven:
James F. Goode — APPROVED OUTRIGHT — $750.00
Grand Haven, MI 49417 — FE-22293-88 (Fellowship Programs)
Grand Valley State College
(Allendale, MI)
PROJECT TITLE: U.S.-Iranian Relations during the Musaddig Period, 1951-1954
TRAVELER'S DESTINATION: Dwight D. Eisenhower Library
Abilene, KS

Mt. Pleasant:
Thomas L. Benjamin — APPROVED OUTRIGHT — $750.00
Mt. Pleasant, MI 48858 — FE-22009-88 (Fellowship Programs)
Central Michigan University
PROJECT TITLE: Organizing the Memory of Modern Mexico
TRAVELER'S DESTINATION: University of Texas
Austin, TX

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*Susan P. Conner — APPROVED OUTRIGHT — $750.00
Forsyth, GA 31029 — FE-22340-88 (Fellowship Programs)
Central Michigan University
PROJECT TITLE: Poverty and Marginality in French Revolutionary Social Control
TRAVELER'S DESTINATION: Archives Nationales
Paris, France

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NEH-88-037-L22

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

MINNESOTA

Northfield:

Michel F. Le Gall — APPROVED OUTRIGHT — $750.00
Northfield, MN 55057 — FE-22619-88 (Fellowship Programs)
Saint Olaf College
PROJECT TITLE: Ottoman Provincial Reform in the Late 19th Century
TRAVELER'S DESTINATION: Princeton University
Princeton, NJ

Eleanor M. Zelliot — APPROVED OUTRIGHT — $750.00
Northfield, MN 55057 — FE-22292-88 (Fellowship Programs)
Carleton College
PROJECT TITLE: British Material on Early Mahars, Ambedkar in 1940-1942
TRAVELER'S DESTINATION: India Office Library
London, England

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NEH-88-037-L23

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

MISSISSIPPI

Jackson:
Richard P. Mallette — APPROVED OUTRIGHT — $750.00
Jackson, MS 39210 — FE-22177-88 (Fellowship Programs)
Millsaps College
PROJECT TITLE: Spenser and the Language of Protestant England
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

University:
Winthrop D. Jordan — APPROVED OUTRIGHT — $750.00
University, MS 38677 — FE-22290-88 (Fellowship Programs)
University of Mississippi, Main Campus
PROJECT TITLE: Slave Conspiracy, Adams County, Mississippi, 1861
TRAVELER'S DESTINATION: University of Texas
Austin, TX

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NEH-88-037-L24

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

MISSOURI

Columbia:
Mary McClelland Lago — APPROVED OUTRIGHT — $750.00
Columbia, MO 65211 — FE-22169-88 (Fellowship Programs)
University of Missouri, Columbia
PROJECT TITLE: Edward John Thompson and East-West Cultural Exchange
TRAVELER'S DESTINATION: E. P. Thompson Papers
Worcester, England

Springfield:
Domini J. Capeci, Jr. — APPROVED OUTRIGHT — $750.00
Springfield, MO 65804 — FE-22305-88 (Fellowship Programs)
Southwest Missouri State University
PROJECT TITLE: The Lynching of Cleo Wright in Sikeston, Missouri, 1942
TRAVELER'S DESTINATION: Southeast Missouri State University
Cape Girardeau, MO

Kansas City:
*Patricia P. Brodsky — APPROVED OUTRIGHT — $750.00
Prairie Village, KS 66208 — FE-22123-88 (Fellowship Programs)
University of Missouri, Kansas City
PROJECT TITLE: Culture and History of the German-Polish Borderlands
TRAVELER'S DESTINATION: Johann Gottfried Herder-Institut
Marburg, F.R. Germany

St. Louis:
Sylvia J. Cook — APPROVED OUTRIGHT — $750.00
St. Louis, MO 63130 — FE-22342-88 (Fellowship Programs)
University of Missouri, Saint Louis
PROJECT TITLE: A Critical Study of Erskine Caldwell
TRAVELER'S DESTINATION: Dartmouth College
Hanover, NH

William E. Wallace — APPROVED OUTRIGHT — $750.00
St. Louis, MO 63130 — FE-22071-88 (Fellowship Programs)
Washington University
PROJECT TITLE: Michelangelo Buonarroti: The Genius as Entrepreneur
TRAVELER'S DESTINATION: Scuola Normale Superiore
Pisa, Italy

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NEH-88-037-25

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

MONTANA

Bozeman:

Alanna K. Brown — APPROVED OUTRIGHT — $750.00
Bozeman, MT 59717 — FE-22432-88 (Fellowship Programs)
Montana State University
PROJECT TITLE: The Mourning Dove and Lucullus Virgil McWhorter Correspondence
TRAVELER'S DESTINATION: Washington State University
Pullman, WA

Jerome E. Coffey — APPROVED OUTRIGHT — $750.00
Bozeman, MT 59717 — FE-22661-88 (Fellowship Programs)
Montana State University
PROJECT TITLE: Faroese Oral Poetry: Dancing Ballads and Bardic Traditions
TRAVELER'S DESTINATION: National Library
Torshavn, Faroe Islands, Denmark

Raymond A. Mentzer, Jr. — APPROVED OUTRIGHT — $750.00
Bozeman, MT 59717 — FE-22183-88 (Fellowship Programs)
Montana State University
PROJECT TITLE: Municipal Bread Rolls and the Deserving Poor
TRAVELER'S DESTINATION: Archives du Gard
Nimes, France

Linda S. Peavy — APPROVED OUTRIGHT — $750.[illegible]
Bozeman, MT 59715 — FE-22744-88 (Fellowship Programs)
Independent Scholar
PROJECT TITLE: Women in Waiting: The Home Frontier in the Westward Movement
TRAVELER'S DESTINATION: University of Washington
Seattle, WA

Ursula A. Smith — APPROVED OUTRIGHT — $750.00
Bozeman, MT 59715 — FE-22233-88 (Fellowship Programs)
Independent Scholar
PROJECT TITLE: Women in Waiting: The Home Frontier in the Westward Movement
TRAVELER'S DESTINATION: University of Oregon
Eugene, OR

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NEH-88-037-L26

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEBRASKA

Lincoln:
*Mark J. Swetland
Lincoln, NE 68503
National Park Service
(Yosemite, CA)

APPROVED OUTRIGHT $750.00
FE-22718-88 (Fellowship Programs)

PROJECT TITLE: Retrieval of the Dhegiha Language from the James Owen Dorsey Collections

TRAVELER'S DESTINATION: Smithsonian Institution
Washington, DC

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NEH-88-037-L27

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEW HAMPSHIRE

Hanover:
William John Summers
Hanover, NH 03755
Dartmouth College

APPROVED OUTRIGHT $750.00
FE-22062-88 (Fellowship Programs)

PROJECT TITLE: English 13th-Century Polyphonic Music: A Facsimile Volume
TRAVELER'S DESTINATION: Bodleian Library
Oxford, England

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NEH-88-037-L28

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEW JERSEY

Highland Park:

*William L. Barcham — APPROVED OUTRIGHT — $750.00
Highland Park, NJ 08904 — FE-22592-88 (Fellowship Programs)
Fashion Institute of Technology
(New York, NY)
PROJECT TITLE: Fifty-eight Silver Basins for the Medici, 1680-1737
TRAVELER'S DESTINATION: Chatsworth House
London, England

Tod A. Marder — APPROVED OUTRIGHT — $750.00
Highland Park, NJ 08904 — FE-22285-88 (Fellowship Programs)
Rutgers University, New Brunswick
PROJECT TITLE: The Architecture of Gianlorenzo Bernini
TRAVELER'S DESTINATION: Biblioteca Apostolica Vaticana
Rome, Italy

Catherine R. Puglisi — APPROVED OUTRIGHT — $750.00
Highland Park, NJ 08904 — FE-22327-88 (Fellowship Programs)
Rutgers University, New Brunswick
PROJECT TITLE: Francesco Albani: The Origins of Idyllic Classicism in Italian Baroque Painting
TRAVELER'S DESTINATION: Nationalmuseum
Stockholm, Sweden

New Brunswick:

*Gwendolyn M. Hall — APPROVED OUTRIGHT — $750.00
Brooklyn, NY 11238 — FE-22153-88 (Fellowship Programs)
Rutgers University, New Brunswick
PROJECT TITLE: Slave Conspiracies in Louisiana during the 1790s
TRAVELER'S DESTINATION: Archivo General de Simancas
Simancas, Spain

Princeton:

*Susan A. Hallgarth — APPROVED OUTRIGHT — $750.00
Princeton, NJ 08540 — FE-22032-88 (Fellowship Programs)
SUNY Research Foundation/Empire State College
(Saratoga Springs, NY)
PROJECT TITLE: Transcending Gender: Willa Cather, Pioneer of the Imagination
TRAVELER'S DESTINATION: Nebraska Historical Society
Red Cloud, NE

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NEH-88-037-L29

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEW MEXICO

Albuquerque:
Christiane L. Joost-Gaugier
Albuquerque, NM 87131
University of New Mexico

APPROVED OUTRIGHT $750.00
FE-22081-88 (Fellowship Programs)

PROJECT TITLE: Dante and a Tuscan Commune: The Decoration of the Sala Del Consiglio at Lucignano
TRAVELER'S DESTINATION: Biblioteca Hertziana
Rome, Italy

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEW YORK (continued)

Binghamton:
Daniel Williman — APPROVED OUTRIGHT — $750.00
Binghamton, NY 13901 — FE-22648-88 (Fellowship Programs)
SUNY Research Foundation/Binghamton
PROJECT TITLE: Tracing Medieval Manuscripts
TRAVELER'S DESTINATION: Cambridge University
Cambridge, England

Bronx:
George R. Dimler — APPROVED OUTRIGHT — $750.00
Bronx, NY 10458 — FE-22027-88 (Fellowship Programs)
Fordham University
PROJECT TITLE: Jesuit Emblem Handbook
TRAVELER'S DESTINATION: University of Glasgow
Glasglow, Scotland

Julie H. Wosk — APPROVED OUTRIGHT — $750.00
Bronx, NY 10465 — FE-22728-88 (Fellowship Programs)
SUNY Research Foundation/Maritime College
PROJECT TITLE: Technology and the Visual Arts
TRAVELER'S DESTINATION: Ironbridge Gorge Museum
Telford, England

Brooklyn:
*Daniel J. Cook — APPROVED OUTRIGHT — $750.00
Tel Aviv Israel, ZZ 69391 — FE-22130-88 (Fellowship Programs)
CUNY Research Foundation/Brooklyn College
PROJECT TITLE: Leibniz' Non-deductive Methods and Their Role in His Theological and Metaphysical Argumentation
TRAVELER'S DESTINATION: Niedersachsische Landesbibliothek
Hanover, F.R. Germany

Duane K. DeVries — APPROVED OUTRIGHT — $750.00
Brooklyn, NY 11201 — FE-22583-88 (Fellowship Programs)
Polytechnic Institute of New York
PROJECT TITLE: An Annotated Bibliography of General Studies of Charles Dickens
TRAVELER'S DESTINATION: Dickens House Museum
London, England

Martin Elsky — APPROVED OUTRIGHT — $750.00
Brooklyn, NY 11210 — FE-22487-88 (Fellowship Programs)
CUNY Research Foundation/Brooklyn College
PROJECT TITLE: Ben Jonson's "To Penshurst" and the Constitutional Politics of Land
TRAVELER'S DESTINATION: Kent Archives Office
Maidstone, England

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEW YORK (continued)

Fredonia:
Ruth B. Antosh — APPROVED OUTRIGHT — $750.00
Fredonia, NY 14063 — FE-22798-88 (Fellowship Programs)
SUNY Research Foundation/College at Fredonia
PROJECT TITLE: A Monographic Study of Michel Tremblay's Writings
TRAVELER'S DESTINATION: National Library of Canada
Ottawa, Ontario, Canada

Geneseo:
Martin L. Fausold — APPROVED OUTRIGHT — $750.00
Geneseo, NY 14454 — FE-22673-88 (Fellowship Programs)
SUNY Research Foundation/College at Geneseo
PROJECT TITLE: A Political Biography of Kenneth B. Keating
TRAVELER'S DESTINATION: Library of Congress
Washington, DC

Geneva:
Dan C. Ewing — APPROVED OUTRIGHT — $750.00
Geneva, NY 14456 — FE-22670-88 (Fellowship Programs)
Hobart-William Smith Colleges
PROJECT TITLE: The Antwerp Art Market at Our Lady's Pand
TRAVELER'S DESTINATION: Rijksaschief te Antwerpen
Antwerp, Belgium

Hamilton:
Joscelyn Godwin — APPROVED OUTRIGHT — $750.00
Hamilton, NY 13346 — FE-22701-88 (Fellowship Programs)
Colgate University
PROJECT TITLE: Musical Esotericism in France, 1750-1950
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Ithaca:
James A. Gross — APPROVED OUTRIGHT — $750.00
Ithaca, NY 14850 — FE-22151-88 (Fellowship Programs)
Cornell University
PROJECT TITLE: The NLRB: The Making of American Labor Policy during Democratic and Republican Administrations, 1947-1974
TRAVELER'S DESTINATION: National Archives
Washington, DC

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*John D. Niles — APPROVED OUTRIGHT — $750.00
Ithaca, NY 14850 — FE-22570-88 (Fellowship Programs)
University of California, Berkeley
(Berkeley, CA)
PROJECT TITLE: Gaelic and Lowland Scots Oral Literature
TRAVELER'S DESTINATION: School of Scottish Studies
Edinburgh, Scotland

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEW YORK (continued)

New York (continued):

Isabelle Hyman — APPROVED OUTRIGHT — $750.00
New York, NY 10003 — FE-22800-88 (Fellowship Programs)
New York University
PROJECT TITLE: Marcel Breuer, Architect: The Complete Buildings
TRAVELER'S DESTINATION: George Arents Research Library
Syracuse, NY

Jack L. Jacobs — APPROVED OUTRIGHT — $750.00
New York, NY 10034 — FE-22646-88 (Fellowship Programs)
CUNY Research Foundation/John Jay College
PROJECT TITLE: Austro-Marxists, Austrian Jewry and the Jewish Question, 1889-1934
TRAVELER'S DESTINATION: Central Archive, History of the Jewish People
Jerusalem, Israel

Eileen A. O'Neill — APPROVED OUTRIGHT — $750.00
New York, NY 10025 — FE-22585-88 (Fellowship Programs)
Queens College
PROJECT TITLE: Women Philosophers of the 17th and 18th Centuries: A Collection of Primary Sources
TRAVELER'S DESTINATION: British Library
London, England

Judith R. Pasamanick — APPROVED OUTRIGHT — $750.00
New York, NY 10027 — FE-22775-88 (Fellowship Programs)
Teachers College, Columbia University
PROJECT TITLE: With Keen Ear and Nimble Pencil: A Celebration of Children's Folklore
TRAVELER'S DESTINATION: American Antiquarian Society
Worcester, MA

Julie Stone Peters — APPROVED OUTRIGHT — $750.00
New York, NY 10025 — FE-22442-88 (Fellowship Programs)
Columbia University
PROJECT TITLE: Theater in a Print Culture: The Impact of Print on European Theater
TRAVELER'S DESTINATION: Bibliotheque de l'Arsenal
Paris, France

Shelley E. Rice — APPROVED OUTRIGHT — $750.00
New York, NY 10014 — FE-22046-88 (Fellowship Programs)
New York University
PROJECT TITLE: Parisian Views: A New Vision for a New City
TRAVELER'S DESTINATION: Musee Carnavalet
Paris, France

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NEW YORK (continued)

Saratoga Springs:
*Susan A. Hallgarth — APPROVED OUTRIGHT — $750.00
Princeton, NJ 08540 — FE-22032-88 (Fellowship Programs)
SUNY Research Foundation/Empire State College
(Saratoga Springs, NY)
PROJECT TITLE: Transcending Gender: Willa Cather, Pioneer of the Imagination
TRAVELER'S DESTINATION: Nebraska Historical Society
Red Cloud, NE

Stony Brook:
Russell T. Stinson — APPROVED OUTRIGHT — $750.00
Stony Brook, NY 11794 — FE-22762-88 (Fellowship Programs)
SUNY Research Foundation/Stony Brook Main Campus
PROJECT TITLE: The Sacred Cantatas of J. P. Kellner: A Study of the Manuscript Source
TRAVELER'S DESTINATION: Stadtbibliothek
Frankfurt a. M. , F.R. Germany

Syracuse:
Julia V. Moore — APPROVED OUTRIGHT — $750.00
Syracuse, NY 13244 — FE-22688-88 (Fellowship Programs)
Syracuse University
PROJECT TITLE: Haydn's Finances: The First Vienna School and the Business of Music
TRAVELER'S DESTINATION: Stadtsbibliothek Wein
Vienna, Austria

Vestal:
Rachelle M. Moore — APPROVED OUTRIGHT — $750.00
Vestal, NY 13850 — FE-22710-88 (Fellowship Programs)
SUNY Research Foundation/Binghamton
PROJECT TITLE: Women Authors of Modern Hispanic America. A Bibliography of Literary Criticism
TRAVELER'S DESTINATION: Biblioteca Nacional de Mexico
Mexico City, Mexico

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

NORTH CAROLINA (continued)

Durham:

William T. Dargan — APPROVED OUTRIGHT — $750.00
Durham, NC 27713 — FE-22591-88 (Fellowship Programs)
Saint Augustine's College
PROJECT TITLE: Tradition: Toward a Model for Comparative Study Two Families in the Black Gospel Music
TRAVELER'S DESTINATION: Missouri Historical Society
St. Louis, MO

Donald L. Horowitz — APPROVED OUTRIGHT — $750.00
Durham, NC 27706 — FE-22664-88 (Fellowship Programs)
Duke University
PROJECT TITLE: Controlling Ethnic Hostility: The History of Malay-Chinese Relations in Colonial Malaya
TRAVELER'S DESTINATION: Oxford University
Oxford, England

Lee Lourdeaux — APPROVED OUTRIGHT — $750.00
Durham, NC 27705 — FE-22287-88 (Fellowship Programs)
Duke University
PROJECT TITLE: French Cinema and the French Revolution
TRAVELER'S DESTINATION: Cinematique Francaise
Paris, France

Helen Solterer — APPROVED OUTRIGHT — $750.00
Durham, NC 27706 — FE-22517-88 (Fellowship Programs)
Duke University
PROJECT TITLE: The Spectacle of the Text: The Aix Robin and Marion Manuscript
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Greensboro:

Keith Cushman — APPROVED OUTRIGHT — $750.00
Greensboro, NC 27412 — FE-22301-88 (Fellowship Programs)
University of North Carolina, Greensboro
PROJECT TITLE: D. H. Lawrence and the Brewsters
TRAVELER'S DESTINATION: University of Texas
Austin, TX

Aubrey S. Garlington — APPROVED OUTRIGHT — $750.00
Greensboro, NC 27412 — FE-22347-88 (Fellowship Programs)
University of North Carolina, Greensboro
PROJECT TITLE: Music and the Elegant Life in Florence, 1815-1830: The Case of John Fane, Lord Burghersh
TRAVELER'S DESTINATION: British Library
London, England

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NEH-88-037-L32

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

OHIO

Columbus:
Warren Michael Weis — APPROVED OUTRIGHT — $750.00
Columbus, OH 43202 — FE-22223-88 (Fellowship Programs)
Ohio State University, Main Campus
PROJECT TITLE: Roots of Estrangement: The United States and Brazil, 1945-1964
TRAVELER'S DESTINATION: Fundacao Getulio Vargas
Rio de Janeiro, Brazil

Kettering:
Robert C. Figueira — APPROVED OUTRIGHT — $750.00
Kettering, OH 45440 — FE-22142-88 (Fellowship Programs)
Wright State University Main Campus
(Dayton, OH)
PROJECT TITLE: An Edition of Decretal Cases by Richard de Mores
TRAVELER'S DESTINATION: University of California
Berkeley, CA

Marietta:
Barbara J. MacHaffie — APPROVED OUTRIGHT — $750.00
Marietta, OH 45750 — FE-22175-88 (Fellowship Programs)
Marietta College
PROJECT TITLE: George Adam Smith: Social Critic and Biblical Critic
TRAVELER'S DESTINATION: National Library of Scotland
Edinburgh, Scotland

Oberlin:
*Jeffrey F. Hamburger — APPROVED OUTRIGHT — $750.00
Hamden, CT 06517 — FE-22154-88 (Fellowship Programs)
Oberlin College
(Oberlin, OH)
PROJECT TITLE: An Exemplar of Piety: La Vie de Sainte Benoite
TRAVELER'S DESTINATION: Staatliche Museen Preussische Kulturbesitz
Berlin, F.R. Germany

Urbana:
David F. George — APPROVED OUTRIGHT — $750.00
Urbana, OH 43078 — FE-22569-88 (Fellowship Programs)
Urbana College
PROJECT TITLE: A New Variorum Edition of Shakespeare's Coriolanus
TRAVELER'S DESTINATION: British Library
London, England

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NEH-88-037-L34

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

OREGON

Corvallis:
Laura P. Rice-Sayre — APPROVED OUTRIGHT — $750.00
Corvallis, OR 97331 — FE-22724-88 (Fellowship Programs)
Oregon State University Foundation
PROJECT TITLE: The Social Context of the Work of Isabelle Eberhardt
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Eugene:
Esther Jacobson — APPROVED OUTRIGHT — $750.00
Eugene, OR 97403 — FE-22571-88 (Fellowship Programs)
University of Oregon, Eugene
PROJECT TITLE: Siberian Ethnographic Sources
TRAVELER'S DESTINATION: University of Illinois
Champaign-Urbana, IL

Christa Jungnickel — APPROVED OUTRIGHT — $750.00
Eugene, OR 97404 — FE-22163-88 (Fellowship Programs)
Independent Scholar
PROJECT TITLE: Scientific Practice in 18th-Century Britain
TRAVELER'S DESTINATION: Royal Society
London, England

Portland:
Susan C. Karant-Nunn — APPROVED OUTRIGHT — $750.00
Portland, OR 97207 — FE-22164-88 (Fellowship Programs)
Portland State University
PROJECT TITLE: The Silver Miners of the Erzgebirge (Saxony), 1460-1560
TRAVELER'S DESTINATION: Sachsische Landesbibliothek
Dresden, German D.R.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

PENNSYLVANIA (continued)

State College:
Stephen H. Browne — APPROVED OUTRIGHT — $750.00
State College, PA 16801 — FE-22124-88 (Fellowship Programs)
Pennsylvania State University, Main Campus
PROJECT TITLE: Southern Democrats and the Rhetoric of Resistance, 1877-1896
TRAVELER'S DESTINATION: University of North Carolina
Chapel Hill, NC

Swarthmore:
Rachel Blau DuPlessis — APPROVED OUTRIGHT — $750.00
Swarthmore, PA 19081 — FE-22136-88 (Fellowship Programs)
Temple University, Philadelphia
PROJECT TITLE: Selected Letters of George Oppen, American Objectivist
TRAVELER'S DESTINATION: University of California
San Diego, CA

University Park:
Gary S. Cross — APPROVED OUTRIGHT — $750.00
University Park, PA 16802 — FE-22025-88 (Fellowship Programs)
Pennsylvania State University, Main Campus
PROJECT TITLE: Worktown: Labor and Leisure in Depression-Era Britain
TRAVELER'S DESTINATION: University of Sussex
Brighton, England

Richard L. Frautschi — APPROVED OUTRIGHT — $750.00
University Park, PA 16802 — FE-22682-88 (Fellowship Programs)
Pennsylvania State University, Main Campus
PROJECT TITLE: A Bibliography of 18th-Century French Fiction: Collections in Augsburg and Paderborn, West Germany
TRAVELER'S DESTINATION: Universitat Paderborn
Paderborn, F.R. Germany

Carl R. Hausman — APPROVED OUTRIGHT — $750.00
University Park, PA 16802 — FE-22429-88 (Fellowship Programs)
Pennsylvania State University Press
PROJECT TITLE: Charles S. Peirce and His View of Cosmic Evolution
TRAVELER'S DESTINATION: Indiana University
Bloomington, IN

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NEH-88-037-L36

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

RHODE ISLAND

Bristol:

Margot B. Schevill — APPROVED OUTRIGHT — $750.00
Bristol, RI 02809 — FE-22367-88 (Fellowship Programs)
Haffenreffer Museum of Anthropology
PROJECT TITLE: Guatemalan Textile Research: 1880-1920
TRAVELER'S DESTINATION: Museo Ixchel del Traje Indigena
Guatemala City, Guatemala

Providence:

Antonio Carreno — APPROVED OUTRIGHT — $750.00
Providence, RI 02912 — FE-22550-88 (Fellowship Programs)
Brown University
PROJECT TITLE: The Lyrical Balladry of Luis de Gongora
TRAVELER'S DESTINATION: Biblioteca Nacional
Madrid, Spain

Kathleen A. Curran — APPROVED OUTRIGHT — $750.00
Providence, RI 02912 — FE-22507-88 (Fellowship Programs)
Brown University
PROJECT TITLE: Gottfried Semper and the Architectural Climate in New York, 1845-1860
TRAVELER'S DESTINATION: Eidgenossische Technische Hochschule
Zurich, Switzerland

Robert G. Warnock — APPROVED OUTRIGHT — $750.00
Providence, RI 02912 — FE-22319-88 (Fellowship Programs)
Brown University
PROJECT TITLE: The Old Yiddish Epic of King Arthur's Court. Studies and Texts
TRAVELER'S DESTINATION: Staats-Univeritat Universitatsbibliothek
Hamburg, F.R. Germany

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NEH-88-037-L38

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

TENNESSEE

Memphis:

Elizabeth A. Bowman — APPROVED OUTRIGHT — $750.00
Memphis, TN 38116 — FE-22307-88 (Fellowship Programs)
Memphis State University
PROJECT TITLE: Sartre's Political Theatre and His Dialectical Ethics
TRAVELER'S DESTINATION: Institut, Textes et Manuscrits Modernes
Paris, France

William H. O'Donnell — APPROVED OUTRIGHT — $750.00
Memphis, TN 38152 — FE-22546-88 (Fellowship Programs)
Memphis State University
PROJECT TITLE: Collected Edition of Later Essays by W. B. Yeats
TRAVELER'S DESTINATION: Princeton University
Princeton, NJ

James M. Shirley — APPROVED OUTRIGHT — $750.00
Memphis, TN 38112 — FE-22693-88 (Fellowship Programs)
Rhodes College
PROJECT TITLE: Economic Change and Community Culture in Antebellum Salem, North Carolina
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

Cynthia G. Tucker — APPROVED OUTRIGHT — $750.00
Memphis, TN 38152 — FE-22068-88 (Fellowship Programs)
Memphis State University
PROJECT TITLE: Holier Matrimony: Dual-Ministry Marriages in the 19th and Earlier 20th Centuries
TRAVELER'S DESTINATION: Harvard University
Cambridge, MA

Nashville:

Joyce E. Chaplin — APPROVED OUTRIGHT — $750.00
Nashville, TN 37235 — FE-22255-88 (Fellowship Programs)
Vanderbilt University
PROJECT TITLE: Representations of a Changing Agricultural Landscape in the Early Lower South
TRAVELER'S DESTINATION: Georgia Department of Archives and History
Atlanta, GA

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NEH-88-037-L39

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

TEXAS

Arlington:
Philip G. Cohen — APPROVED OUTRIGHT $750.00
Arlington, TX 76011 — FE-22022-88 (Fellowship Programs)
University of Texas, Arlington
PROJECT TITLE: A Textual-Critical Study of William Faulkner's Sanctuary
TRAVELER'S DESTINATION: University of Virginia
Charlottesville, VA

Austin:
Jonathan C. Brown — APPROVED OUTRIGHT $750.00
Austin, TX 78712 — FE-22598-88 (Fellowship Programs)
University of Texas, Austin
PROJECT TITLE: Doheny and Mexican Oil Pioneering, 1901-1926
TRAVELER'S DESTINATION: Archdiocesan Archives
Los Angeles, CA

Bernth O. Lindfors — APPROVED OUTRIGHT $750.00
Austin, TX 78712 — FE-22358-88 (Fellowship Programs)
University of Texas, Austin
PROJECT TITLE: The Early Career of Ira Aldridge
TRAVELER'S DESTINATION: Folger Shakespeare Library
Washington, DC

John W. Velz — APPROVED OUTRIGHT $750.00
Austin, TX 78712 — FE-22789-88 (Fellowship Programs)
University of Texas, Austin
PROJECT TITLE: Study of a Julius Caesar Manuscript and Consultation of a Number of Scarce Editions of the Play
TRAVELER'S DESTINATION: Folger Shakespeare Library
Washington, DC

College Station :
William Bedford Clark — APPROVED OUTRIGHT $750.00
College Station, TX 77843 — FE-22502-88 (Fellowship Programs)
Texas A&M University Main Campus
PROJECT TITLE: Robert Penn Warren's American Vision
TRAVELER'S DESTINATION: Yale University
New Haven, CT

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

TEXAS (continued)

Galveston:
Ellen S. More — APPROVED OUTRIGHT — $750.00
Galveston, TX 77550 — FE-22611-88 (Fellowship Programs)
University of Texas Medical Branch, Galveston
PROJECT TITLE: The Women Physicians of Rochester: A Study of Gender and Cultural Change, 1880-1940
TRAVELER'S DESTINATION: University of Rochester
Rochester, NY

Houston:
James K. Farge — APPROVED OUTRIGHT — $750.00
Houston, TX 77006 — FE-22412-88 (Fellowship Programs)
University of Saint Thomas
PROJECT TITLE: Edition of Proces-verbaux of the Sorbonne, 1534-1549
TRAVELER'S DESTINATION: Archives Nationales
Paris, France

Lubbock:
John M. Howe — APPROVED OUTRIGHT — $750.00
Lubbock, TX 79409 — FE-22158-88 (Fellowship Programs)
Texas Tech University Health Sciences Center
PROJECT TITLE: Dominic of Sora and His Patrons: Church Reform and Social Change in 11th-Century Italy
TRAVELER'S DESTINATION: Ecole Francaise
Rome, Italy

Ernest W. Sullivan, II — APPROVED OUTRIGHT — $750.00
Lubbock, TX 79423 — FE-22217-88 (Fellowship Programs)
Texas Tech University Health Sciences Center
PROJECT TITLE: A Bibliography of Uncollected 17th-Century Printed Verse by John Donne
TRAVELER'S DESTINATION: British Library
London, England

Round Rock:
Richard P. Schaedel — APPROVED OUTRIGHT — $750.00
Round Rock, TX 78664 — FE-22600-88 (Fellowship Programs)
University of Texas, Austin
PROJECT TITLE: Ethnohistorical Data on the Muchik People of Northern Peru
TRAVELER'S DESTINATION: Amerikanische Abteilung
Hamburg, F.R. Germany

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NEH-88-037-L40

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

UTAH

Provo:

Michael J. Call — APPROVED OUTRIGHT — $750.00
Provo, UT 84602 — FE-22306-88 (Fellowship Programs)
Brigham Young University, Provo
PROJECT TITLE: Women Novelists of the Empire and the "Mal du Siecle"
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

John A. Green — APPROVED OUTRIGHT — $750.00
Provo, UT 84602 — FE-22702-88 (Fellowship Programs)
Brigham Young University, Provo
PROJECT TITLE: Marcel Schwob and the Dreyfus Affair
TRAVELER'S DESTINATION: Bibliotheque Nationale
Paris, France

Richard D. Hacken — APPROVED OUTRIGHT — $750.00
Provo, UT 84602 — FE-22019-88 (Fellowship Programs)
Brigham Young University, Provo
PROJECT TITLE: A Walter Kempowski Bibliography
TRAVELER'S DESTINATION: Niedersachsische Landesbibliothek
Hanover, F.R. Germany

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NEH-88-037-L42

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

VIRGINIA

Blacksburg:
Daniel W. Mosser — APPROVED OUTRIGHT $750.00
Blacksburg, VA 24061 — FE-22187-88 (Fellowship Programs)
Virginia Polytechnic Institute & State University
PROJECT TITLE: The Genesis and Evolution of the Alpha Manuscripts of the Canterbury Tales
TRAVELER'S DESTINATION: Huntington Library
San Marino, CA

Charlottesville :
Gerald M. Berg — APPROVED OUTRIGHT $750.00
Charlottesville, VA 22901 — FE-22010-88 (Fellowship Programs)
Sweet Briar College
PROJECT TITLE: Technology and the Merina (Madagascar) Empire, 1810-1830
TRAVELER'S DESTINATION: Centre des Archives d'Outre-mer
Aix-en-Provence, France

Michael J. Klarman — APPROVED OUTRIGHT $750.00
Charlottesville, VA 22901 — FE-22106-88 (Fellowship Programs)
University of Virginia
PROJECT TITLE: The Early Development of British Labor Law
TRAVELER'S DESTINATION: University of Warwick
Coventry, England

Deborah W. Parker — APPROVED OUTRIGHT $750.00
Charlottesville, VA 22903 — FE-22192-88 (Fellowship Programs)
University of Virginia
PROJECT TITLE: Critical Guide to Dante's Commentators
TRAVELER'S DESTINATION: University of Virginia
Charlottesville, VA

Clifton:
Carol C. Mattusch — APPROVED OUTRIGHT $750.00
Clifton, VA 22024 — FE-22179-88 (Fellowship Programs)
George Mason University
PROJECT TITLE: Greek Bronze Statuary
TRAVELER'S DESTINATION: George Ortiz Collection
Geneva, Switzerland

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NEH-88-037-L43

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

WASHINGTON

Pullman:

F.S. Schwarzbach — APPROVED OUTRIGHT — $750.00
Pullman, WA 99164 — FE-22621-88 (Fellowship Programs)
Washington State University
PROJECT TITLE: Dickens and Society: A Critical Study
TRAVELER'S DESTINATION: British Library
London, England

Seattle:

Meredith L. Clausen — APPROVED OUTRIGHT — $750.00
Seattle, WA 98105 — FE-22629-88 (Fellowship Programs)
University of Washington
PROJECT TITLE: The Life and Work of Pietro Belluschi, Modern American Architect
TRAVELER'S DESTINATION: Syracuse University
Syracuse, NY

Naomi B. Sokoloff — APPROVED OUTRIGHT — $750.00
Seattle, WA 98195 — FE-22370-88 (Fellowship Programs)
University of Washington
PROJECT TITLE: Feminist Re-reading and Agnon's Bidmi Yameha
TRAVELER'S DESTINATION: Hebrew University
Jerusalem, Israel

Sara J. van den Berg — APPROVED OUTRIGHT — $750.00
Seattle, WA 98103 — FE-22374-88 (Fellowship Programs)
University of Washington
PROJECT TITLE: Nonconformist Writings as Context for Milton's Satan
TRAVELER'S DESTINATION: Dr. Williams' Library
London, England

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NEH-88-037-L45

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

WISCONSIN

Madison:
Beverly Gordon — APPROVED OUTRIGHT $750.00
Madison, WI 53706 — FE-22478-88 (Fellowship Programs)
University of Wisconsin, Madison
PROJECT TITLE: The Image of the Victorian Shaker Woman as Projected through Shaker Fancy Goods: A Contextual Material Culture Analysis
TRAVELER'S DESTINATION: Strong Museum
Rochester, NY

Michael Charles Hinden — APPROVED OUTRIGHT $750.00
Madison, WI 53703 — FE-22445-88 (Fellowship Programs)
University of Wisconsin, Madison
PROJECT TITLE: Long Day's Journey into Night: A Critical Study
TRAVELER'S DESTINATION: Yale University
New Haven, CT

Stevens Point:
Paul E. Mertz — APPROVED OUTRIGHT $750.00
Stevens Point, WI 54481 — FE-22720-88 (Fellowship Programs)
University of Wisconsin, Stevens Point
PROJECT TITLE: Southern Moderate Leadership in the Civil Rights Era: Open Schools Advocates and the Desegregation Crisis
TRAVELER'S DESTINATION: University of New Orleans
New Orleans, LA

Whitewater:
Howard A. Botts — APPROVED OUTRIGHT $750.00
Whitewater, WI 53190 — FE-22763-88 (Fellowship Programs)
University of Wisconsin, Whitewater
PROJECT TITLE: Using the R. G. Dun Mercantile Credit Rating Guides to Recreate the Commercial Structure of Milwaukee, 1880-1920
TRAVELER'S DESTINATION: Library of Congress
Washington, DC

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NEH-88-037-L47

NATIONAL ENDOWMENT FOR THE HUMANITIES
Travel to Collections Grants
June 1988

U.S. CITIZENS IN FOREIGN COUNTRIES

Canada:

Nan J. Johnson — APPROVED OUTRIGHT $750.00
Vancouver, B.C., Canada — FE-22706-88 (Fellowship Programs)
University of British Columbia
PROJECT TITLE: Rhetoric and Belles Lettres in the English Academy: 1800-1900
TRAVELER'S DESTINATION: British Library
London, England

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*Saralyn R. Daly — APPROVED OUTRIGHT $750.00
Ottawa, Ontario, Canada — FE-22441-88 (Fellowship Programs)
California State University, Los Angeles Foundation
PROJECT TITLE: Katherine Mansfield's Fiction Composing Practices
TRAVELER'S DESTINATION: Newberry Library
Chicago, IL

Tel Aviv, Israel :

*Daniel J. Cook — APPROVED OUTRIGHT $750.00
Tel Aviv, Israel, ZZ 69391 — FE-22130-88 (Fellowship Programs)
CUNY Research Foundation/Brooklyn College
(Brooklyn, NY)
PROJECT TITLE: Leibniz' Non-deductive Methods and Their Role in His Theological and Metaphysical Argumentation
TRAVELER'S DESTINATION: Niedersachsische Landesbibliothek
Hanover, F.R. Germany

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* The names of scholars affiliated with an institution in one state and residing in another appear on the lists for both states.

# # #

NEWS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-038-N

Contact: John McGrath 202/786-0449 (office)
703/525-9478 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS $2.6 MILLION FOR LIBRARY AND PUBLIC PROJECTS

WASHINGTON, June 28 -- The National Endowment for the Humanities (NEH) today announced $2.6 million in new grants for projects designed to increase public understanding and appreciation of history, literature, philosophy, foreign languages and other humanities disciplines.

The NEH awards will support 20 projects in 11 states and the District of Columbia.

Grants were announced in two categories: "Humanities Projects in Libraries and Archives," which focus on books and other resources in the collections at public, academic, institutional and special libraries, and "Public Humanities Projects," which can include community forums, lectures, debates and symposia.

[NEH has awarded one or more grants in your area. Please see the enclosed list.]

"These excellent new projects will offer Americans a wide range of opportunities to learn about their cultural and intellectual heritage," said NEH Chairman Lynne V. Cheney in announcing the new grants. "The lecture series, symposia, library discussions and other programs provided by these projects bring serious, thoughtful material to general audiences."

The following are among the NEH projects announced today:

* The Actors Theatre of Louisville, Ky., received a $187,988 grant to present a series of lectures, lecture-demonstrations, symposia and an interpretive exhibition that will examine the cultural

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sensibility of the Victorian age. The Actors Theatre will work with several other local arts organizations as part of a city-wide festival of Victorian theater, opera, ballet, painting and music.

* **The New York Public Library** in New York City has received outright and matching grants totaling $291,000 to support three exhibitions, a catalog, lectures, curricular materials and other publications on the role of printing in the French revolution.

* **The Southern Connecticut Library Council** in Hamden has received a grant of $155,839 to support a series of 120 scholar-led reading and discussion programs that will use biography and autobiography to explore changing American values.

* **The American Library Association** in Chicago will use a $358,000 grant to support a nationwide series of programs on the life and work of 13 American poets. The project will incorporate the use of the NEH-supported television series "Voices and Visions," seen recently on the Public Broadcasting System.

* **The Waverly Consort, Inc.** in New York City will use outright and matching grants totaling $240,381 to support a two-year project with lectures and program notes examining the relationships between music and several humanities disciplines -- history, literature and the history of visual and dramatic arts.

The National Endowment for the Humanities is an independent federal agency that supports research, education and public programs in the humanities.

# # #

NOTE TO EDITORS: A list of new NEH grants for public humanities projects and humanities projects in libraries accompanies this release.

NEH-88-038-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects & Projects in Libraries
June 1988

CALIFORNIA

Los Angeles:
University of California, Los Angeles APPROVED OUTRIGHT $15,903.00
Los Angeles, CA 90024
PROJECT DIRECTOR: Ludwig Lauerhass, Jr.
PROJECT TITLE: Flesh and Bones: Nineteenth Century Latin America's Dual Image in Graphic and Statistical Views
PROJECT DESCRIPTION:
To support the planning of an exhibition, an interpretive catalog and essays on Latin American development in the 19th century.

University of California, Los Angeles APPROVED OUTRIGHT $150,903.00
Los Angeles, CA 90024 APPROVED MATCH $125,000.00
PROJECT DIRECTOR: Robert M. Maniquis
PROJECT TITLE: Humanities Program for the Bicentennial of the French Revolution
PROJECT DESCRIPTION:
To support two lecture series, three symposia, and a touring film series on the French Revolution and its interpretations in historiography, literature, and film.

Santa Cruz:
University of California, Santa Cruz APPROVED OUTRIGHT $80,879.00
Santa Cruz, CA 95064
PROJECT DIRECTOR: Michael J. Warren
PROJECT TITLE: Shakespeare and the Romans
PROJECT DESCRIPTION:
To support a series of public lectures, forums, bibliographies, and displays illuminating Shakespeare's use of Roman material in four plays to be presented during a summer Shakespeare festival.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects & Projects in Libraries
June 1988
(continued)

CONNECTICUT

Hamden:
Southern Connecticut Library Council APPROVED OUTRIGHT $155,839.00
Hamden, CT 06518
PROJECT DIRECTOR: Susan E. Davidson
PROJECT TITLE: "Changing American Values: An Exploration Through Biography and Autobiography"
PROJECT DESCRIPTION:
To support an exploration of changing American values, using biographies and autobiographies in 120 scholar-led reading and discussion programs.

Hartford:
Trinity College, Hartford APPROVED OUTRIGHT $21,064.00
Hartford, CT 06106
PROJECT DIRECTOR: Milla C. Riggio
PROJECT TITLE: Ta'ziya: The Cultural Legacy of Shi'ism--A Comparative Islamic Inquiry
PROJECT DESCRIPTION:
To support a symposium for the general public to examine the cultural legacy of Ta'ziya, the Persian passion drama, and its relation to Western culture.

New London:
American Dance Festival, Inc. APPROVED OUTRIGHT $72,821.00
New London, CT 06320
PROJECT DIRECTOR: Gerald E. Myers
PROJECT TITLE: "The Black Tradition in American Modern Dance"
PROJECT DESCRIPTION:
To support a series of nine panel discussions and an interpretive booklet exploring the achievements of black American choreographers in the development of modern American dance.

West Hartford:
University of Hartford APPROVED OUTRIGHT $36,706.00
West Hartford, CT 06117
PROJECT DIRECTOR: Donald M. Rogers
PROJECT TITLE: The Constitution and Your Right to Vote
PROJECT DESCRIPTION:
To support an eight-part lecture series on the extension of the right to vote from the founding period to the present.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects & Projects in Libraries
June 1988
(continued)

DISTRICT OF COLUMBIA

Washington:
Georgetown University — APPROVED OUTRIGHT $60,000.00
Washington, DC 20057 — APPROVED MATCH $15,000.00
PROJECT DIRECTOR: Kathleen M. Lesko
PROJECT TITLE: A Bicentennial Project on Constitutional Government in a Changing American Society
PROJECT DESCRIPTION:
To support two conferences, with lectures and media programs, on the American judiciary and on religion and the U.S. Constitution.

ILLINOIS

Chicago:
American Library Association — APPROVED OUTRIGHT $358,000.00
Chicago, IL 60611
PROJECT DIRECTOR: Peggy Barber
PROJECT TITLE: Voices and Visions: Reading, Viewing, and Discussion Programs in America's Libraries
PROJECT DESCRIPTION:
To support a nationwide series of programs about the work and lives of 13 American poets.

KENTUCKY

Louisville:
Actors Theatre of Louisville — APPROVED OUTRIGHT $187,988.00
Louisville, KY 40202
PROJECT DIRECTOR: Rhea H. Lehman
PROJECT TITLE: Classics in Context: The Victorians--a Collaborative Festival of the Arts and Humanities
PROJECT DESCRIPTION:
To support a series of interdisciplinary programs and exhibitions that will illuminate the cultural sensibility of the Victorian era and the interrelationships of the social, moral and intellectual forces of the period.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects & Projects in Libraries
June 1988
(continued)

MARYLAND

Columbia:
Howard County Library — APPROVED OUTRIGHT — $135,600.00
Columbia, MD 21044
PROJECT DIRECTOR: Patricia L. Bates
PROJECT TITLE: "Books Provide the Key..."
PROJECT DESCRIPTION:
To support reading and discussion programs in public libraries and senior centers throughout Maryland.

MASSACHUSETTS

Boston:
Boston University — APPROVED OUTRIGHT — $50,436.00
Boston, MA 02215 — APPROVED MATCH — $25,000.00
PROJECT DIRECTOR: Robin Littauer
PROJECT TITLE: The Young Critics Institute
PROJECT DESCRIPTION:
To support a program in theater criticism for high school students who will explore dramatic texts as they are produced on stage at the Huntington Theater.

South Hadley:
New England Foundation for the Humanities — APPROVED OUTRIGHT — $100,454.00
South Hadley, MA 01730 — APPROVED MATCH — $75,000.00
PROJECT DIRECTOR: Sarah Getty
PROJECT TITLE: Sharing Humanities Programs in New England Libraries: A Regional Solution
PROJECT DESCRIPTION:
To support a series of reading and discussion programs at public libraries in six New England states by developing one new series of programs and exchanging existing programs and resources.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects & Projects in Libraries
June 1988
(continued)

MINNESOTA

Minneapolis:
University of Minnesota — APPROVED OUTRIGHT — $15,589.00
Minneapolis, MN 55455
PROJECT DIRECTOR: Austin J. McLean
PROJECT TITLE: Afro-American Identity and the Harlem Renaissance, a Traveling Exhibition for Libraries
PROJECT DESCRIPTION:
To support planning for a traveling exhibition, an interpretive catalogue and print and media materials about the emergence of a new Afro-American identity during the Harlem Renaissance of the 1920s.

NEW YORK

New York:
New York Public Library — APPROVED OUTRIGHT — $191,168.00
New York, NY 10018 — APPROVED MATCH — $100,000.00
PROJECT DIRECTOR: Diantha D. Schull
PROJECT TITLE: Exhibitions and Public Programs Related to the Bicentennial of the French Revolution
PROJECT DESCRIPTION:
To support the implementation of three exhibitions, a catalog, a symposium, lectures, curricular materials and other publications on the role of printing in the French Revolution.

Waverly Consort, Inc. — APPROVED OUTRIGHT — $200,381.00
New York, NY 10025 — APPROVED MATCH — $40,000.00
PROJECT DIRECTOR: Michael Jaffee
PROJECT TITLE: Waverly Consort Humanities Program
PROJECT DESCRIPTION:
To support a two-year project with lectures and program notes, examining the relationships between music and related fields in the humanities, including history, literature and the history of the visual and dramatic arts.

Plattsburgh:
Clinton-Essex-Franklin Library System — APPROVED OUTRIGHT — $100,397.00
Plattsburgh, NY 12901 — APPROVED MATCH — $25,000.00
PROJECT DIRECTOR: Abby Zito
PROJECT TITLE: Humanities Series in Upstate New York
PROJECT DESCRIPTION:
To support reading and discussion programs in 56 New York libraries about social mobility, change and aspirations in America and about the history of the 1920s, 30s and 40s as reflected in literature.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects & Projects in Libraries
June 1988
(continued)

NORTH CAROLINA

Fayetteville:
Fayetteville State University APPROVED OUTRIGHT $52,751.00
Fayetteville, NC 28301
PROJECT DIRECTOR: Jon M. Young
PROJECT TITLE: Fiction, Social Change, and Charles W. Chesnutt's Fayetteville
PROJECT DESCRIPTION:
To support a conference and ancillary programs that would illuminate the life and work of Charles W. Chesnutt, a pioneer of Afro-American literature.

SOUTH CAROLINA

Lancaster:
Association of Public Library Administrators APPROVED OUTRIGHT $151,115.00
Lancaster, SC 29720
PROJECT DIRECTOR: Frances L. Ashburn
PROJECT TITLE: Let's Talk About It: Reading and Discussion Programs in South Carolina Libraries
PROJECT DESCRIPTION:
To support the implementation of "Let's Talk about It" reading and discussion programs in 30 South Carolina libraries.

UTAH

Logan:
Utah State University APPROVED OUTRIGHT $25,898.00
Logan, UT 84322
PROJECT DIRECTOR: Barre Toelken
PROJECT TITLE: Cultural Stability in a Time of Community Change: A Regional Humanities Forum
PROJECT DESCRIPTION:
To support the planning of a series of projects involving four isolated western communities in an exploration of local culture and shared traditional and emerging values.

# # #

NEWS

National Endowment for the Humanities
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NEH-88-039-N

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301/474-7856 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS MORE THAN $7.4 MILLION FOR RESEARCH PROJECTS

Scholars Will Prepare Reference Works

WASHINGTON, July 6 -- The National Endowment for the Humanities (NEH) has awarded 59 research grants to scholars in 20 states and the District of Columbia. The grants will enable scholars to organize and prepare reference materials and other texts in history, literature, philosophy, foreign languages and other humanities disciplines.

[One or more of these grants have been awarded in your area. Please see the attached list].

The outright and matching grants total $7,449,533 and will support the creation of dictionaries, encyclopedias, catalogs, data bases, bibliographies and other guides to humanities resources. Three of the grants will be used to prepare for publication certain humanities works that have been either previously unavailable or published only in flawed editions. In some cases, works will be translated into English from their original languages.

"The reference materials and tools developed by these experienced scholars will be of immense value to the study of the humanities," said NEH Chairman Lynne V. Cheney in announcing the awards.

The University of Texas Health Science Center in San Antonio, for example, has received funding to prepare a guide to 17th- and 18th-century periodicals on science and technology. A grant was made to the

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Historical Society of Pennsylvania to work on the Biographical Dictionary of Early Pennsylvania Legislators. Researchers at the University of South Carolina at Columbia will prepare a descriptive bibliography of the works of Walt Whitman.

Examples of other research awards are listed below:

* **University of California, Berkeley**
  This grant will be used to support the preparation of a comprehensive, annotated catalog of the Lowie Museum's Alaska Commercial Company collection of 19th-century Northwestern native American and Eskimo artifacts.

* **American Film Institute, Washington, D.C.**
  With this award, the AFI will prepare two volumes of film history covering the years 1893-1910 and 1931-40 as part of The American Film Institute Catalog, the definitive guide to American feature film production.

* **Harvard University, Cambridge, Mass.**
  This grant will fund the selection and translation of sources on the Chinese Communist Party from 1921 to 1949. Scholars were only recently granted access to these documents from the regional archives in the People's Republic of China.

* **Architectural History Foundation, New York, N.Y.**
  This award will support the research and editing of a two-volume comprehensive, annotated catalog of 1,800 drawings by the Renaissance architect Antonio da Sangallo the Younger.

* **University of Oklahoma, Norman**
  This grant will be used to prepare bibliographies of works written by British and American women prior to 1900. Volumes on drama, short fiction and juvenile literature are part of the six-volume series.

* **Marquette University, Milwaukee, Wis.**
  This grant will fund the translation of the 13th-century Latin version of Averroes' Great Commentary on Aristotle, an influential work on philosophical psychology.

The National Endowment for the Humanities is an independent federal agency that supports research, education and public programs in the humanities.

# # #

NEH-88-039-L01

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

CALIFORNIA

Berkeley:

University of California, Berkeley — APPROVED OUTRIGHT $90,000.00
Berkeley, CA 94720 — APPROVED MATCH $25,000.00
PROJ.DIR.: Joseph A. Rosenthal — RC-21604-88 (Research Programs)
PROJECT TITLE: French Studies Retrospective Conversion Project
PROJECT DESCRIPTION:
To support the conversion of bibliographic records in the university's French studies collection to machine-readable form.

University of California, Berkeley — APPROVED OUTRIGHT $44,000.00
Berkeley, CA 94720 — RC-21518-88 (Research Programs)
PROJ.DIR.: James Cahill
PROJECT TITLE: Index of Ming Dynasty Painters and Paintings, Part II
PROJECT DESCRIPTION:
To support the second phase of the Index of Ming Dynasty Painters and Paintings.

University of California, Berkeley — APPROVED OUTRIGHT $58,979.00
Berkeley, CA 94720 — APPROVED MATCH $15,000.00
PROJ.DIR.: Nelson H. H. Graburn — RT-20895-88 (Research Programs)
PROJECT TITLE: Annotated Catalog of the Alaska Commercial Company Collection
PROJECT DESCRIPTION:
To support the preparation of a comprehensive, annotated catalog of the Lowie Museum's Alaska Commercial Company Collection of 19th-century northwestern native American and Eskimo artifacts.

Davis:

Consuelo W. Dutschke — APPROVED OUTRIGHT $66,492.00
Davis, CA 95616 — RC-21551-88 (Research Programs)
Independent Scholar
PROJECT TITLE: Catalog of Medieval and Renaissance Manuscripts in the Bancroft Library, University of California, Berkeley
PROJECT DESCRIPTION:
To support the preparation of a catalog of the medieval and Renaissance manuscripts in the Bancroft Library, University of California, Berkeley.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

CALIFORNIA (continued)

Hoopa:
Hoopa Tribal Education Association — APPROVED OUTRIGHT — $189,693.00
Hoopa, CA 95546 — RT-20986 (Research Programs)
PROJ.DIR.: Marcellene G. Norton
PROJECT TITLE: Hupa Cultural Documentation Project
PROJECT DESCRIPTION:
To support the production of a reference dictionary, a grammar and a corpus of linguistic and literary material related to the Hupa language, a native American language spoken in northwestern California.

La Jolla:
University of California, San Diego — APPROVED MATCH — $12,000.00
La Jolla, CA 92093 — RT-20387-84 (Research Programs)
PROJ.DIR.: Diego Catalan
PROJECT TITLE: Description, Editing and Analysis of the Pan-Hispanic Romancero
PROJECT DESCRIPTION:
To support work on the General Catalog of the Pan-Hispanic Romancero and the International Electronic Archive of the Romancero, a collection of Spanish balladry.

Los Angeles:
University of California, Los Angeles — APPROVED OUTRIGHT — $35,000.00
Los Angeles, CA 90024 — RC-21620-88 (Research Programs)
PROJ.DIR.: Raymund Paredes
PROJECT TITLE: An Historical/Bibliographical Survey of Mexican-American Literary Culture, 1821-1945
PROJECT DESCRIPTION:
To support a survey of archival holdings of Mexican-American literary material from 1821 to 1945.

Oakland:
Richard H. Keeling — APPROVED OUTRIGHT — $18,317.00
Oakland, CA 94601 — RC-21546-88 (Research Programs)
Independent Scholar
PROJECT TITLE: A Guide to Ethnographic Field Recordings at Lowie Museum of Anthropology
PROJECT DESCRIPTION:
To support the preparation of a guide to ethnographic field recordings held by the Lowie Museum of Anthropology at the University of California, Berkeley.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

CALIFORNIA (continued)

Stanford:

Stanford University — APPROVED OUTRIGHT $200,000.00
Stanford, CA 94305 — APPROVED MATCH $75,000.00
PROJ.DIR.: David C. Weber — RC-21593-88 (Research Programs)
PROJECT TITLE: Improving Access to Library Resources in the Field of Latin American Studies
PROJECT DESCRIPTION:
To support the conversion to machine-readable format of six major research libraries' bibliographic records for Latin American studies materials.

Stanford University — APPROVED OUTRIGHT $90,000.00
Stanford, CA 94305 — APPROVED MATCH $5,000.00
PROJ.DIR.: Kurt Mueller-Vollmer — RT-20899-88 (Research Programs)1PROJECT TITLE: Annotated Catalog of Wilhelm von Humboldt's Linguistic Papers
PROJECT DESCRIPTION:
To support the preparation of a comprehensive, annotated catalog and microfilm depository of the linguistic papers of German philologist and statesman Wilhelm von Humboldt, 1767-1835.

Research Libraries Group, Inc. — APPROVED OUTRIGHT $39,000.00
Stanford, CA 94305 — RC-21504-88 (Research Programs)
PROJ.DIR.: John W. Haeger
PROJECT TITLE: Creation of an International Union Catalog of Chinese Rare Books on the Research Libraries Information Network
PROJECT DESCRIPTION:
To support the addition of 13,000 machine-readable records for Chinese rare books of the National Central Library, Taipei, Taiwan, to the Research Libraries Information Network (RLIN).

# # #

NEH-88-039-L02

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

CONNECTICUT

New Haven:
Yale University
New Haven, CT 06520
PROJ.DIR.: William W. Hallo

APPROVED OUTRIGHT $142,000.00
APPROVED MATCH $30,000.00
RC-21530-88 (Research Programs)

PROJECT TITLE: Catalog of the Yale Babylonian Collection
PROJECT DESCRIPTION:
To support preparation of a catalog of the 40,000 cuneiform tablets, seals and other inscribed artifacts in the Yale Babylonian Collection.

# # #

NEH-88-039-L03

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

DISTRICT OF COLUMBIA

Washington:

American Film Institute — APPROVED OUTRIGHT $75,000.00
Washington, DC 20566 — APPROVED MATCH $187,500.00
PROJ.DIR.: Michael H. Friend — RC-21559-88 (Research Programs)
PROJECT TITLE: The American Film Institute Catalog
PROJECT DESCRIPTION:
To support the preparation of two volumes, 1931-40 and 1893-1910, of The American Film Institute Catalog, the definitive guide to American feature film production.

Georgetown University — APPROVED OUTRIGHT $69,523.00
Washington, DC 20007 — APPROVED MATCH $70,122.00
PROJ.DIR.: Warren T. Reich — RT-20933-88 (Research Programs)
PROJECT TITLE: Encyclopedia of Bioethics Revision Project
PROJECT DESCRIPTION:
To support the revision of the first edition of the Encyclopedia of Bioethics, a reference work for the field of study dealing with ethical questions in the life sciences, health and health care.

# # #

NEH-88-039-L04

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

GEORGIA

Atlanta:
Spelman College
Atlanta, GA 30314
APPROVED OUTRIGHT $64,000.00
RC-21630-88 (Research Programs)
PROJ.DIR.: Beverly Guy-Sheftall
PROJECT TITLE: Spelman College Archival Access Project
PROJECT DESCRIPTION:
To support the arrangement and description of archives and manuscripts at Spelman College.

# # #

NEH-88-039-L05

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

ILLINOIS

Chicago:
University of Chicago — APPROVED OUTRIGHT $231,901.00
Chicago, IL 60637 — APPROVED MATCH $100,000.00
PROJ.DIR.: Erica Reiner — RT-20951-88 (Research Programs)
PROJECT TITLE: The Chicago Assyrian Dictionary
PROJECT DESCRIPTION:
To support continued preparation of The Chicago Assyrian Dictionary, a comprehensive lexicon of Akkadian, the earliest known Semitic language.

University of Chicago — APPROVED OUTRIGHT $235,382.00
Chicago, IL 60637 — APPROVED MATCH $80,000.00
PROJ.DIR.: Harry A. Hoffner — RT-20978-88 (Research Programs)
PROJECT TITLE: The Hittite Dictionary of the Oriental Institute of the University of Chicago
PROJECT DESCRIPTION:
To support continuing work on the Chicago Hittite Dictionary, which includes published and unpublished cuneiform texts from the empire of the Hittites.

Mt. Vernon:
Jo Modert — APPROVED OUTRIGHT $5,000.00
Mt. Vernon, IL 62864 — RE-20363-84 (Research Programs)
Independent Scholar
PROJECT TITLE: Publication of a Facsimile Edition of Jane Austen's Manuscript Letters
PROJECT DESCRIPTION:
To support the completion of a facsimile edition of Jane Austen's letters.

# # #

NEH-88-039-L06

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

INDIANA

Bloomington:
Indiana University, Bloomington
Bloomington, IN 47405
PROJ.DIR.: Ruth M. Stone

APPROVED OUTRIGHT $80,279.00
RC-21517-88 (Research Programs)

PROJECT TITLE: Cataloging of Field Collections
PROJECT DESCRIPTION:
To support the preservation and cataloging of archival field recordings of traditional music dating from 1895 to the present.

# # #

NEH-88-039-L07

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

MARYLAND

Baltimore:
Johns Hopkins University — APPROVED OUTRIGHT $240,197.00
Baltimore, MD 21218 — APPROVED MATCH $100,000.00
PROJ.DIR.: Delbert R. Hillers — RT-20924 (Research Programs)
PROJECT TITLE: A Comprehensive Aramaic Lexicon
PROJECT DESCRIPTION:
To support the preparation of a comprehensive Aramaic dictionary, covering texts from 925 B.C. to A.D. 1400.

College Park:
John J. McCusker — APPROVED OUTRIGHT $64,000.00
Independent Scholar — RC-21542-88 (Research Programs)
PROJECT TITLE: Early Commercial and Financial Newspapers
PROJECT DESCRIPTION:
To support the preparation of a guide to European commercial and financial newspapers published between 1540 and 1775.

# # #

NEH-88-039-L08

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

MASSACHUSETTS

Boston:

Dorothy Gillerman — APPROVED OUTRIGHT $28,620.00
Boston, MA 02114 — APPROVED MATCH $11,600.00
Independent Scholar — RT-20972-88 (Research Programs)
PROJECT TITLE: The Census of Gothic Sculpture in America
PROJECT DESCRIPTION:
To support phase two of the Census of Gothic Sculpture in America.

Cambridge:

Harvard University — APPROVED OUTRIGHT $80,500.00
Cambridge, MA 02138 — RL-21228 (Research Programs)
PROJ.DIR.: Roderick MacFarquhar
PROJECT TITLE: The Rise of Chinese Communism, 1921-49: A Documentary History
PROJECT DESCRIPTION:
To support the selection and translation of sources on the Chinese Communist Party from 1921 to 1949. Scholars were only recently granted access to these documents from the regional archives in the People's Republic of China.

Harvard University — APPROVED OUTRIGHT $158,000.00
Cambridge, MA 02138 — APPROVED MATCH $10,000.00
PROJ.DIR.: John B. Howard — RC-21599-88 (Research Programs)
PROJECT TITLE: RISM Series A/II: U.S. Music Manuscript Inventory
PROJECT DESCRIPTION:
To support the second stage of an inventory of music manuscripts from 1600 to 1800 that are held by U.S. libraries, as part of the Repertoire International des Sources Musicales (RISM).

Harvard University — APPROVED OUTRIGHT $38,000.00
Cambridge, MA 02138 — RC-21587-88 (Research Programs)
PROJ.DIR.: Sally F. Williams
PROJECT TITLE: Index to Anthropological Literature
PROJECT DESCRIPTION:
To support the consolidation of two scholarly indexing services: the Anthropological Index (Royal Anthropological Institute of the United Kingdom) and Anthropological Literature (Tozzer Library, Harvard University).

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

MASSACHUSETTS (continued)

Cambridge (continued):

Patricia K. Grimsted	APPROVED OUTRIGHT	$120,000.00
Cambridge, MA 02138	APPROVED MATCH	$30,000.00
Independent Scholar	RC-21612-88 (Research Programs)	

PROJECT TITLE: Archives and Manuscript Repositories in the USSR
PROJECT DESCRIPTION:
To support the continuation of a series of guides to archival and manuscript repositories in the USSR.

Worcester:

American Antiquarian Society	APPROVED OUTRIGHT	$120,000.00
Worcester, MA 01609	APPROVED MATCH	$20,000.00
PROJ.DIR.: Nancy H. Burkett	RC-21516-88 (Research Programs)	

PROJECT TITLE: Catalog of American Children's Books, 1821-76, in the American Antiquarian Society: Phase II
PROJECT DESCRIPTION:
To support the cataloging of works of fiction, school books, religious tracts and picture books published in America for children, 1821-76.

# # #

NEH-88-039-L09

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

MICHIGAN

Ann Arbor:
University of Michigan, Ann Arbor — APPROVED OUTRIGHT $209,274.00
Ann Arbor, MI 48109 — APPROVED MATCH $539,868.00
PROJ.DIR.: Robert E. Lewis — RT-20923 (Research Programs)
PROJECT TITLE: The Middle English Dictionary
PROJECT DESCRIPTION:
To support work on The Middle English Dictionary, the historical and descriptive treatment of the English Lexicon for the period 1100 to 1500.

University of Michigan, Ann Arbor — APPROVED OUTRIGHT $145,000.00
Ann Arbor, MI 48109 — RC-21564-88 (Research Programs)
PROJ.DIR.: David E. Crawford
PROJECT TITLE: Renaissance Liturgical Imprints: A Census
PROJECT DESCRIPTION:
To support the continuation of the Census of Renaissance Liturgical Imprints.

# # #

NEH-88-039-L10

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

MINNESOTA

Saint Paul:
University of Minnesota
Saint Paul, MN 55104
PROJ.DIR.: Thomas Clayton

APPROVED OUTRIGHT $95,124.00
APPROVED MATCH $5,000.00
RT-20966-88 (Research Programs)

PROJECT TITLE: New Variorum Edition of Shakespeare's Coriolanus
PROJECT DESCRIPTION:
To support the preparation of the New Variorum Edition of Shakespeare's Coriolanus, which provides a detailed history of a critical commentary to the text arranged chronologically.

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NEH-88-039-L11

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

NEW YORK

Albany:
SUNY Res. Fdn./Albany — APPROVED OUTRIGHT $103,285.00
Albany, NY 12201 — APPROVED MATCH $25,000.00
PROJ.DIR.: Peter M. Boyd-Bowman — RT-20909-88 (Research Programs)
PROJECT TITLE: The Lexico Hispanoamericano Del Siglo XX: A Microfiche Edition
PROJECT DESCRIPTION:
To support the last volume of the Lexico Hispanoamericano project, a lexicon that illustrates the development of regional Spanish-American vocabulary from 1492 to the present.

Ithaca:
Cornell University — APPROVED OUTRIGHT $69,230.00
Ithaca, NY 14853 — APPROVED MATCH $60,000.00
PROJ.DIR.: Henry Louis Gates — RT-20992 (Research Programs)
PROJECT TITLE: Black Periodical Literature Project
PROJECT DESCRIPTION:
To support the preparation of an annotated bibliography and on-line data base that will result in an index to the fiction and poetry published in black periodicals between 1827 and 1919.

New York:
American Institute of Physics — APPROVED OUTRIGHT $50,000.00
New York, NY 10017 — APPROVED MATCH $35,000.00
PROJ.DIR.: Joan N. Warnow-Blewett — RC-21625-88 (Research Programs)
PROJECT TITLE: Reconversion of the International Catalog of Sources of History of Physics and Allied Sciences
PROJECT DESCRIPTION:
To support the enhancement of records and automation of the International Catalog of Sources for History of Physics and Allied Sciences.

American Music Center, Inc. — APPROVED OUTRIGHT $47,006.00
New York, NY 10019 — APPROVED MATCH $75,000.00
PROJ.DIR.: Eero Richmond — RC-21623-88 (Research Programs)
PROJECT TITLE: Cataloging of Contemporary American Musical Scores
PROJECT DESCRIPTION:
To support the cataloging of 13,500 scores of contemporary American composers in the center's library. Catalog records will be entered in the Research Libraries Information Network (RLIN).

-OVER-

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

NEW YORK (continued)

New York (continued):
Architectural History Foundation — APPROVED OUTRIGHT $43,500.00
New York, NY 10017 — APPROVED MATCH $10,000.00
PROJ.DIR.: Karen W. Banks — RT-20941-88 (Research Programs)
PROJECT TITLE: Annotated Catalog of Antonio da Sangallo the Younger and His Circle
PROJECT DESCRIPTION:
To support the research and editing of a two-volume comprehensive, annotated catalog of 1,800 drawings by the Renaissance architect Antonio da Sangallo the Younger.

CUNY Res. Fdn./Bernard Baruch College — APPROVED OUTRIGHT $47,700.00
New York, NY 10159 — RC-21590-88 (Research Programs)
PROJ.DIR.: George R. Hill
PROJECT TITLE: A Guide to Music in Collected Editions, Historical Sets and Monuments
PROJECT DESCRIPTION:
To support the preparation of a guide to music compositions published in approximately 10,000 collected editions and historical sets.

New York Historical Society — APPROVED MATCH $159,600.00
New York, NY 10024 — RT-20953 (Research Programs)
PROJ.DIR.: Kenneth T. Jackson
PROJECT TITLE: The Encyclopedia of New York
PROJECT DESCRIPTION:
To support the preparation of a one-volume Encyclopedia of New York.

New York Public Library — APPROVED OUTRIGHT $70,000.00
New York, NY 10018 — APPROVED MATCH $5,000.00
PROJ.DIR.: Julia R. Van Haaften — RC-21591-88 (Research Programs)
PROJECT TITLE: Photo Collections-Documentation/Phase III: Stereoscopic Views
PROJECT DESCRIPTION:
To support physical organization, conservation and cataloguing of 72,000 stereoscopic views in the New York Public Library.

Poughkeepsie:
Association for Computers & the Humanities — APPROVED OUTRIGHT $148,895.00
Poughkeepsie, NY 12601 — APPROVED MATCH $25,000.00
PROJ.DIR.: C. M. Sperberg-McQueen — RT-21016 (Research Programs)
PROJECT TITLE: Text Encoding Initiative: Guidelines for the Encoding and Interchange of Machine-Readable Texts
PROJECT DESCRIPTION:
To support the development and promotion of guidelines for the preparation and interchange of machine-readable texts for scholarly research in the humanities.

# # #

NEH-88-039-L12

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

NORTH CAROLINA

Chapel Hill:
University of North Carolina, Chapel Hill — APPROVED OUTRIGHT — $15,364.00
Chapel Hill, NC 27599 — RC-21637-88 (Research Programs)
PROJ.DIR.: Jay D. Bolter
PROJECT TITLE: Conference on the Computerization of L'Annee Philologique
PROJECT DESCRIPTION:
To support a conference to plan for the computerization of L'Annee Philologique, the annual bibliography of classical studies.

Raleigh:
Carolina Charter Corporation — APPROVED MATCH — $34,857.00
Raleigh, NC 27611 — RC-21647-88 (Research Programs)
PROJ.DIR.: Robert J. Cain
PROJECT TITLE: Scottish Records Program of North Carolina Colonial Records Project
PROJECT DESCRIPTION:
To support the location, description, and microfilming of records and manuscripts in Scotland relating to the history of North Carolina to 1820.

# # #

NEH-88-039-L13

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

OHIO

Cincinnati:
Hebrew Union College, Cincinnati — APPROVED OUTRIGHT $63,000.00
Cincinnati, OH 45220 — APPROVED MATCH $75,000.00
PROJ.DIR.: Herbert C. Zafren — RC-21528-88 (Research Programs)
PROJECT TITLE: Microfilming the Hebrew Manuscript Collection of the Jewish National and University Library
PROJECT DESCRIPTION:
To support the microfilming of the Hebrew manuscript collection of the Jewish National and University Library in Jerusalem.

Columbus:
Ohio State University Research Foundation — APPROVED OUTRIGHT $115,000.00
Columbus, OH 43212 — RC-21624-88 (Research Programs)
PROJ.DIR.: Geoffrey D. Smith
PROJECT TITLE: American Fiction, 1901-25: A Contribution Toward a Bibliography
PROJECT DESCRIPTION:
To support the preparation of a comprehensive bibliography of American fiction from 1901 to 1925.

# # #

NEH-88-039-L14

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

OKLAHOMA

Norman:
University of Oklahoma, Norman — APPROVED OUTRIGHT $42,200.00
Norman, OK 73019 — RC-21534-88 (Research Programs)
PROJ.DIR.: Bradford S. Koplowitz
PROJECT TITLE: Guide to the University of Oklahoma's Western History Collections
PROJECT DESCRIPTION:
To support a new guide to the university's Western History Collection.

University of Oklahoma, Norman — APPROVED OUTRIGHT $110,000.00
Norman, OK 73019 — RC-21580-88 (Research Programs)
PROJ.DIR.: Gwenn Davis
PROJECT TITLE: Bibliographies of Printed Books of Drama, Short Fiction and Juvenile Literature
PROJECT DESCRIPTION:
To support the preparation of bibliographies of drama and short fiction written by British and American women prior to 1900.

# # #

NEH-88-039-L15

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

PENNSYLVANIA

Philadelphia:
Historical Society of Pennsylvania — APPROVED MATCH — $235,000.00
Philadelphia, PA 19107 — RT-20937 (Research Programs)
PROJ.DIR.: Marianne S. Wokeck
PROJECT TITLE: Biographical Dictionary of Early Pennsylvania Legislators
PROJECT DESCRIPTION:
To support work on the Biographical Dictionary of Early Pennsylvania Legislators of the 17th and 18th centuries.

University of Pennsylvania — APPROVED OUTRIGHT — $78,041.00
Philadelphia, PA 19104 — APPROVED MATCH — $10,000.00
PROJ.DIR.: Michael W. Meister — RT-20967-88 (Research Programs)
PROJECT TITLE: Encyclopedia of Indian Temple Architecture
PROJECT DESCRIPTION:
To support preparation and editing of the Encyclopedia of Indian Temple Architecture, a work that provides textual sources, historical definitions, photographs and verbal descriptions of East Indian temple architecture.

University Park :
Pennsylvania State University, Main Campus — APPROVED OUTRIGHT — $48,697.00
University Park, PA 16802 — APPROVED MATCH — $15,000.00
PROJ.DIR.: Peter Gottlieb — RC-21505-88 (Research Programs)
PROJECT TITLE: United Steelworkers of America Archive
PROJECT DESCRIPTION:
To support the arrangement and description of the archives of the United Steelworkers of America.

# # #

NEH-88-039-L16

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

SOUTH CAROLINA

Columbia:
University of South Carolina
Columbia, SC 29208
PROJ.DIR.: Joel A. Myerson

APPROVED OUTRIGHT $77,748.00
RC-21533-88 (Research Programs)

PROJECT TITLE: Walt Whitman: A Descriptive Bibliography
PROJECT DESCRIPTION:
To support the preparation of a descriptive bibliography of the works of Walt Whitman.

# # #

NEH-88-039-L17

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

TENNESSEE

Knoxville:
University of Tennessee, Knoxville — APPROVED OUTRIGHT $84,543.00
Knoxville, TN 37996 — APPROVED MATCH $11,305.00
PROJ.DIR.: Jonathan E. Lighter — RT-20993-88 (Research Programs)
PROJECT TITLE: Historical Dictionary of American Slang
PROJECT DESCRIPTION:
To support the editing of the first comprehensive dictionary of American slang.

Nashville:
Fisk University — APPROVED OUTRIGHT $29,094.00
Nashville, TN 37208 — RC-21491-88 (Research Programs)
PROJ.DIR.: Ann A. Shockley
PROJECT TITLE: Organize, Process and Preserve the Papers of Mary E. Spence, 1865-1962
PROJECT DESCRIPTION:
To support the organization, processing and preservation of the papers of Mary Elizabeth Spence, the first white graduate and faculty member of Fisk University.

# # #

NEH-88-039-L18

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

TEXAS

Austin:
Texas State Historical Association — APPROVED MATCH $351,400.00
Austin, TX 78712 — RT-20896 (Research Programs)
PROJ.DIR.: Ron C. Tyler
PROJECT TITLE: Revision of the Handbook of Texas
PROJECT DESCRIPTION:
To support the revision of the Handbook of Texas, an encyclopedia and biographical dictionary that documents Texas people, history, geography, culture, industry and commerce.

University of Texas, Austin — APPROVED OUTRIGHT $150,594.00
Austin, TX 78712 — APPROVED MATCH $28,100.00
PROJ.DIR.: Richard N. Adams — RT-21012-88 (Research Programs)
PROJECT TITLE: A Historical Atlas of Central America
PROJECT DESCRIPTION:
To support the preparation of a historical atlas of Central America.

Denton:
University of North Texas — APPROVED OUTRIGHT $85,085.00
Denton, TX 76203 — APPROVED MATCH $5,000.00
PROJ.DIR.: Heather K. Hardy — RT-20913-88 (Research Programs)
PROJECT TITLE: Alabama Dictionary Project
PROJECT DESCRIPTION:
To support production of the first dictionary of the Alabama language, a native American language of the southeastern United States.

San Antonio:
Univ. of Texas Health Science Center — APPROVED OUTRIGHT $50,000.00
San Antonio, TX 78284 — RC-21509-88 (Research Programs)
PROJ.DIR.: David A. Kronick
PROJECT TITLE: Guide to Early Scientific and Technical Periodicals
PROJECT DESCRIPTION:
To support preparation of a guide to 17th- and 18th-century science and technology periodicals.

# # #

NEH-88-039-L19

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

UTAH

Salt Lake City:
Ted A. Telford
Salt Lake City, UT 84103
Independent Scholar

APPROVED OUTRIGHT $22,180.00
RC-21545-88 (Research Programs)

PROJECT TITLE: Supplement to Annotated Catalog of Chinese Local Gazetteers on Microfilm at the Genealogical Society of Utah

PROJECT DESCRIPTION:
To support the addition of entries to the annotated catalog of Chinese local gazetteers held by the Genealogical Society of Utah.

# # #

NEH-88-039-L20

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

WASHINGTON

Renton:
Joella G. Yoder
Renton, WA 98056
Independent Scholar

APPROVED OUTRIGHT $17,650.00
RC-21615-88 (Research Programs)

PROJECT TITLE: Catalog and Concordance of Huygens Manuscripts
PROJECT DESCRIPTION:
To support a catalog and concordance to the works of Christian Huygens, a major figure in the scientific revolution of the 17th century.

# # #

NEH-88-039-L21

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Reference Materials and Texts - Summer 1988

WISCONSIN

Madison:
University of Wisconsin, Madison
Madison, WI 53706
PROJ.DIR.: David A. Woodward
PROJECT TITLE: A History of Cartography
PROJECT DESCRIPTION:
To support work on volumes 2 through 6 of A History of Cartography.

APPROVED OUTRIGHT $137,229.00
APPROVED MATCH $233,706.00
RT-20983-88 (Research Programs)

Milwaukee:
Marquette University
Milwaukee, WI 53233
PROJ.DIR.: Richard C. Taylor
PROJECT TITLE: Great Commentary of the de Anima of Aristotle by Ibn Rushd/Averroes
PROJECT DESCRIPTION:
To support the translation of the 13th-century Latin version of Averroes's Long Commentary on Aristotle's "de Anima," important for understanding medieval Muslim theories of the soul and for the influence it had on Latin Scholasticism.

APPROVED OUTRIGHT $50,000.00
RL-21251-88 (Research Programs)

# # #

NEWS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-040-N

Contact: Mary Chunko 202/786-0449 (Office)
703/528-0561 (Home)

HUMANITIES ENDOWMENT FUNDS 46 NEW MUSEUM PROJECTS NATIONWIDE

Cultural Institutions Receive Grants Totaling $4.9 Million

WASHINGTON, July 14 -- Lynne V. Cheney, Chairman of the National Endowment for the Humanities, today announced $4.9 million in new grants to museums, historical organizations and other cultural institutions in 20 states and the District of Columbia. The grants will support the planning and assembling of 46 permanent, temporary and traveling exhibitions, as well as materials that interpret or document museum collections.

[NEH has awarded one or more grants in your area. Please see the enclosed list of all grants arranged by city and state.]

"These grants will enable museums, historical societies and other institutions to make their collections more accessible to the general public," Cheney said in announcing the awards. "The exhibitions and related projects will help bring history and foreign cultures to life for citizens nationwide."

The following projects are among those receiving support from new NEH grants:

* Field Museum of Natural History, Chicago, will assemble a permanent exhibition on the culture and history of the peoples of the Pacific;

* Philadelphia Museum of Art will mount a traveling exhibition on the relationship between visual art and the natural sciences in Philadelphia from the colonial period through the early republic;

(OVER)

* **Texas A & I University, Kingsville,** will develop a traveling exhibition, catalog and related educational programs exploring the Hispanic presence in South Texas from 1750 to 1940;

* **Walters Art Gallery,** Baltimore, will create a permanent installation for its collections of Asian art;

* **University of Missouri, Columbia,** will assemble a traveling exhibition, catalog and related programs that examine the art of France under the "Citizen King," Louis Philippe;

* **Colonial Williamsburg Foundation, Williamsburg, Va.,** will mount an exhibition on the archaeology of the earliest permanent English settlement excavated on American soil;

* **Burke Memorial Washington State Museum, Seattle,** will create an exhibition, catalog and educational programs on the native American culture of Washington State.

The National Endowment for the Humanities is an independent federal agency that supports research, education and public programs in the humanities.

###

Editors and Writers: Please note that a complete list of NEH grants to museums accompanies this release.

NEH-88-040-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

ARIZONA

Bisbee:
Bisbee Council on the Arts and Humanities APPROVED OUTRIGHT $27,480.00
Bisbee, AZ 85603
PROJECT DIRECTOR: Larry B. Tanner
PROJECT TITLE: Bisbee, Arizona: The History of a Frontier Mining Town
PROJECT DESCRIPTION:
To support planning for a permanent exhibition, gallery guide and educational materials interpreting the social and mining history of Bisbee, Arizona.

Flagstaff:
Museum of Northern Arizona APPROVED OUTRIGHT $25,228.00
Flagstaff, AZ 86001
PROJECT DIRECTOR: Elaine R. Hughes
PROJECT TITLE: Documentation of the Navajo Textile Collection
PROJECT DESCRIPTION:
To support the documentation of the museum's collection of Navajo textiles.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
June 1988

ARKANSAS

Fayetteville:
University of Arkansas, Fayetteville APPROVED OUTRIGHT $5,000.00
Fayetteville, AR 72701
PROJECT DIRECTOR: Allyn A. Lord
PROJECT TITLE: Planning for the Computerization of the Archaeology Collection at the University Museum
PROJECT DESCRIPTION:
To support planning for computerized documentation of the museum's archaeology collection.

Little Rock:
Arkansas Museum of Science and History APPROVED OUTRIGHT $65,000.00
Little Rock, AR 72202
PROJECT DIRECTOR: Alison B. Sanchez
PROJECT TITLE: Great Moments in Discovery
PROJECT DESCRIPTION:
To support planning for an exhibition that analyzes the historical and cultural milieux surrounding four major discoveries in the history of science.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

COLORADO

Grand Junction:
Museum of Western Colorado APPROVED OUTRIGHT $5,000.00
Grand Junction, CO 81502
PROJECT DIRECTOR: Judy A. Prosser
PROJECT TITLE: Planning for Computerized Documentation
PROJECT DESCRIPTION:
To support planning for computerized documentation of the museum's historical and anthropological collections.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

DELAWARE

Winterthur:
Winterthur Museum APPROVED OUTRIGHT $23,927.00
Winterthur, DE 19735
PROJECT DIRECTOR: Karol A. Schmiegel
PROJECT TITLE: Implementation of a Computerized Information Retrieval System
PROJECT DESCRIPTION:
To support development of an information retrieval system for the museum's comprehensive collection of decorative and fine arts.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

DISTRICT OF COLUMBIA

Washington:

American Association of Museums APPROVED OUTRIGHT $50,000.00
Washington, DC 20005
PROJECT DIRECTOR: Kathy L. Dwyer
PROJECT TITLE: Museum Data Collection Program
PROJECT DESCRIPTION:
To support a comprehensive survey of American museums.

Textile Museum APPROVED OUTRIGHT $5,000.00
Washington, DC 20008
PROJECT DIRECTOR: Julie L. Haifley
PROJECT TITLE: Planning for Computer Network and Image Retrieval System
PROJECT DESCRIPTION:
To support planning for computerization of an existing documentation system and investigation of image retrieval systems for the museum.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

ILLINOIS

Champaign:
University of Illinois, Urbana — APPROVED OUTRIGHT — $71,199.00
Champaign, IL 61820
PROJECT DIRECTOR: Eunice D. Maguire
PROJECT TITLE: Domestic Art of the Early Christians
PROJECT DESCRIPTION:
To support an exhibition, catalog and programs that examine spiritual and mundane aspects of early Christian life as revealed by material culture in domestic settings.

Chicago:
Art Institute of Chicago — APPROVED OUTRIGHT — $32,108.00
Chicago, IL 60603
PROJECT DIRECTOR: Richard F. Townsend
PROJECT TITLE: Nuevo Mundo: Images of Man and Nature in Pre-Columbian Art
PROJECT DESCRIPTION:
To support planning for an exhibition, catalog and programs that explore the intellectual and aesthetic foundations of ancient New World civilizations.

DuSable Museum of African American History — APPROVED OUTRIGHT — $15,000.00
Chicago, IL 60637 — APPROVED MATCH — $10,000.00
PROJECT DIRECTOR: Amina J. Dickerson
PROJECT TITLE: Self-Study Project
PROJECT DESCRIPTION:
To support a self-study to allow the museum staff, trustees and humanities consultants to review the mission of the museum, assess its collections and plan future interpretive educational programs.

Field Museum of Natural History — APPROVED OUTRIGHT — $750,000.00
Chicago, IL 60605 — APPROVED MATCH — $150,000.00
PROJECT DIRECTOR: Phyllis G. Rabineau
PROJECT TITLE: Peoples of the Pacific
PROJECT DESCRIPTION:
To support implementation of a major, permanent exhibition on the cultures and history of the Pacific Islanders.

Springfield:
Illinois State Museum — APPROVED OUTRIGHT — $67,648.00
Springfield, IL 62706
PROJECT DIRECTOR: Janice T. Wass
PROJECT TITLE: At Home in the Heartland: Domestic Life in Illinois, 1700 to the Present
PROJECT DESCRIPTION:
To support planning for a long-term exhibition interpreting the material culture of domestic life in Illinois.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

KANSAS

Lawrence:
University of Kansas, Lawrence APPROVED OUTRIGHT $100,000.00
Lawrence, KS 66045
PROJECT DIRECTOR: Stephen Addiss
PROJECT TITLE: Zenga: Painting and Calligraphy by Japanese Monks, 1600-1925
PROJECT DESCRIPTION:
To support a traveling exhibition, catalog and educational programs on the cultural, historical and intellectual dimensions of Zenga, the painting and calligraphy of Japanese monks from 1600 to 1925.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

LOUISIANA

Baton Rouge:
Louisiana State University — APPROVED OUTRIGHT $31,015.00
Baton Rouge, LA 70803 — APPROVED MATCH $9,397.00
PROJECT DIRECTOR: Frank de Caro
PROJECT TITLE: Louisiana Folklife: The Photographic Record
PROJECT DESCRIPTION:
To support a traveling exhibition and catalog exploring the photographic documentation of Louisiana folk culture from the 1860s to the present.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

MARYLAND

Baltimore:

Baltimore City Life Museums — APPROVED OUTRIGHT $15,022.00
Baltimore, MD 21202 — APPROVED MATCH $26,100.00
PROJECT DIRECTOR: John W. Durel
PROJECT TITLE: An Exhibition on the History of Baltimore from 1750 to the Present
PROJECT DESCRIPTION:
To support planning for a permanent exhibition, public programs and publications on the urban environment of Baltimore in three historical periods.

Walters Art Gallery — APPROVED OUTRIGHT $388,514.00
Baltimore, MD 21201
PROJECT DIRECTOR: Hiram W. Woodward, Jr.
PROJECT TITLE: Installation of Asian Art Collections
PROJECT DESCRIPTION:
To support the permanent installation of the museum's collections of Asian art.

Solomons:

Calvert Marine Museum — APPROVED OUTRIGHT $217,635.00
Solomons, MD 20688 — APPROVED MATCH $50,000.00
PROJECT DIRECTOR: Paula J. Johnson
PROJECT TITLE: Maritime Patuxent: A River and Its People
PROJECT DESCRIPTION:
To support a permanent exhibition on the history of Maryland's Patuxent River, emphasizing the cultural, social and economic history of river life and communities.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

MASSACHUSETTS

Cambridge:
President and Fellows of Harvard College APPROVED OUTRIGHT $37,986.00
Cambridge, MA 02138
PROJECT DIRECTOR: C.C. Lamberg-Karlovsky
PROJECT TITLE: Documentation of the Lattimore Photographic Collection
PROJECT DESCRIPTION:
To support documentation of the Lattimore Collection of ethnographic photographs from Inner China.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

MICHIGAN

Dearborn:
Edison Institute APPROVED OUTRIGHT $39,041.00
Dearborn, MI 48121
PROJECT DIRECTOR: Judith E. Endelman
PROJECT TITLE: Documentation of the Archives and Library Collections
PROJECT DESCRIPTION:
To support documentation of the museum's collection of popular and commercial graphic arts and related works on paper.

Edison Institute APPROVED OUTRIGHT $38,890.00
Dearborn, MI 48121
PROJECT DIRECTOR: William S. Pretzer
PROJECT TITLE: Documentation of Radio and Television Artifacts in the Permanent Collection
PROJECT DESCRIPTION:
To support documentation of 5,000 radio and television artifacts from the museum's communications collection.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

MISSOURI

Columbia:
University of Missouri, Columbia APPROVED OUTRIGHT $36,285.00
Columbia, MO 65211
PROJECT DIRECTOR: Patricia A. Condon
PROJECT TITLE: The Art of the July Monarchy, France 1830 to 1848
PROJECT DESCRIPTION:
To support planning for a traveling exhibition, catalog and programs that examine the art of France under "Citizen-King" Louis Philippe.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

NEW HAMPSHIRE

Hanover:
Dartmouth College APPROVED OUTRIGHT $54,268.00
Hanover, NH 03755
PROJECT DIRECTOR: Jacquelynn Baas
PROJECT TITLE: The Age of the Marvelous: Aspects of Art and Science in Europe from 1550 to 1700
PROJECT DESCRIPTION:
To support planning for an exhibition, publication and programs that investigate the fascination with natural and manmade wonders in art and science during the 16th and 17th centuries.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

NEW MEXICO

Albuquerque:
Maxwell Museum of Anthropology APPROVED OUTRIGHT $337,744.00
Albuquerque, NM 87131
PROJECT DIRECTOR: Mari Lyn Salvador
PROJECT TITLE: Archaeology of the American Southwest
PROJECT DESCRIPTION:
To support a permanent exhibition on the prehistory of the Southwest from the Paleoindian period through European contact.

Santa Fe:
International Folk Art Foundation APPROVED OUTRIGHT $300,000.00
Santa Fe, NM 87504
PROJECT DIRECTOR: Helen Lucero
PROJECT TITLE: Family and Faith: The Hispanic Heritage of New Mexico
PROJECT DESCRIPTION:
To support an exhibition that explores the culture of Hispanic New Mexico in historical perspective.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

NEW YORK

Brooklyn:
Brooklyn Museum APPROVED OUTRIGHT $118,340.00
Brooklyn, NY 11238
PROJECT DIRECTOR: Diana G. Fane
PROJECT TITLE: The Language of Things: Stewart Culin's North American Indian Collection
PROJECT DESCRIPTION:
To support planning for an exhibition, catalog and programs that use the Cullin Collection of native American art to investigate issues of collecting for museums.

Flushing:
Queens Museum APPROVED OUTRIGHT $219,879.00
Flushing, NY 11368
PROJECT DIRECTOR: Marc H. Miller
PROJECT TITLE: Lafayette, Hero of Two Worlds
PROJECT DESCRIPTION:
To support an exhibition, catalog and programs that present the life of Lafayette and his farewell tour of America from 1824 to 1825.

New York City:
Asia Society Gallery APPROVED OUTRIGHT $175,000.00
New York, NY 10021 APPROVED MATCH $75,000.00
PROJECT DIRECTOR: Andrew Pekarik
PROJECT TITLE: Dreamings: The Art of Aboriginal Australia
PROJECT DESCRIPTION:
To support a traveling exhibition exploring the fundamental principles of Australian aboriginal art from the mid-19th century to the present.

Jewish Museum APPROVED OUTRIGHT $102,680.00
New York, NY 10128
PROJECT DIRECTOR: Emily D. Bilski
PROJECT TITLE: The Golem: A Jewish Legend in History and Art
PROJECT DESCRIPTION:
To support a traveling exhibition, catalog and educational programs exploring artistic representations of the Jewish legend of the golem.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

NEW YORK (continued)

New York City (continued):
Lower East Side Historic Conservancy APPROVED OUTRIGHT $69,970.00
New York, NY 10002
PROJECT DIRECTOR: Ruth J. Abram
PROJECT TITLE: The Lower East Side Immigrant Heritage Trail: A Social History Walking Tour Series
PROJECT DESCRIPTION:
To support planning for a series of "living history" walking tours interpreting six immigrant communities that existed on New York City's Lower East Side from 1850 to 1910.

Museum of the American Indian APPROVED OUTRIGHT $25,219.00
New York, NY 10032
PROJECT DIRECTOR: Cecile R. Ganteaume
PROJECT TITLE: The Apachean Documentation Project
PROJECT DESCRIPTION:
To support the documentation of the museum's collection of Apache material culture.

Museum of the City of New York APPROVED OUTRIGHT $50,000.00
New York, NY 10029
PROJECT DIRECTOR: Richard E. Beard
PROJECT TITLE: Interpretive Programs for an Exhibition on Calvert Vaux, Architect and Planner
PROJECT DESCRIPTION:
To support educational programs for an exhibition on the role of architect and planner Calvert Vaux and his contributions to domestic architecture and landscape design in 19th-century America.

New York Historical Society APPROVED OUTRIGHT $150,745.00
New York, NY 10024 APPROVED MATCH $100,000.00
PROJECT DIRECTOR: Ella M. Foshay
PROJECT TITLE: The Legacy of Luman Reed: American Art and Patronage in the 19th Century
PROJECT DESCRIPTION:
To support a permanent exhibition, catalog and lecture series examining the influential role of Luman Reed, 1785-1836, in the development of American art and connoisseurship.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

NEW YORK (continued)

Rochester:
International Museum of Photography APPROVED OUTRIGHT $53,905.00
Rochester, NY 14607
PROJECT DIRECTOR: Robert A. Mayer
PROJECT TITLE: The Genius of Photography
PROJECT DESCRIPTION:
To support planning for a permanent exhibition that examines photography in its historical, social, cultural, economic and artistic dimensions.

Strong Museum APPROVED OUTRIGHT $19,198.00
Rochester, NY 14607
PROJECT DIRECTOR: Harvey Green
PROJECT TITLE: The Economic History of the American Family, 1860-1940
PROJECT DESCRIPTION:
To support planning for an exhibition and catalog examining the economics of American family life from 1860 to 1940.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

OHIO

Toledo:
Toledo Museum of Art APPROVED OUTRIGHT $23,730.00
Toledo, OH 43697
PROJECT DIRECTOR: Cynthia Crow
PROJECT TITLE: An Exploration of the Cultural Context of Figurative Painting, Germany, 1980-88
PROJECT DESCRIPTION:
To support implementation of a series of educational programs to accompany a traveling exhibition of contemporary German art.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

PENNSYLVANIA

Philadelphia:
Philadelphia Museum of Art APPROVED OUTRIGHT $51,320.00
Philadelphia, PA 19101
PROJECT DIRECTOR: Ann B. Percy
PROJECT TITLE: The Art of Science: Philadelphia Natural History Illustration, 1750-1840
PROJECT DESCRIPTION:
To support planning for a traveling exhibition on the relationship between visual art and the natural sciences in Philadelphia from the colonial period through the early Republic.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

TEXAS

Austin:
Texas Historical Commission APPROVED OUTRIGHT $98,627.00
Austin, TX 78711
PROJECT DIRECTOR: Kit T. Neumann
PROJECT TITLE: Winedale Museum Seminar on Interpretation of the Humanities
PROJECT DESCRIPTION:
To support the implementation of four interpretive skills seminars for museum and historical society personnel from 23 states.

Dallas:
Dallas Museum of Art APPROVED OUTRIGHT $42,070.00
Dallas, TX 75201
PROJECT DIRECTOR: Alvia J. Wardlaw
PROJECT TITLE: The African Impulse in African-American Art
PROJECT DESCRIPTION:
To support planning for an exhibition examining the importance of the African cultural heritage in the work of contemporary black artists in the United States and the Caribbean.

Kingsville:
Texas A&I University APPROVED OUTRIGHT $42,943.00
Kingsville, TX 78363
PROJECT DIRECTOR: Joe S. Graham
PROJECT TITLE: Nuevo Santander: The Confluence of Cultures in South Texas
PROJECT DESCRIPTION:
To support planning for a traveling exhibition, catalog and related educational programs exploring aspects of the Hispanic presence in South Texas from 1750 to 1940.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

VIRGINIA

Richmond:
Museum of the Confederacy APPROVED OUTRIGHT $48,686.00
Richmond, VA 23219
PROJECT DIRECTOR: Kym S. Rice
PROJECT TITLE: Waiting for Freedom: Black Life in the Old South, 1790-1865
PROJECT DESCRIPTION:
To support planning for an exhibition, catalog and educational program exploring Afro-American life in the Old South between 1790 and 1850.

Valentine Museum APPROVED OUTRIGHT $150,000.00
Richmond, VA 23219
PROJECT DIRECTOR: B. Frank Jewell
PROJECT TITLE: The City and the South: Towards a New Synthesis of Richmond History
PROJECT DESCRIPTION:
To support planning for a permanent exhibition, catalog, videotaped programs, and school materials that will present a synthesis of the history of Richmond.

Williamsburg:
College of William and Mary APPROVED OUTRIGHT $139,609.00
Williamsburg, VA 23185
PROJECT DIRECTOR: Robert P. Maccubbin
PROJECT TITLE: The Age of William III and Mary II: Power, Politics and Patronage, 1688-1702
PROJECT DESCRIPTION:
To support an exhibition demonstrating the pivotal importance of the reign of William III and Mary II in politics and art in Britain, Europe and America.

Colonial Williamsburg Foundation APPROVED OUTRIGHT $300,000.00
Williamsburg, VA 23187 APPROVED MATCH $75,000.00
PROJECT DIRECTOR: Robert C. Birney
PROJECT TITLE: The Martin's Hundred Exhibit at Carter's Grove
PROJECT DESCRIPTION:
To support a permanent exhibition on the archaeology of Martin's Hundred, the earliest permanent English settlement fully excavated on American soil.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

WASHINGTON

Seattle:
Burke Memorial Wash. State Museum APPROVED OUTRIGHT $321,020.00
Seattle, WA 98195
PROJECT DIRECTOR: Patrick V. Kirch
PROJECT TITLE: A Time of Gathering: A Centennial Year Celebration of Washington Native Heritage
PROJECT DESCRIPTION:
To support an exhibition, catalog and educational programming on the native American cultures of Washington.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums
July 1988

WISCONSIN

Eau Claire:
Chippewa Valley Museum APPROVED OUTRIGHT $31,250.00
Eau Claire, WI 54702
PROJECT DIRECTOR: Susan M. McLeod
PROJECT TITLE: The History of the Chippewa Valley
PROJECT DESCRIPTION:
To support planning for a permanent exhibition on the history of the Chippewa Valley from 1850 to 1920.

# # #

NEWS

National Endowment for the Humanities

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

Public Affairs Office
Media Relations

(202) 786-0449

NEH-88-041-N

Contact	Office	Home
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John McGrath	202/786-0449	703/525-9478

EMBARGOED: This material may not be used until July 18, 1988

NEH NAMES WALKER PERCY TO BE 1989 JEFFERSON LECTURER

Novelist Receives the Government's Highest Honor in the Humanities

WASHINGTON, July 18 -- The National Endowment for the Humanities (NEH) today announced that American novelist Walker Percy will deliver the 1989 Jefferson Lecture in the Humanities.

Percy was chosen for the annual honor by the National Council on the Humanities, the presidentially appointed advisory body of NEH. He will be the 18th recipient of the award.

The Jefferson Lecture, established in 1972, is the highest official award that the federal government bestows for distinguished achievement in the humanities. The award honors intellectual and civic accomplishments as exemplified by Thomas Jefferson and provides an opportunity for a distinguished writer or scholar to explore matters of broad concern in a public lecture. The lecture carries a stipend of $10,000.

Percy will deliver the lecture on May 3, 1989, in Washington, D.C.

"Walker Percy is one of America's finest contemporary novelists. His works are important not only for their outstanding literary merit but for their ethical and philosophical dimensions," said NEH Chairman Lynne V. Cheney in announcing Percy's selection.

"Percy's writings challenge us to hold fast to love and tradition in a world where moral choices are increasingly complex," she continued. "The Endowment is proud to honor Walker Percy with the Jefferson Lectureship."

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Born in Birmingham, Ala., in 1916, the author received a bachelor of arts degree from the University of North Carolina in 1937 and an M.D. from Columbia University in 1941. While serving his internship in Bellevue Hospital in New York City, Percy contracted pulmonary tuberculosis. During the several years in which he was confined to bed until his full recovery, he decided to give up a career in medicine and become a writer. His first novel, The Moviegoer, was published in 1961 and received the National Book Award the following year.

His other works include The Last Gentleman (1966); Love in the Ruins (1971), winner of the National Catholic Book Award; The Message in the Bottle (1975); Lancelot (1977); The Second Coming (1980); Lost in the Cosmos (1983); The Thanatos Syndrome (1987) and numerous articles on philosophical, literary and medical topics.

Percy is a member of the American Academy of Arts and Sciences and the National Institute of Arts and Letters. He currently resides in Covington, La., near New Orleans.

Previous Jefferson Lecturers have been Robert Nisbet (1988), Forrest McDonald (1987), 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, education and public programs in the humanities.

# # #

National Endowment for the Humanities

Office of Publications and Public Affairs
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

Media Relations

(202) 786-0449

July 21, 1988

Note to: Project Directors,
Public Affairs Officers

Enclosed is a news release and supporting materials announcing the National Endowment for the Humanities' latest grants for projects in preservation. The grant to your institution is featured.

This package will be mailed to the news media, including reporters in your local area, on Monday, July 25. If you would like additional copies of the materials for your own media contacts, or if you have any questions, please give me a call.

John McGrath
Media Relations
Officer

National Endowment for the Humanities

Office of Publications and Public Affairs
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

Media Relations

(202) 786-0449

July 21, 1988

Note to Public Affairs Officers

Enclosed is a news release and supporting materials announcing the National Endowment for the Humanities' latest grants for projects in preservation. Featured is a $1 million grant to the Research Libraries Group, Inc., a nonprofit group in which your library participates. The funds will support the preservation of certain volumes in your library's collection.

This package will be mailed to the news media on Monday, July 25. If you would like additional copies of the materials for your own media contacts, or if you have any questions, please give me a call.

John McGrath
Media Relations
Officer

NEWS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-042-N

Contact: John McGrath 202/786-0449 (office)
703/525-9478 (home)

FOR IMMEDIATE RELEASE

NEH APPROVES GRANTS OF MORE THAN $3.4 MILLION FOR PRESERVATION PROJECTS

Grants Will Help Preserve Books, Newspapers and Other Humanities Resources

WASHINGTON, July 27 -- The National Endowment for the Humanities (NEH) today announced that it has approved more than $3.4 million in new grants for projects that will preserve scholarly resources such as books, newspapers, periodicals and sound recordings.

The outright and matching grants, which range in size from $3,500 to $1 million, have been approved for 11 institutions in seven states, the District of Columbia and Puerto Rico.

[NEH has approved one or more grants in your area. Please see the enclosed list.]

"The disintegration of millions of books and other materials on which humanities research depends is a national problem," said NEH Chairman Lynne V. Cheney. "The Endowment is pleased to assist these new efforts to preserve an important part of our cultural heritage."

Five of the projects announced today will provide for the microfilming of brittle books, periodicals or foreign newspapers; another five are part of the Endowment's ongoing program to preserve United States newspapers; one will ensure the dissemination of a report on standards for preserving recorded sound materials.

The grants are administered by NEH's Office of Preservation, whose programs help to preserve deteriorating research materials in America's

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libraries, archives and other repositories and support efforts to institutionalize preservation activity across the country.

Recent estimates suggest that 76 million volumes, comprising 25 to 30 percent of the holdings in the country's research libraries, are disintegrating because of the acid content of their paper. Photographs, films, sound recordings and tapes are similarly threatened by factors inherent to their physical structure.

The largest of the grants will go to Research Libraries Group, Inc., a non-profit corporation owned and operated by 36 major universities and libraries and located in Stanford, Calif. Outright and matching grants totaling $1 million will support a cooperative microfilming project that will preserve brittle materials from eight collections significant to scholarhip in American history, German literature, Chinese history and other humanities disciplines. An estimated 27,000 volumes will be filmed from the holdings of the New York Public Library and the university libraries of Columbia, Cornell, Michigan, Princeton, Stanford and Yale.

Another major cooperative microfilming project will be administered by the Committee for Institutional Cooperation at Champaign, Ill., whose members include the Big Ten universities and the University of Chicago. Using outright and matching funds totaling $909,781, more than 22,000 volumes will be preserved from collections important for research in Western European literature and history, African Studies, Slavic and Eastern European Studies and the history of science and technology. Participating in this effort will be Indiana University, Michigan State University,

- MORE -

Northwestern University and Ohio State University, as well as the universities of Chicago, Illinois, Iowa, Michigan, Minnesota and Wisconsin.

Grants totaling $150,000 will assist the New York Public Library in a project to microfilm and catalog 1,800 volumes of periodicals published in the Soviet Union during the years 1917 to 1940. The project will preserve nearly half the library's total collection of titles from this period, materials that are too deteriorated to allow further use by researchers. The grants will also support the physical conservation of certain volumes in the collection.

Five projects announced today are part of the Endowment's United States Newspaper Program (USNP), a long-range, coordinated effort to locate, preserve and catalog in a national database an estimated 250,000 newspaper titles published in this country since 1690. Organized on a state-by-state basis, USNP projects may receive awards for both planning and implementation. To date, NEH has approved planning grants to 32 states and implementation grants to 28 states. USNP grants announced today will go to organizations in Colorado, Connecticut, Mississippi, Missouri and Puerto Rico.

Other institutions receiving grants are: the Association for Recorded Sound Collections, Silver Spring, Md.; the American Theological Library Association, Chicago; and the Center for Research Libraries, Chicago.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education and public programs in the humanities.

# # #

NOTE TO EDITORS: Enclosed is a state-by-state list containing details on the new NEH grants for preservation projects and a fact sheet with general information on the Endowment's preservation programs.

NEH-88-042-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Preservation Projects
July 1988

CALIFORNIA

Stanford:
Research Libraries Group, Inc. APPROVED OUTRIGHT $500,000.00
Stanford, CA 94305 APPROVED MATCH $500,000.00
CONTACT: Patricia McClung (415/329-3642) PS-20207 (Preservation Programs)
PROJECT TITLE: Great Collections Preservation Microfilming Project
PROJECT DESCRIPTION:
To support the microfilming of deteriorating scholarly books from seven research libraries, focusing on collections important to scholarship in American history, Chinese history, German literature, Near Eastern and South Asian history, and the history of science, political science, and economics. Participating in the project will be the university libraries at Columbia, Cornell, Michigan, Princeton, Stanford and Yale, as well as the New York Public Library.

COLORADO

Denver:
Colorado Historical Society APPROVED OUTRIGHT $277,438.00
Denver, CO 80203 APPROVED MATCH $58,000.00
CONTACT: Katherine Kane (303/866-4601) PS-20202-88 (Preservation Programs)
PROJECT TITLE: Colorado Newspaper Project: Cataloging and Microfilming
PROJECT DESCRIPTION:
To support Colorado's participation in the U.S. Newspaper Program. The project will locate and catalog 4,000 newspapers and preserve approximately 1.7 million pages of newspaper on microfilm.

CONNECTICUT

Hartford:
Connecticut State Library APPROVED OUTRIGHT $15,506.00
Hartford, CT 06106
CONTACT: Mike Beringer (203/566-2441) PS-20184-88 (Preservation Programs)
PROJECT TITLE: Connecticut Newspaper Planning Project
PROJECT DESCRIPTION:
To support planning for Connecticut's participation in the U.S. Newspaper Program.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Preservation Projects
July 1988
(continued)

MISSISSIPPI

Jackson:
Mississippi Dept. of Archives and History — APPROVED OUTRIGHT $163,977.00
Jackson, MS 39205 — APPROVED MATCH $37,500.00
CONTACT: Dale Foster (601/359-1424) — PS-20210-88 (Preservation Programs)
PROJECT TITLE: The Mississippi Newspaper Microfilming Project
PROJECT DESCRIPTION:
To support the completion of Mississippi's participation in the U.S. Newspaper Program by microfilming 932,400 newspaper pages.

MISSOURI

Kansas City:
University of Missouri, Kansas City — APPROVED OUTRIGHT $279,031.00
Kansas City, MO 64110
CONTACT: Ted P. Sheldon (816/276-1531) — PS-20185-88 (Preservation Programs)
James Goodrich (314/882-7083)
PROJECT TITLE: Missouri Newspaper Project: Cataloging, Part I
PROJECT DESCRIPTION:
To support Missouri's participation in the U.S. Newspaper Program. Approximately 3,400 titles will be cataloged, and deteriorating titles important for research will be microfilmed.

NEW YORK

New York:
New York Public Library — APPROVED OUTRIGHT $105,045.00
New York, NY 10018 — APPROVED MATCH $45,000.00
CONTACT: Edward Kasinec (212/930-0713) — PS-20193-88 (Preservation Programs)
PROJECT TITLE: Preserving Early Soviet Periodicals
PROJECT DESCRIPTION:
To support the preservation of 1,800 volumes of periodicals published in the Soviet Union between 1917 and 1940.

PUERTO RICO

Rio Piedras:
University of Puerto Rico, Rio Piedras — APPROVED OUTRIGHT $154,036.00
Rio Piedras, PR 00931 — APPROVED MATCH $10,000.00
CONTACT: Haydee Munoz Sola (809/766-1775) — PS-20204-88 (Preservation Programs)
PROJECT TITLE: Puerto Rican Newspaper Project: Cataloging and Microfilming
PROJECT DESCRIPTION:
To support Puerto Rico's participation in the U.S. Newspaper Program. Approximately 650 newspaper titles will be cataloged and about 1.5 million deteriorating newspaper pages will be microfilmed.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Preservation Projects
July 1988
(continued)

ILLINOIS

Champaign:
Committee on Institutional Cooperation — APPROVED OUTRIGHT $539,869.00
Champaign, IL 61820 — APPROVED MATCH $369,912.00
CONTACT: Roger G. Clark (217/333-8475) — PS-20199-88 (Preservation Programs)
PROJECT TITLE: A Coordinated Preservation Microfilming Project
PROJECT DESCRIPTION:
To support a cooperative microfilming project among member libraries of the Committee on Institutional Cooperation to preserve crucial books important for research in various disciplines of the humanities. The project involves the preservation of significant collections at the universities of Chicago, Illinois, Iowa, Michigan, Minnesota, Wisconsin, as well as at Indiana University, Michigan State University, Northwestern University, and Ohio State University.

Chicago:
American Theological Library Association — APPROVED OUTRIGHT $110,000.00
Chicago, IL 60615 — APPROVED MATCH $100,000.00
CONTACT: Albert E. Hurd (312/643-7470) — PS-20191-88 (Preservation Programs)
PROJECT TITLE: Monograph Preservation Program
PROJECT DESCRIPTION:
To support a nationwide, cooperative effort to preserve on microfiche monographs on the history of religion and religious thought published between 1850 and 1910.

Center for Research Libraries — APPROVED OUTRIGHT $90,642.00
Chicago, IL 60637
CONTACT: Karla D. Peterson (312/955-4545) — PS-20172-88 (Preservation Programs)
PROJECT TITLE: Preservation of Civilian Conservation Corps Newspapers
PROJECT DESCRIPTION:
To support the comprehensive preservation of Civilian Conservation Corps' newspapers through conversion to microfiche.

MARYLAND

Silver Spring:
Association for Recorded Sound Collections — APPROVED OUTRIGHT $3,500.00
Silver Spring, MD 10162
CONTACT: Elwood A. McKee, (301/424-6825) — PS-20021-86 (Preservation Programs)
PROJECT TITLE: Dissemination of Study on Standards and Procedures for the Preservation of Sound Recordings
PROJECT DESCRIPTION:
To support the dissemination of an 860-page report documenting a year-long study of standards and procedures relating to the preservation of recorded sound materials.

- MORE -

FACTS

National Endowment for
the Humanities

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

Public Affairs Office
Media Relations

(202) 786-0449

NEH-88-042-F

NEH OFFICE OF PRESERVATION

The National Endowment for the Humanities' Office of Preservation offers support for projects designed to preserve the many resources important to the study of our cultural and intellectual heritage. These include books, journals, manuscripts, newspapers, documents, maps, drawings, sound recordings, films and tapes, which may be found in libraries, archives, museums and other repositories significant to humanities scholarship.

NEH supports cooperative microfilming projects at many institutions, as well as the preservation of important single collections, the conservation of original materials in certain special instances, professional training in preservation administration, the work of regional preservation services, research to improve preservation technology and procedures, and projects designed to increase public understanding of the preservation problem.

The U.S. Newspaper Program: The Office of Preservation also administers the U.S. Newspaper Program, a national effort to locate, catalog and preserve on microfilm the newspapers published in this country since 1690. Projects are organized on a state-by-state basis and awards are made for both planning and implementation. To date, planning grants have been awarded to 32 states, and 28 have received implementation grants. In addition, awards have been made to eight national newspaper repositories. The program enjoys the cooperation of the Library of Congress and the Online Computer Library Center.

The Need for Selectivity: It has been estimated that over 76 million volumes in the nation's research libraries and over 2.5 billion pages in state archives are in danger of being lost. The most ambitious current plan for saving the holdings in the research libraries calls for a 20-year, federal and private-sector effort with a total cost of $300 million. The result would be the saving of 3 million titles. This illustrates two fundamental facts about preservation: that it is expensive and that it demands rigorous selection. Clearly, only a fraction of the most valuable materials can be saved.

Means and Methods: The currently preferred medium on which to preserve the knowledge contained in disintegrating research material on paper is microfilm produced and stored in accordance with the guidelines of the American National Standards Institute, Inc. Restoration of the item itself (conservation) is supported by NEH only when the original has intrinsic value as an artifact or if it contains information of value to scholars that would be lost in duplication.

Public Awareness: The need for preservation of this kind is not widely understood outside the library and archival professions. Widespread awareness of this issue is necessary to secure both the cooperation and support that will be needed for decades to come if we are to avoid intolerable losses.

NEH was a major funder of a documentary film on preservation entitled "Slow Fires" which was broadcast recently on public television stations around the country. NEH staff worked closely with colleagues at the Library of Congress and the Council on Library Resources on the production of the film.

# # #

NEWS

National Endowment for the Humanities
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Washington, D.C. 20506

Public Affairs Office
Media Relations
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NEH-88-043-N

Contact: Mary Chunko 202/786-0449 (office)
703/528-0561 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS $2.3 MILLION TO IMPROVE TEACHING
Awards Will Support Study by Teachers Across the Country

WASHINGTON, August 19 -- The National Endowment for the Humanities (NEH) today announced 10 grants totaling $2.3 million for education projects at public and private schools and other educational institutions across the country.

The grants will provide opportunities for elementary and secondary school teachers and administrators to attend humanities institutes, participate in "masterwork" study projects and conduct independent summer research. The NEH-funded projects will be conducted by colleges and universities, as well as by school districts and other educational institutions, in eight states and the District of Columbia.

[NEH has awarded one or more grants in your area. Please see the attached list.]

"Giving teachers the opportunity to deepen their understanding of the humanities subjects they teach will ultimately benefit students," said NEH Chairman Lynne V. Cheney in announcing the awards.

Each humanities institute will focus on important works, topics and ideas in history, literature, foreign languages and other humanities disciplines and will examine the most effective ways to present them in the classroom. Institutes are organized by one or two faculty members at colleges, universities or other institutions of higher education, in consultation with one or more teachers in elementary and secondary

(OVER)

education. For example, the Center for Civic Education in Calabasas, Calif., will sponsor a four-week institute open to 30 history and social studies teachers from across the country on American political thought and the intellectual origins of the Constitution. The University of Florida at Gainesville will offer a four-week institute for 45 high school American studies teachers on the role of religion in American life.

Masterwork study projects are organized by teachers from an elementary or secondary school or school district who meet with faculty members from a local college or university to study significant texts in the humanities. For example, over the next year, 10 third- through sixth-grade teachers from the Parkway School District in Chesterfield, Mo., will meet with a scholar from Washington University to study Homer's Odyssey. Six teachers at Lincoln Junior-Senior High School in Lincoln, R.I., will conduct a two-year masterwork study project with faculty at Providence College in which they will study major texts of Western civilization.

The Council for Basic Education in the District of Columbia has also received a grant to support independent summer study by teachers of kindergarten through grade 12. The two-year project will allow 340 teachers nationwide to undertake concentrated independent study of specific topics in the humanities.

The National Endowment for the Humanities is an independent federal agency that supports education, research, preservation and public programs in the humanities.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES
Elementary and Secondary Education Grants
August 1988

CALIFORNIA

Calabasas:
Center for Civic Education — APPROVED OUTRIGHT $153,419.00
Calabasas, CA 91302 — ES-21590-88 (Education Programs)
PROJECT DIRECTOR: Duane E. Smith
PROJECT TITLE: An Institute on the U.S. Constitution and American Political Theory
PROJECT DESCRIPTION:
To support a four-week national institute for 30 history and social studies teachers on American political thought and the intellectual origins of the Constitution.

DISTRICT OF COLUMBIA

Washington, D.C.:
Council for Basic Education — APPROVED OUTRIGHT $1,037,208.00
Washington, DC 20005 — APPROVED MATCH $210,000.00
PROJECT DIRECTOR: H. Dennis Gray — ES-21607-88 (Education Programs)
PROJECT TITLE: National Fellowships for Independent Study in the Humanities for Teachers in Grades K-12
PROJECT DESCRIPTION:
To support a two-year project that will fund fellowships for six weeks of independent summer study for 170 K-12 teachers in each year of the project.

FLORIDA

Gainesville:
University of Florida — APPROVED OUTRIGHT $167,001.00
Gainesville, FL 32611 — ES-21606-88 (Education Programs)
PROJECT DIRECTOR: Austin B. Creel
PROJECT TITLE: The Study of Religion in America
PROJECT DESCRIPTION:
To support a four-week national institute for 45 high school American studies teachers on the role of religion in American life.

MISSOURI

Chesterfield:
Parkway School District — APPROVED OUTRIGHT $12,374.00
Chesterfield, MO 63146 — ES-21599-88 (Education Programs)
PROJECT DIRECTOR: Mary K. Mills
PROJECT TITLE: The Odyssey in Elementary School
PROJECT DESCRIPTION:
To support a masterwork study project that will enable 10 teachers of grades three through six to study Homer's Odyssey for a year.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Elementary and Secondary Education Grants
August 1988

MISSOURI
(continued)

St. Louis:
Webster University — APPROVED OUTRIGHT $129,788.00
St. Louis, MO 63119 — ES-21591-88 (Education Programs)
PROJECT DIRECTOR: Fred Stopsky
PROJECT TITLE: "Law, Mercy and Justice": An Interdisciplinary Humanities Institute for Elementary Principals
PROJECT DESCRIPTION:
To support a three-week institute for 36 St. Louis elementary school principals on literary and political expressions of the relations among law, mercy and justice.

OHIO

Oxford:
Miami University — APPROVED OUTRIGHT $178,780.00
Oxford, OH 45056 — APPROVED MATCH $10,300.00
PROJECT DIRECTOR: Robert M. Wilhelm — ES-21610-88 (Education Programs)
PROJECT TITLE: Myth and Its Transformations: Ovid's Metamorphoses
PROJECT DESCRIPTION:
To support a four-week institute with follow-up activities in which 40 elementary school teachers will study classical mythology through Ovid's Metamorphoses.

PENNSYLVANIA

New Wilmington:
Westminster College — APPROVED OUTRIGHT $121,841.00
New Wilmington, PA 16172 — ES-21580-88 (Education Programs)
PROJECT DIRECTOR: Jacob Erhardt
PROJECT TITLE: Institute on German Literature, Culture and Language
PROJECT DESCRIPTION:
To support a four-week immersion institute, including study in Berlin, on German literature, language and culture for 25 U.S. high school teachers.

RHODE ISLAND

Lincoln:
Lincoln Junior-Senior High School — APPROVED OUTRIGHT $23,380.00
Lincoln, RI 02865 — ES-21598-88 (Education Programs)
PROJECT DIRECTOR: Paul J. Dalpe
PROJECT TITLE: A Paideia Approach to Western Civilization: A Masterwork Study Project for High School Teachers
PROJECT DESCRIPTION:
To support a two-year masterwork study project on major texts of Western civilization for six high school teachers.

- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES
Elementary and Secondary Education Grants
August 1988

TEXAS

Denton:
University of North Texas — APPROVED OUTRIGHT $130,278.00
Denton, TX 76203 — ES-21605-88 (Education Programs)
PROJECT DIRECTOR: Alice Mathews
PROJECT TITLE: Roots of American Literary Classics: Promoting and Restraining Individualism
PROJECT DESCRIPTION:
To support a four-week institute on four major works of American literature (The Scarlet Letter, Walden, Leaves of Grass and The Adventures of Huckleberry Finn) for 30 local secondary school English and history teachers.

VERMONT

Middlebury:
Middlebury College — APPROVED OUTRIGHT $160,000.00
Middlebury, VT 05753 — ES-21589 (Education Programs)
PROJECT DIRECTOR: Paul M. Cubeta
PROJECT TITLE: The Poetry of the Theatre: Dramatic Literature on the Page and on the Stage
PROJECT DESCRIPTION:
To support a project that would enable 20 rural secondary school English teachers to participate in some specially designed and some regular activities of the college's seven-week Bread Loaf School of English program.

# # #

NEWS

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NEH-88-044-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS 73 RESEARCH GRANTS

WASHINGTON, Aug. 25 - The National Endowment for the Humanities (NEH) has offered more than $6.3 million in both outright and matching grants to support 73 research projects in history, literature, philosophy and other humanities disciplines.

Many recipients of the new research grants, which represent 27 states and the District of Columbia, will conduct archaeological projects and analytical studies. Some awards represent a collaboration between two or more scholars or institutions designed to interpret and analyze significant topics in humanities scholarship. The NEH-funded projects include several that will examine topics in science, technology and medicine from the perspective of the humanities.

[NEH has awarded one or more grants in your area. Enclosed is a complete list of these grants arranged by city and state].

"The work of these scholars makes important contributions to our understanding of ourselves and our world," said NEH Chairman Lynne V. Cheney in announcing the awards. "The Endowment is pleased to support projects that bring new insight to various humanities topics."

Among the grants awarded is one to the Texas A&M Research Foundation to support an excavation of a 14th-century B.C. shipwreck off the coast of Turkey. Another will support scholars at the Newberry Library in Chicago who will prepare a book on the history of the American Indian family from 1880 to 1930. The University of Indiana at Bloomington has received a grant to study Hispanic folk poetry.

- OVER -

In addition to interpretive research projects, the Endowment has awarded 17 grants to humanities research centers that will enable scholars to pursue research and participate in international conferences. Among the institutions receiving these NEH grants are the Folger Shakespeare Library in Washington, D.C., and the School of American Research in Santa Fe, N.M.

Those institutions offered matching grants from NEH will be required to secure support from non-federal donors in order to receive the Endowment's one-to-one match.

The following research grants are among those announced by the Endowment:

* **The University of California at Berkeley**, $90,000, to support a collaborative study on the works of 20th-century German philosopher Martin Heidegger.

* **Museum of Fine Arts in Boston**, $47,000, to support fieldwork and analysis of the tombs surrounding the pyramid of Cheops at Giza.

* **The University of Mississippi**, $110,000, to conduct seminars examining the world of black Mississippians in the 1930's.

* **The University of Pittsburgh**, $91,556, to prepare for Aristotle's De Partibus Animalium, a guide that will clearly explain the philosopher's ideas concerning zoology.

* **The University of Nebraska at Lincoln**, $51,350, to prepare a five-volume history of Scandinavian literature, each volume to be devoted to one country.

* **Paul Grendler**, a scholar in Chapel Hill, N.C., $60,000, to study the history of Italian Renaissance universities from 1400 to 1600.

* **New York University** in New York City, $90,000, to study art direction in the cinema from 1927 to 1959 in the United States, Great Britain, France and Italy.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education, preservation and public programs in the humanities.

# # #

NEH-88-044-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

ALASKA

Fairbanks:
University of Alaska, Fairbanks — APPROVED OUTRIGHT $20,000.00
Fairbanks, AK 99775 — APPROVED MATCH $45,200.00
PROJ.DIR.: Jean S. Aigner — RO-21690-88 (Research Programs)
PROJECT TITLE: The Archaeology of Protohistoric Settlement Patterns and Culture Change, Unalaska Island, Alaska
PROJECT DESCRIPTION:
To support an interdisciplinary study of changes in settlement pattern, population size, and social structure on Unalaska Island of the eastern Aleutians prior to contact by Russian explorers and in the early contact period.

Juneau:
Sealaska Heritage Foundation — APPROVED MATCH $150,000.00
Juneau, AK 99801 — RO-21723 (Research Programs)
PROJ.DIR.: Richard L. Dauenhauer
PROJECT TITLE: Tlingit Oral Literature Text Translation
PROJECT DESCRIPTION:
To support collection, transcription, translation and annotation of the oral traditions of the Tlingit, a major tribe in the Pacific Northwest.

CALIFORNIA

Berkeley:
University of California, Berkeley — APPROVED OUTRIGHT $90,000.00
Berkeley, CA 94720 — RO-21785 (Research Programs)
PROJ.DIR.: Hubert L. Dreyfus
PROJECT TITLE: The Work of Martin Heidegger: Its Unity and Significance
PROJECT DESCRIPTION:
To support a collaborative study of the work of the 20th-century German philosopher Martin Heidegger to provide an integrated account, accessible to a wide scholarly public, of the continuity and development of Heidegger's thought.

Los Angeles:
University of California, Los Angeles — APPROVED OUTRIGHT $170,000.00
Los Angeles, CA 90024 — APPROVED MATCH $5,000.00
PROJ.DIR.: John Brewer — RO-21623-88 (Research Programs)
PROJECT TITLE: Consumption and Culture in the 17th and 18th Centuries in England and North America
PROJECT DESCRIPTION:
To support an interdisciplinary program to examine consumption and culture in 18th-century England and North America.

- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

CALIFORNIA (continued)

Los Angeles: (continued)
University of California, Los Angeles — APPROVED OUTRIGHT $43,660.00
Los Angeles, CA 90024 — RO-21741-88 (Research Programs)
PROJ.DIR.: Ernestine S. Elster
PROJECT TITLE: Manuscript Preparation of Excavations at Sitagroi, Volume 2
PROJECT DESCRIPTION:
To support completion of the second and final volume of Excavations at Sitagroi, an important Neolithic site in northwest Greece for the study of the early emergence of metallurgy in the Mediterranean.

San Diego:
San Diego State University Foundation — APPROVED OUTRIGHT $20,000.00
San Diego, CA 92182 — APPROVED MATCH $60,000.00
PROJ.DIR.: Gary O. Rollefson — RO-21633-88 (Research Programs)
PROJECT TITLE: 'Ain Ghazal - Wadi Shu'eib Archaeological Excavations
PROJECT DESCRIPTION:
To support archaeological excavations at Ain Ghazal, Jordan, in order to study cultural developments during the seventh and sixth millenia B.C.

Stanford:
Center for Advanced Study in Behavioral Scis. — APPROVED OUTRIGHT $70,000.00
Stanford, CA 94305 — APPROVED MATCH $70,000.00
PROJ.DIR.: Gardner Lindzey — RA-20037-88 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships in the Humanities
PROJECT DESCRIPTION:
To support postdoctoral fellowships in the humanities.

DISTRICT OF COLUMBIA

Washington:
Folger Shakespeare Library — APPROVED OUTRIGHT $57,000.00
Washington, DC 20003 — APPROVED MATCH $14,000.00
PROJ.DIR.: Werner L. Gundersheimer — RA-20038-88 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships
PROJECT DESCRIPTION:
To support postdoctoral fellowships at the Folger Library.

Georgetown University — APPROVED OUTRIGHT $25,000.00
Washington, DC 20057 — RO-21752-88 (Research Programs)
PROJ.DIR.: Deborah F. Tannen
PROJECT TITLE: Conversational and Literary Discourse
PROJECT DESCRIPTION:
To support completion of research and write-up of a study of common linguistic strategies, such as indirectness and figures of speech, found in literature and everyday conversation.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

FLORIDA

Gainesville:
University of Florida — APPROVED OUTRIGHT $100,000.00
Gainesville, FL 32611 — APPROVED MATCH $75,000.00
PROJ.DIR.: Michael V. Gannon — RO-21784 (Research Programs)
PROJECT TITLE: A Proposal for a Three-Year Renewal of the Institute for Early Contact Period Studies at the Univ. of Florida
PROJECT DESCRIPTION:
To support administrative costs and two research projects of the Institute for Early Contact Studies investigating the earliest instances of European-native American contact in the Caribbean, Florida and coastal Georgia.

ILLINOIS

Chicago:
Newberry Library — APPROVED OUTRIGHT $80,000.00
Chicago, IL 60610 — APPROVED MATCH $20,000.00
PROJ.DIR.: Frederick E. Hoxie — RO-21689-88 (Research Programs)
PROJECT TITLE: American Indian Families, 1880 - 1930
PROJECT DESCRIPTION:
To support the research and writing of a book on the history of the native American family, 1880-1930, and the production of a computerized data base on this subject for the use of scholars and the native American community.

Newberry Library — APPROVED OUTRIGHT $90,000.00
Chicago, IL 60610 — APPROVED MATCH $30,000.00
PROJ.DIR.: Richard H. Brown — RA-20007-86 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships
PROJECT DESCRIPTION:
To support postdoctoral fellowships in the humanities.

University of Chicago — APPROVED OUTRIGHT $70,000.00
Chicago, IL 60637 — APPROVED MATCH $90,000.00
PROJ.DIR.: Alan L. Kolata — RO-21806-88 (Research Programs)
PROJECT TITLE: Tiwanaku and its Hinterland (Bolivia)
PROJECT DESCRIPTION:
To support an archaeological survey and excavation of Tiwanaku Valley, an urban zone (A.D. 100-1200) in the Bolivian Andes on the shores of Lake Titicaca, focusing on domestic architecture, settlement and agricultural systems.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

ILLINOIS (continued)

Urbana:
University of Illinois, Urbana — APPROVED OUTRIGHT $80,000.00
Urbana, IL 61801 — RO-21628-88 (Research Programs)
PROJ.DIR.: Patricia B. Ebrey
PROJECT TITLE: Religion and Society in China, 750-1300
PROJECT DESCRIPTION:
To support a two-year collaborative project on the connections between social and religious changes in China during the T'ang and Sung dynasties, 750-1300.

INDIANA

Bloomington:
Indiana University, Bloomington — APPROVED OUTRIGHT $80,000.00
Bloomington, IN 47405 — RO-21676-88 (Research Programs)
PROJ.DIR.: Richard Bauman
PROJECT TITLE: Hispanic Folk Poetry in Performance
PROJECT DESCRIPTION:
To support a comparative study of traditional folk poetry forms brought to the New World by Spanish colonists and of their continuing role in the social life of Latin American culture.

IOWA

Iowa City:
University of Iowa — APPROVED OUTRIGHT $33,325.00
Iowa City, IA 52242 — RO-21705-88 (Research Programs)
PROJ.DIR.: Thomas H. Charlton
PROJECT TITLE: Early State Formation Processes: The Aztec City-State of Otumba
PROJECT DESCRIPTION:
To support an archaeological study of the Aztec center of Otumba in order to evaluate the role of economic factors, such as irrigation and craft production, in the evolution and functioning of pre-Hispanic Aztec city-states.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

KANSAS

Lawrence:
University of Kansas, Lawrence — APPROVED OUTRIGHT $12,480.00
Lawrence, KS 66045 — RO-21160-86 (Research Programs)
PROJ.DIR.: William M. Tuttle
PROJECT TITLE: Children on the American Home Front during World War II: The History and Life-Span Experiences of a Generation
PROJECT DESCRIPTION:
To support a research project analyzing the kinds of experience American children had during World War II and the consequences of these experiences when the children grew into middle age.

KENTUCKY

Lexington:
University of Kentucky — APPROVED OUTRIGHT $55,400.00
Lexington, KY 40506 - RO-21769-88 (Research Programs)
PROJ.DIR.: Ronald C. Bruzina
PROJECT TITLE: An Historico-Critical Study of the Fink Collaboration in the Final Phase of Husserlian Phenomenology, 1928-38
PROJECT DESCRIPTION:
To support a study of the collaboration between philosophers Eugen Fink and Edmund Husserl on Husserlian phenomenology, the study of human consciousness and self-awareness. The study will focus on the role Fink played in its development during the last 10 years of Husserl's life.

LOUISIANA

New Orleans:
Loyola University, New Orleans — APPROVED OUTRIGHT $48,182.00
New Orleans, LA 70118 — RO-21613-88 (Research Programs)
PROJ.DIR.: Patrick L. Bourgeois
PROJECT TITLE: Mead and Merleau-Ponty: Toward a Common Vision
PROJECT DESCRIPTION:
To support a collaborative study of the similar, if disparately conceived, insights of the American pragmatist George Mead and the French phenomenologist Maurice Merleau-Ponty.

- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

MARYLAND

Annapolis:
Saint John's College, Main Campus — APPROVED OUTRIGHT $40,004.00
Annapolis, MD 21404 — RH-20858-88 (Research Programs)
PROJ.DIR.: Thomas K. Simpson
PROJECT TITLE: Guide to the Study of Maxwell on the Electromagnetic Field
PROJECT DESCRIPTION:
To support the preparation of a guided study of several papers on the electromagnetic theory of light by James Clerk Maxwell, 1831-79, in order to make Maxwell's writings more accessible to general readers.

MASSACHUSETTS

Amherst:
University of Massachusetts, Amherst — APPROVED OUTRIGHT $87,651.00
Amherst, MA 01003 — RH-20861-88 (Research Programs)
PROJ.DIR.: Larry W. Owens
PROJECT TITLE: Vanneyar Bush and the Culture of American Engineering
PROJECT DESCRIPTION:
To support a biographical study of Vannevar Bush, 1890-1974, in order to understand his crucial role in shaping the relationship between government and technology during and after World War II.

Boston:
Boston University — APPROVED OUTRIGHT $80,000.00
Boston, MA 02215 — APPROVED MATCH $10,000.00
PROJ.DIR.: James C. McCann — RO-21726 (Research Programs)
PROJECT TITLE: African Expressions of the Colonial Experience, 1910-40
PROJECT DESCRIPTION:
To support an interdisciplinary project that uses conventional historical documents, songs, literature and newspapers to illuminate African perceptions and reactions to colonial rule, 1910-40.

Museum of Fine Arts, Boston — APPROVED OUTRIGHT $33,900.00
Boston, MA 02115 — APPROVED MATCH $13,100.00
PROJ.DIR.: Edward Brovarski — RO-21745-88 (Research Programs)
PROJECT TITLE: The Giza Mastabas Project
PROJECT DESCRIPTION:
To support fieldwork, analysis, and write-up, to be entitled Mastabas of the Western Cemetery: Part 2, of the research on a portion of the tombs and cemeteries surrounding the pyramid of Cheops at Giza.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

MASSACHUSETTS (continued)

Cambridge:
Harvard University — APPROVED OUTRIGHT — $85,000.00
Cambridge, MA 02138 — RA-20023-87 (Research Programs)
PROJ.DIR.: Louise George Clubb
PROJECT TITLE: Postdoctoral Fellowships for Advanced Study in the Italian Renaissance at the Villa I Tatti
PROJECT DESCRIPTION:
To support postdoctoral fellowships at the Villa I Tatti.

Worcester:
American Antiquarian Society — APPROVED OUTRIGHT — $59,000.00
Worcester, MA 01609 — RA-20002-86 (Research Programs)
PROJ.DIR.: John B. Hench
PROJECT TITLE: Postdoctoral Fellowships
PROJECT DESCRIPTION:
To support postdoctoral fellowships in the humanities.

Worcester Polytechnic Institute — APPROVED OUTRIGHT — $60,000.00
Worcester, MA 01609 — RO-21626-88 (Research Programs)
PROJ.DIR.: JoAnn Manfra
PROJECT TITLE: Black Families: The Rowanty Evidence
PROJECT DESCRIPTION:
To support the research and writing of a book on black families in Rowanty, Virginia.

MISSISSIPPI

Jackson:
Mississippi Dept. of Archives and History — APPROVED OUTRIGHT — $46,332.00
Jackson, MS 39205 — RO-21631-88 (Research Programs)
PROJ.DIR.: Patricia Galloway
PROJECT TITLE: Proposal for a Study of Choctaw Land Claims in Mississippi
PROJECT DESCRIPTION:
To support a collaborative project investigating the more-than-four-century process by which the Choctaw tribe in Mississippi has occupied, identified with and lost claim to the lands associated with its identity as a people.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

MISSISSIPPI (continued)

University:
University of Mississippi — APPROVED OUTRIGHT $70,000.00
University, MS 38677 — APPROVED MATCH $40,000.00
PROJ.DIR.: Ronald W. Bailey — RO-21804 (Research Programs)
PROJECT TITLE: "Deep South" Revisited: An Analysis of the Experiences of Black Mississippians
PROJECT DESCRIPTION:
To support a project to analyze the world of black Mississippians in the 20th century. In year-long and summer seminars, the staff will evaluate the classic text, Deep South.

NEBRASKA

Lincoln:
University of Nebraska, Lincoln — APPROVED OUTRIGHT $46,350.00
Lincoln, NE 68588 — APPROVED MATCH $5,000.00
PROJ.DIR.: Willis G. Regier — RO-21736-88 (Research Programs)
PROJECT TITLE: Histories of Scandinavian Literature
PROJECT DESCRIPTION:
To support the preparation of a five-volume history of Scandinavian literatures, each volume to be devoted to one country.

NEW HAMPSHIRE

Hanover:
Dartmouth College — APPROVED OUTRIGHT $87,000.00
Hanover, NH 03755 — RO-21775-88 (Research Programs)
PROJ.DIR.: Ian S. Lustick
PROJECT TITLE: Between Secession and Decolonization in Britain, France and Israel: Ireland, Algeria and the West Bank/Gaza
PROJECT DESCRIPTION:
To support the research and writing of a book on secession and decolonization, using Britain and France and their colonies, Ireland and Algeria, to suggest explanations for the relationship between Israel and the West Bank/Gaza.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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NEW JERSEY

Princeton:
Institute for Advanced Study — APPROVED OUTRIGHT $54,000.00
Princeton, NJ 08540 — APPROVED MATCH $49,000.00
PROJ.DIR.: Clifford Geertz — RA-20005-86 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships in the Humanities at the School of Social Science
PROJECT DESCRIPTION:
To support postdoctoral fellowships in the humanities at the Institute's School of Social Science.

Institute for Advanced Study — APPROVED OUTRIGHT $54,000.00
Princeton, NJ 08540 — APPROVED MATCH $42,000.00
PROJ.DIR.: Peter Paret — RA-20022-87 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships at the School of Historical Studies
PROJECT DESCRIPTION:
To support fellowships at the Institute's School of Historical Studies.

NEW MEXICO

Albuquerque:
University of New Mexico — APPROVED OUTRIGHT $80,000.00
Albuquerque, NM 87131 — APPROVED MATCH $45,000.00
PROJ.DIR.: John M. Fritz — RO-21776 (Research Programs)
PROJECT TITLE: Imperial Style, Vijayanagara: A South Indian Case Study
PROJECT DESCRIPTION:
To support the final phase of a study of the art, architecture and social configurations of imperial Vijayanagara, a 14th- through 16th-century Hindu regional capital in South India.

Santa Fe:
School of American Research — APPROVED OUTRIGHT $41,800.00
Santa Fe, NM 87504 — APPROVED MATCH $18,800.00
PROJ.DIR.: Douglas W. Schwartz — RA-20008-86 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships in the Humanities
PROJECT DESCRIPTION:
To support postdoctoral fellowships in anthropology and related disciplines.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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NEW MEXICO (continued)

Santa Fe: (continued)
William H. Donahue — APPROVED OUTRIGHT $20,666.00
Santa Fe, NM 87501 — RH-20886-88 (Research Programs)
Independent Scholar
PROJECT TITLE: Guided Studies of Great Texts: Kepler on Planetary Motion
PROJECT DESCRIPTION:
To support the preparation of a guided study of the astronomical writings of Johannes Kepler, 1571-1630, in order to make his accomplishments in planetary theory accessible to the general reader.

NEW YORK

Ithaca:
Cornell University — APPROVED MATCH $209,114.00
Ithaca, NY 14853 — RO-21783 (Research Programs)
PROJ.DIR.: Peter I. Kuniholm
PROJECT TITLE: Aegean Dendrochronology Project - Phase III
PROJECT DESCRIPTION:
To support the third phase of a project that will determine the age of samples of wood found in bogs and rivers, other recommended archaeological sites and American museum collections containing ancient Egyptian cedar samples.

Cornell University — APPROVED OUTRIGHT $114,820.00
Ithaca, NY 14853 — RO-21757-88 (Research Programs)
PROJ.DIR.: Sidney G. Tarrow
PROJECT TITLE: Protest Cycles in Democracies: A Comparative Study
PROJECT DESCRIPTION:
To support the research and writing of a book examining cycles of popular protest in the 20th century in France, Italy and the United States.

New York:
American Academy in Rome — APPROVED OUTRIGHT $70,700.00
New York, NY 10021 — APPROVED MATCH $4,500.00
PROJ.DIR.: Joseph Connors — RA-20001-86 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships in the Humanities
PROJECT DESCRIPTION:
To support postdoctoral fellowships in the humanities.

American Council of Learned Societies — APPROVED OUTRIGHT $150,000.00
New York, NY 10017 — RI-20272-88 (Research Programs)
PROJ.DIR.: Allen H. Kassof
PROJECT TITLE: Advanced Research Exchanges with the USSR and Eastern Europe and Related Activities in the Humanities
PROJECT DESCRIPTION:
To support programs for advanced research in the Soviet Union and the socialist countries of Eastern Europe, scholarly exchange with those countries, and related grant activities in the humanities.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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Interpretive Research and Regrants

NEW YORK (continued)

New York: (continued)
American Research Center in Egypt, Inc. APPROVED OUTRIGHT $77,000.00
New York, NY 10027 RA-20020-87 (Research Programs)
PROJ.DIR.: Terence Walz
PROJECT TITLE: Postdoctoral Fellowships
PROJECT DESCRIPTION:
To support postdoctoral fellowships in pharaonic and Islamic studies.

CUNY Research Foundation/Graduate School APPROVED OUTRIGHT $125,000.00
& University Center APPROVED MATCH $125,000.00
New York, NY 10036 RO-21797-88 (Research Programs)
PROJ.DIR.: Thomas G. Karis
PROJECT TITLE: Documentary History of Black Protest and Challenge in South Africa Since 1964
PROJECT DESCRIPTION:
To support the collection of documents on the history of black political protest in South Africa since 1964. Drawn from protest groups, these sources cover a wide range of black political expression.

Columbia University APPROVED OUTRIGHT $81,000.00
New York, NY 10027 RO-21774 (Research Programs)
PROJ.DIR.: Robert F. Murphy
PROJECT TITLE: Life Goals and Careers of Quadriplegics
PROJECT DESCRIPTION:
To support a study of the meaning and value of life for quadriplegics by examining the philosophy which enables some of them to retain their desire to live and remain actively engaged in the social world.

New York University APPROVED OUTRIGHT $90,000.00
New York, NY 10003 RO-21714-88 (Research Programs)
PROJ.DIR.: Charles Affron
PROJECT TITLE: Art Direction in Cinema, 1927-59: United States, Great Britain, France, Italy
PROJECT DESCRIPTION:
To support the study and comparison of cinema sets and settings in the United States, Great Britain, France and Italy, from the coming of sound in 1929 to the end of the studio system in 1959.

Social Science Research Council APPROVED MATCH $50,000.00
New York, NY 10158 RI-20264-86 (Research Programs)
PROJ.DIR.: Frederic Wakeman
PROJECT TITLE: American Council of Learned Societies/Social Science Research Council International Research Program
PROJECT DESCRIPTION:
To support the costs of administering a program of postdoctoral research grants for international area studies, managed jointly by the American Council of Learned Societies and the Social Science Research Council.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

NEW YORK (continued)

New York: (continued)
Joel A. Sachs — APPROVED OUTRIGHT $96,408.00
New York, NY 10025 — RO-21756-88 (Research Programs)
Independent Scholar
PROJECT TITLE: Book on the Life and Works of Composer Henry Cowell
PROJECT DESCRIPTION:
To support the research and writing of a biography of American composer and author Henry D. Cowell, 1896-1965. The book will be divided into two sections: one on Cowell's life and one covering an analysis of his works.

Carolyn Eisele — APPROVED OUTRIGHT $10,000.00
New York, NY 10021 — RH-20885-88 (Research Programs)
Independent Scholar
PROJECT TITLE: Scientific and Mathematical Perspectives in the Thought of C.S. Peirce
PROJECT DESCRIPTION:
To support a guided study of the mathematical writings of Charles Sanders Peirce, 1839-1914, to make his work more accessible to the general reader and to indicate the role of mathematics in Peirce's philosophy.

NORTH CAROLINA

Chapel Hill:
Paul F. Grendler — APPROVED OUTRIGHT $60,000.00
Chapel Hill, NC 27514 — RO-21621 (Research Programs)
Independent Scholar
PROJECT TITLE: A History of Italian Renaissance Universities, 1400-1600
PROJECT DESCRIPTION:
To support research for a history of Italian Renaissance universities, 1400-1600, with special attention to social and intellectual history.

Durham:
Duke University — APPROVED OUTRIGHT $20,000.00
Durham, NC 27706 — APPROVED MATCH $50,000.00
PROJ.DIR.: John Hope Franklin — RO-21729-88 (Research Programs)
PROJECT TITLE: Plantation Dissidents: Runaway Slaves
PROJECT DESCRIPTION:
To support the research and writing of a book on runaway slaves.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

NORTH CAROLINA (continued)

Research Triangle Park:
National Humanities Center — APPROVED OUTRIGHT $127,000.00
Research Triangle Park, NC 27709 — APPROVED MATCH $122,000.00
PROJ.DIR.: Charles Blitzer — RA-20006-86 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships
PROJECT DESCRIPTION:
To support postdoctoral fellowships in the humanities.

OHIO

Columbus:
Ohio State University, Main Campus — APPROVED OUTRIGHT $120,000.00
Columbus, OH 43210 — RO-21664 (Research Programs)
PROJ.DIR.: Charles H. Harpole
PROJECT TITLE: Cinema History Project: Volumes 5 and 6
PROJECT DESCRIPTION:
To support research for the middle phase (volumes 5 and 6) of a 10-volume History of the American Cinema, focusing on aesthetic, technological and socioeconomic aspects of documentary, feature and avant-garde films.

OREGON

Corvallis:
Oregon State University Foundation — APPROVED OUTRIGHT $41,287.00
Corvallis, OR 97331 — RH-20853-88 (Research Programs)
PROJ.DIR.: Paul Lawrence Farber
PROJECT TITLE: History of Darwinian Ethics
PROJECT DESCRIPTION:
To support a study of the efforts of Charles Darwin's followers to construct ethical systems based on the theory of natural selection.

Eugene:
University of Oregon, Eugene — APPROVED OUTRIGHT $60,000.00
Eugene, OR 97403 — RO-21627-88 (Research Programs)
PROJ.DIR.: Thomas Givon
PROJECT TITLE: Serial Verbs and the Mental Reality of 'Event'
PROJECT DESCRIPTION:
To support research that will examine the relationship between language, specifically verb usage, and a society's perception of reality. The languages to be studied are English, Manadarin Chinese, Thai, Yoruba and Ewe.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

PENNSYLVANIA

Bethlehem:
Moravian College — APPROVED OUTRIGHT $73,251.00
Bethlehem, PA 18018 — RH-20847-88 (Research Programs)
PROJ.DIR.: Doris J. Schattschneider
PROJECT TITLE: M.C. Escher's Notebooks and Periodic Drawings: A Critical Analysis
PROJECT DESCRIPTION:
To support a study of the notebooks and drawings of the graphic artist M. C. Escher, 1898-1972, in order to investigate his development of a theory for generation and classification of colored designs with repeating figures.

Bryn Mawr:
Bryn Mawr College — APPROVED OUTRIGHT $75,000.00
Bryn Mawr, PA 19010 — RO-21715-88 (Research Programs)
PROJ.DIR.: James C. Wright
PROJECT TITLE: Nemea Valley Archaeological Project, Greece
PROJECT DESCRIPTION:
To support analysis and study of the growth and changes from Paleolithic to modern times in a well-defined rural area in Greece, using the archaeological, anthropological and environmental record.

Bryn Mawr College — APPROVED OUTRIGHT $14,538.00
Byrn Mawr, PA 19010 — RO-21779-88 (Research Programs)
PROJ.DIR.: Richard S. Ellis
PROJECT TITLE: Prepublication Preparation: The Gritille Project Excavation Reports (Second Phase)
PROJECT DESCRIPTION:
To support the Gritille project excavation report involving analysis of small objects, preparation of publishable photographs and drawings and completion of the computerized lists and indices on the Syro-Anatolian site excavations.

Philadelphia:
American Schools of Oriental Research — APPROVED OUTRIGHT $9,955.00
Philadelphia, PA 19104 — APPROVED MATCH $32,796.00
PROJ.DIR.: Walter E. Rast — RO-21607-88 (Research Programs)
PROJECT TITLE: Early Bronze I to IV Settlement Patterns in the Southeastern Dead Sea Plain, Jordan
PROJECT DESCRIPTION:
To support archaeological surveys and excavations in several important early Bronze Age sites (3rd to 2nd millenium B.C.) in the Dead Sea Plain in Jordan.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

PENNSYLVANIA (continued)

Philadelphia (continued):

American Schools of Oriental Research — APPROVED OUTRIGHT $57,000.00
Philadelphia, PA 19104 — RA-20034-88 (Research Programs)
PROJ.DIR.: Seymour Gitin
PROJECT TITLE: Postdoctoral Fellowships at the Albright Institute in Jerusalem
PROJECT DESCRIPTION:
To support postdoctoral fellowships in archaeology and related subjects at the Albright Institute of Archaeological Research in Jerusalem.

American Schools of Oriental Research — APPROVED OUTRIGHT $29,000.00
Philadelphia, PA 19104 — RA-20035-88 (Research Programs)
PROJ.DIR.: Bert DeVries
PROJECT TITLE: Postdoctoral Fellowships at the American Center of Oriental Research in Amman
PROJECT DESCRIPTION:
To support postdoctoral fellowships in archaeology and related subjects at the American Center of Oriental Research in Amman, Jordan.

University of Pennsylvania — APPROVED OUTRIGHT $30,000.00
Philadelphia, PA 19104 — APPROVED MATCH $150,000.00
PROJ.DIR.: Mary M. Voigt — RO-21773-88 (Research Programs)
PROJECT TITLE: New Excavations at Gordion, Turkey
PROJECT DESCRIPTION:
To support an archaeological study of Gordion in central Turkey to obtain a stratigraphical sequence from the Middle Bronze Age to late Hellenistic times and evidence for the Bronze Age occupation of this site by the Hittites.

University of Pennsylvania — APPROVED OUTRIGHT $110,000.00
Philadelphia, PA 19104 — RH-20878-88 (Research Programs)
PROJ.DIR.: Judith A. McGaw
PROJECT TITLE: The Transformation of Early American Technology: Mid-Atlantic Perspectives, 1750-1850
PROJECT DESCRIPTION:
To support a study of several topics in early American technology in order to understand the foundations of the Industrial Revolution in the United States during the first half of the 19th century.

Pittsburgh:

Institute for Research in Classical Philosophy & Science — APPROVED OUTRIGHT $93,263
Pittsburgh, PA 15206 — RH-20855-88 (Research Programs)
PROJ.DIR.: Alan C. Bowen
PROJECT TITLE: Early Hellenistic Astronomy and Its Historical Context
PROJECT DESCRIPTION:
To support research for a book on the historical and philosophical context of Greek astronomy and astrology in the 3rd and 2nd centuries B.C. How the Babylonian culture influenced Hellenistic astronomy is of special interest.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
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PENNSYLVANIA (continued)

Pittsburgh: (continued)
University of Pittsburgh — APPROVED OUTRIGHT $91,556.00
Pittsburgh, PA 15260 — RH-20883-88 (Research Programs)
PROJ.DIR.: James G. Lennox
PROJECT TITLE: Guided Study of Aristotle's Parts of Animals
PROJECT DESCRIPTION:
To support the preparation of a guided study of Aristotle's De Partibus Animalium that will render Aristotle's ideas, methods and arguments concerning zoology accessible to the general reader.

RHODE ISLAND

Providence:
Brown University — APPROVED OUTRIGHT $100,000.00
Providence, RI 02912 — APPROVED MATCH $100,000.00
PROJ.DIR.: Susanne Woods — RO-21670-88 (Research Programs)
PROJECT TITLE: Women Writers in English 1330-1830
PROJECT DESCRIPTION:
To support research for an anthology of women writers in English from the Middle Ages through the Romantic period (circa 1330 to 1830).

John Carter Brown Library — APPROVED OUTRIGHT $30,000.00
Providence, RI 02912 — APPROVED MATCH $7,000.00
PROJ.DIR.: Norman Fiering — RA-20041 (Research Programs)
PROJECT TITLE: Postdoctoral Fellowships
PROJECT DESCRIPTION:
To support postdoctoral study of the history of the Americas before 1830.

SOUTH CAROLINA

Columbia:
University of South Carolina, Columbia — APPROVED OUTRIGHT $45,380.00
Columbia, SC 29208 — RO-21711-88 (Research Programs)
PROJ.DIR.: George D. Terry
PROJECT TITLE: The Alkaline-Glazed Stoneware Tradition of South Carolina
PROJECT DESCRIPTION:
To support the completion of a definitive volume on the alkaline-glazed stoneware tradition of South Carolina from the late 18th century to the mid-20th century.

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TENNESSEE

Knoxville:
University of Tennessee, Knoxville — APPROVED OUTRIGHT $20,000.00
Knoxville, TN 37996 — APPROVED MATCH $90,000.00
PROJ.DIR.: Geraldine C. Gesell — RO-21762-88 (Research Programs)
PROJECT TITLE: The Kavousi Project: The Excavation of the Early Iron Age Sites at Vronda and on the Kastro near Kavousi, Crete
PROJECT DESCRIPTION:
To support two field seasons of excavations at the site of Kavousi, Crete. The study will examine the transition from Bronze Age Minoan to Early Iron Age Greek civilization (12th to 8th centuries B.C.).

TEXAS

College Station :
Texas A&M Research Foundation — APPROVED OUTRIGHT $20,000.00
College Station, TX 77843 — APPROVED MATCH $82,764.00
PROJ.DIR.: George F. Bass — RO-21708-88 (Research Programs)
PROJECT TITLE: Excavation at Ulu Burun, Turkey
PROJECT DESCRIPTION:
To support excavation of a 14th-century B.C. shipwreck off the coast of Ulu Burun, Turkey. The artifacts obtained so far are contributing to the understanding of the Late Bronze Age in the Mediterranean.

Dallas:
Southern Methodist University — APPROVED OUTRIGHT $20,000.00
Dallas, TX 75275 — APPROVED MATCH $14,068.00
PROJ.DIR.: David A. Freidel — RO-21699-88 (Research Programs)
PROJECT TITLE: Archaeological Survey at Yaxuna, Yucatan, Mexico
PROJECT DESCRIPTION:
To support an archaeological survey and excavation at the Mayan center, Yaxuna, Yucatan, in order to study changing political relationships during a period of rivalry for control of this region by the northern Lowland states, circa A.D. 800-1000.

Houston:
University of Houston-University Park — APPROVED OUTRIGHT $165,065.00
Houston, TX 77004 — APPROVED MATCH $50,000.00
PROJ.DIR.: Martin V. Melosi — RH-20849-88 (Research Programs)
PROJECT TITLE: The Consequences of Growth: Technology, Environment and the City-Building Process, 1840-1980
PROJECT DESCRIPTION:
To support a study of urban growth in the United States from 1840 to 1980 that will focus on the environmental consequences and the political, legal and civic responses to problems associated with the growth of cities.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs - Summer 1988 Grants
Interpretive Research and Regrants

VIRGINIA

Fairfax:
George Mason University — APPROVED OUTRIGHT $9,540.00
Fairfax, VA 22030 — RO-21245-86 (Research Programs)
PROJ.DIR.: Roy A. Rosenzweig
PROJECT TITLE: Central Park: A Social History
PROJECT DESCRIPTION:
To support research for a collaborative history of Central Park, New York City, through a study of the social, cultural and political forces that shaped it.

Williamsburg:
Inst. of Early American History & Culture — APPROVED OUTRIGHT $26,000.00
Williamsburg, VA 23187 — RA-20040-88 (Research Programs)
PROJ.DIR.: Thad W. Tate
PROJECT TITLE: Postdoctoral Fellowships
PROJECT DESCRIPTION:
To support a postdoctoral fellowship in early American history and culture.

WASHINGTON

Pullman:
Washington State University — APPROVED OUTRIGHT $20,000.00
Pullman, WA 99164 — APPROVED MATCH $17,489.00
PROJ.DIR.: Dale R. Croes — RO-21730-88 (Research Programs)
PROJECT TITLE: Final Preparation for Publication: The Hoko River Archaeological Complex, Phases XV and XVI
PROJECT DESCRIPTION:
To support the analysis and preparation for publication of the findings from the Hoko River archaeological project in Washington state.

Seattle:
University of Washington — APPROVED OUTRIGHT $80,000.00
Seattle, WA 98195 — RO-21696 (Research Programs)
PROJ.DIR.: Anne O. Yue-Hashimoto
PROJECT TITLE: Comparative Chinese Dialectal Grammar
PROJECT DESCRIPTION:
To support a collaborative pilot study of variations in syntax in four Chinese dialects for the purpose of documenting and explaining structural differences among spoken dialects of a major language.

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FACTS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-045-F

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The National Endowment for the Humanities (NEH) is an independent federal agency that supports research, education, preservation and public programs in the humanities.

The Endowment's Mission

Created by Congress with the passage of the National Foundation on the Arts and the Humanities Act of 1965, NEH provides grants to individuals and institutions for projects in the humanities. These include research and educational opportunities for college professors and elementary and secondary school teachers, the writing and publication of scholarly texts, translations of important works in the humanities, museum exhibitions, television and radio programs and a variety of other programs to make the humanities accessible to the general public. Other activities include special projects undertaken at the direction of Congress, such as a study of humanities education in elementary and secondary schools that resulted in the NEH report, American Memory, published in 1987, and a study of the state of the humanities in the nation, Humanities in America, released in September 1988.

What Are the Humanities?

"Humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, include the study of history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

How the Endowment Is Administered

The Endowment is directed by a Chairman, who is appointed by the President and approved by the U.S. Senate for a term of four years. Advising the Chairman is a National Council of 26 distinguished private citizens, also presidentially appointed, who each serve six-year terms. The current NEH Chairman is Lynne V. Cheney, who was unanimously confirmed by the Senate and sworn in on May 23, 1986.

Competition and the Review Process

The Endowment awards grants on a competitive basis. In the most recent fiscal year, NEH funded approximately one out of every four applications received. Funding decisions are made on the basis of the application's merit and the significance of the project.

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Competition and Review Process (continued)

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality of the proposed projects. Nearly 1,000 scholars and professionals in the humanities serve on approximately 150 panels throughout the course of a year. The judgment of panelists is often supplemented by individual reviews solicited from specialists who have extensive knowledge of an application's subject area.

The advice of the panels and outside reviewers is assembled by the Endowment staff, who comment on matters of fact or policy or significant issues that would otherwise be missing from the review. These materials are then presented to the National Council on the Humanities, which meets four times a year to advise the Chairman about the funding of applications. The Chairman takes the National Council's advice into consideration and makes the final decision on each grant.

The Endowment's Programs

The Endowment awards grants through five divisions -- Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs -- and two offices, the Office of Challenge Grants and the Office of Preservation.

From its creation through 1987, the Endowment awarded nearly $1.5 billion for more than 33,000 fellowships and grants. Some of these grants have required one-to-one matching funds from private-sector donors and have been matched by more than $180 million in public contributions. Grants made by the NEH Challenge Grants Program, requiring $3 or $4 in matching funds for each federal dollar, have resulted in more than $650 million in private contributions to America's libraries, colleges, museums and other eligible humanities institutions since the program began in 1977.

In Fiscal Year 1988, ending Sept. 30, 1988, the Endowment received an appropriation of approximately $140 million in program and operating funds.

Jefferson Lecture

In 1972, the Endowment established the Jefferson Lecture in the Humanities, the highest honor the federal government bestows for distinguished intellectual and public achievement in the humanities. The 18th Jefferson Lecture will be delivered in Washington, D.C., on May 3, 1989, by novelist Walker Percy.

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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

NEH-88-046-N(R)

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HUMANITIES ENDOWMENT OFFERS MIXED REPORT ON STATE OF AMERICAN CULTURE

New Report Cites Growing Public Interest in Humanities, Decline on College Campuses

WASHINGTON, Sept. 11 -- A new report released today by the National Endowment for the Humanities (NEH) offers both good news and bad news about the state of American culture.

The good news is that the American public's interest in history, literature and other humanities topics is undergoing a "remarkable blossoming," says Humanities in America, a congressionally mandated report written by NEH Chairman Lynne V. Cheney. The study describes dramatic increases in book buying and in attendance at museum exhibitions and library discussion groups. Recent statistics, notes the report, show Americans spending more to attend cultural events than to attend sporting events.

The bad news, Cheney says, is that the study of the humanities on our nation's campuses has declined. As one example, she cites statistics showing only one in 16 students majoring in the humanities, compared to one in six 20 years ago.

Increasingly, academic study of the humanities is directed only to small groups of scholars, Cheney writes. Observing that faculty members themselves are concerned about their growing isolation, Cheney notes factors that have contributed to it: an emphasis on publishing as opposed to teaching, overspecialized research and new approaches to the humanities that

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treat great books as little more than the political rationalizations of dominant groups.

Humanities in America urges changes that will reward those faculty members who are dedicated to teaching and that will encourage scholarly efforts to address broad topics of general interest. Both the academic community and society will benefit, says the report, if scholars teach and write with non-scholarly audiences in mind.

Cheney wrote Humanities in America after consulting with advisory groups of scholars, authors, film and television producers, museum professionals and others. Meetings were held at NEH's offices in Washington, D.C., and at colleges, museums and other sites around the country. While the various advisors contributed information and insights to the report's findings and recommendations, Cheney is the sole author.

Growing Public Enthusiasm

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," she writes. "Cultural institutions like museums, once the province of the few, are fast becoming schools for the many."

Humanities in America cites a number of examples of the public's growing interest in humanistic learning:

* In 1986 Americans spent more to attend cultural events ($3.4 billion) than to attend sporting events ($3.1 billion). In 1970, by contrast, spending for cultural events ($500 million) was less than half that for sports events ($1.1 billion).
* Twenty-five million Americans take part every year in exhibitions,

lectures and other programs sponsored by state-based humanities organizations.

* The number of historical organizations has doubled in the last 20 years, bringing the nationwide total to nearly 10,000.

* Five million people recently watched the historical documentary "Huey Long" in movie theaters and on television.

* Books that are challenging and substantial -- James McPherson's Battle Cry of Freedom, Paul Kennedy's The Decline and Fall of the Great Powers, Allan Bloom's The Closing of the American Mind -- now appear regularly on best seller lists.

Decline on Campus

At the same time that public audiences for cultural programs have grown, the study of the humanities has declined on college campuses, the report says. Between 1966 and 1986, for example, a period when the number of bachelor's degrees awarded increased by 88 percent, the number of bachelor's degrees awarded in humanities declined by 33 percent.

On many college and university campuses, Cheney says, humanities requirements are insubstantial, and curricula show little comprehensive vision or sense of educational purpose. Humanities in America says there is such serious disagreement over what students should be required to study that, at many colleges and universities, broadly stated distribution requirements -- or no requirements -- are allowed to stand in place of a core of common learning. "Many students graduate without any overarching view of how the separate courses they have taken relate to one another," and without being required to study important historical events, books and ideas.

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Cheney notes the results of an NEH-funded study that reveals that students can graduate from 80 percent of the nation's colleges and universities without taking a course in the history of Western civilization; they can earn a bachelor's degree from more than 80 percent of colleges and universities without taking a course in American history; they can graduate from 37 percent without taking any course in history.

"Formal education should follow a plan of study aimed at comprehensive vision, not just of the present, but of the past," Cheney writes. "It should convey how the ideas and ideals of our civilization have evolved, thus providing a basis for understanding other cultures. It should provide a framework for lifelong learning about ourselves and the world in which we live." While most applicants select colleges and universities based on factors such as "reputation," "environment" and "affordability," Cheney urges students and parents to look closely at the curriculum -- i.e., what students are expected to learn.

Overspecialization

Concern about the humanities on the nation's campuses reaches beyond students and curriculum, the report notes. Cheney says that in many institutions of higher education, "the humanities have become arcane in ways that many find deeply troubling." One problem is that the study of history, literature and other humanities subjects has become so specialized that it often has little meaning outside the academic world. "As specialization becomes ever narrower, the humanities tend to lose their significance and their centrality," Cheney says. When scholars do address subjects in ways that will interest a general audience, their work is often viewed by their

colleagues with suspicion and their efforts are labeled "journalism" or "entertainment" rather than scholarship.

Teaching and Publishing

At many schools, the prevailing emphasis on publishing specialized research has made the teaching of undergraduates seem an afterthought, Cheney says. "When tenure and promotion decisions have been made, achievements in the classroom have counted less than scholarly monographs and articles in professional journals," she writes. "Neither reputation nor financial reward is typically linked to teaching." Across the spectrum of higher education, there is a clear pattern showing that "as teaching responsibilities decrease, faculty salaries increase."

Such an orientation ignores teaching's obvious benefits to scholars and to society, Cheney writes. "Good teaching is the surest method of bringing students to understand the worth of the humanities."

Politicizing the Humanities

The most noticeable trend in academic study of the humanities today is an increasingly politicized approach to historical, literary and other humanities texts. "The key questions," Cheney writes, "are thought to be about gender, race and class. What groups did the authors of these works represent? How did their books enhance the power of those groups over others?" Focusing on these issues to the exclusion of all others, says Cheney, "does not bring students to an understanding of how Milton or Shakespeare speaks to the deepest concerns we all have as human beings."

This approach has led to a diminishing of the once-central place of Western culture in undergraduate studies. Cheney cites prominent

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institutions of higher education that have no course requirements in Western civilization but that do require undergraduates to study ethnic or Third World cultures. When today's college students read the great texts of the Western tradition, the works are often presented as examples of politically biased thinking that needs to be refuted.

Such a view neglects the many achievements of Western culture and denies students a broad understanding of the ideas and books that have informed our society and system of government, Cheney says. "Since Western civilization forms the basis for our society's laws and institutions, it might seem obvious that education should ground the upcoming generation in the Western tradition," she writes.

Additionally, treating great texts as little more than political documents ignores their lasting value: "The humanities are about more than politics, more than social power. What gives them their abiding worth are truths that pass beyond time and circumstance; truths that, transcending accidents of class, race and gender, speak to us all."

A Parallel School

What many students do not receive in their formal college training, the public is finding in programs offered by museums, libraries, historical societies and state humanities councils. "Public programming in the humanities is now so extensive that it has become a kind of 'parallel school,' one that has grown up outside established institutions of education," Humanities in America states. Support for such programs, provided by a diverse group of public and private sources, has "grown as those programs have become more intellectually rigorous, more demanding, more enriching -- indeed, more worthy of support."

- MORE -

Important as the "parallel school" has become, it is not a substitute for formal humanities education, Cheney writes. "It cannot provide the coherent plan of study, the overarching vision of connectedness, that our schools and colleges can. All too often, schools and colleges fail to provide that vision, but it is in them that the potential for it exists."

While many public programs have benefitted from the participation of academic humanities scholars, the report notes that such activity is not sufficiently rewarded in the scholarly community, where the prevailing interest is in specialized research. "When work in public humanities projects is recognized, it is sometimes credited against 'public service,' a category that may count for little in tenure, promotion and salary decisions," she says.

Television as an Educator

Another institution with a great potential for bringing history, literature and other humanities subjects to the public is television, the primary source of information and entertainment in our society, says Cheney. "Television enlarges opportunity, making the arts and humanities available to millions."

Although Humanities in America acknowledges the insubstantial quality of much commercial television, the report also finds much that is hopeful about the medium, including its ability to reach a vast audience. Technological innovations such as cable channels and videocassette recorders provide viewers with expanded choices and a dimension of control.

While some have argued that television is the enemy of the book, Cheney points to statistics showing book sales at 400 percent of the level they

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were 40 years ago when TV sets were a rarity in American homes. "People watch television and they read," she observes.

Cheney also cites examples of how TV series based on certain books, such as Evelyn Waugh's Brideshead Revisited, have dramatically increased sales. As a result of Bill Moyers' recently televised conversations about mythology with scholar Joseph Campbell, Cheney notes, three Campbell books have become best sellers.

Recommendations

Humanities in America concludes with several recommendations:

* encouraging scholarly work of general significance;

* increasing professional recognition and reward for academic scholars who help provide high-quality programs for general audiences;

* increasing the rewards for good teaching at colleges and universities;

* strengthening the humanities, especially Western civilization courses, in undergraduate curricula;

* encouraging students and parents to consider curriculum a high priority in deliberations about which college to attend;

* continuing support for high-quality television programs based on books and other humanities subjects;

* increasing availability of humanities films and television programs through better pricing and distribution systems; and

* encouraging more citizen involvement in the effort to promote coherent and substantive humanities education in schools and colleges.

The National Endowment for the Humanities is an independent federal agency that supports education, research, preservation and public programs in the humanities.

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NOTE: Single copies of Humanities in America are available from the Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

NEWS

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NEH-88-046-N(R2)

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September 1988

HUMANITIES ENDOWMENT OFFERS MIXED REPORT ON STATE OF AMERICAN CULTURE

New Report Cites Growing Public Interest in Humanities, Decline on College Campuses

WASHINGTON -- A new report released by the National Endowment for the Humanities (NEH) offers both good news and bad news about the state of American culture.

The good news is that the American public's interest in history, literature and other humanities topics is undergoing a "remarkable blossoming," says Humanities in America, a congressionally mandated report written by NEH Chairman Lynne V. Cheney. The study describes dramatic increases in book buying and in attendance at museum exhibitions and library discussion groups. Recent statistics, notes the report, show Americans spending more to attend cultural events than to attend sporting events.

The bad news, Cheney says, is that the study of the humanities on our nation's campuses has declined. As one example, she cites statistics showing only one in 16 students majoring in the humanities, compared to one in six 20 years ago.

Increasingly, academic study of the humanities is directed only to small groups of scholars, Cheney writes. Observing that faculty members themselves are concerned about their growing isolation, Cheney notes factors that have contributed to it: an emphasis on publishing as opposed to teaching, overspecialized research and new approaches to the humanities that

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treat great books as little more than the political rationalizations of dominant groups.

Humanities in America urges changes that will reward those faculty members who are dedicated to teaching and that will encourage scholarly efforts to address broad topics of general interest. Both the academic community and society will benefit, says the report, if scholars teach and write with non-scholarly audiences in mind.

Cheney wrote Humanities in America after consulting with advisory groups of scholars, authors, film and television producers, museum professionals and others. Meetings were held at NEH's offices in Washington, D.C., and at colleges, museums and other sites around the country. While the various advisors contributed information and insights to the report's findings and recommendations, Cheney is the sole author.

Growing Public Enthusiasm

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," she writes. "Cultural institutions like museums, once the province of the few, are fast becoming schools for the many."

Humanities in America cites a number of examples of the public's growing interest in humanistic learning:

* In 1986 Americans spent more to attend cultural events ($3.4 billion) than to attend sporting events ($3.1 billion). In 1970, by contrast, spending for cultural events ($500 million) was less than half that for sports events ($1.1 billion).

* Twenty-five million Americans take part every year in exhibitions,

lectures and other programs sponsored by state-based humanities organizations.

* The number of historical organizations has doubled in the last 20 years, bringing the nationwide total to nearly 10,000.

* Five million people recently watched the historical documentary "Huey Long" in movie theaters and on television.

* Books that are challenging and substantial -- James McPherson's Battle Cry of Freedom, Paul Kennedy's The Decline and Fall of the Great Powers, Allan Bloom's The Closing of the American Mind -- now appear regularly on best seller lists.

Decline on Campus

At the same time that public audiences for cultural programs have grown, the study of the humanities has declined on college campuses, the report says. Between 1966 and 1986, for example, a period when the number of bachelor's degrees awarded increased by 88 percent, the number of bachelor's degrees awarded in humanities declined by 33 percent.

On many college and university campuses, Cheney says, humanities requirements are insubstantial, and curricula show little comprehensive vision or sense of educational purpose. Humanities in America says there is such serious disagreement over what students should be required to study that, at many colleges and universities, broadly stated distribution requirements -- or no requirements -- are allowed to stand in place of a core of common learning. "Many students graduate without any overarching view of how the separate courses they have taken relate to one another," and without being required to study important historical events, books and ideas.

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"Formal education should follow a plan of study aimed at comprehensive vision, not just of the present, but of the past," Cheney writes. "It should convey how the ideas and ideals of our civilization have evolved, thus providing a basis for understanding other cultures. It should provide a framework for lifelong learning about ourselves and the world in which we live." While most applicants select colleges and universities based on factors such as "reputation," "environment" and "affordability," Cheney urges students and parents to look closely at the curriculum -- i.e., what students are expected to learn.

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FACTS

National Endowment for
the Humanities

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Public Affairs Office
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NEH-88-046-F1(R)

Humanities in America
by Lynne V. Cheney
Selected Quotations

On the growing public interest in culture:

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades." [p. 43 in typescript copy]

On the changing role of museums, libraries and other cultural institutions:

"Museums, libraries, educational television, state humanities councils and historical organizations now provide such extensive education in the humanities that they form a kind of parallel school." [p. 60]

"Cultural institutions like museums, once the province of the few, are fast becoming schools for the many." [p. 6]

On the importance of a strong, coherent curriculum:

"It should not be luck or accident or uninformed intuition that determines what students do and do not learn. Formal education should follow a plan of study aimed at comprehensive vision, not just of the present, but of the past. It should convey how the ideas and ideals of our civilization have evolved, thus providing a basis for understanding other cultures. It should provide a framework for lifelong learning about ourselves and the world in which we live." [p. 9]

On Western civilization's central place in the curriculum:

"Since Western civilization forms the basis for our society's laws and institutions, it might seem obvious that education should ground the upcoming generation in the Western tradition." [p. 22]

On the importance of good teaching:

"Finding ways to place value on good teaching is essential. Good teaching is the surest method for bringing students to understand the worth of the humanities, the surest method for encouraging lifelong exploration of what Alexis de Tocqueville called 'the empire of the mind.'" [p. 20]

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On the problem of overspecialization:

"As specialization becomes becomes ever narrower, the humanities tend to lose their significance and their centrality." [p. 13]

On politics and the curriculum:

"Viewing humanities texts as though they were primarily political documents is the most noticeable trend in academic study of the humanities today. Truth and beauty and excellence are regarded as irrelevant; questions of intellectual and aesthetic quality, dismissed." [p. 21]

"Focusing on political issues to the exclusion of all others does not bring students to an understanding of how Milton or Shakespeare speaks to the deepest concerns we all have as human beings." [p. 21]

"The humanities are about more than politics, more than social power. What gives them their abiding worth are truths that pass beyond time and circumstance; truths that, transcending accidents of class, race and gender, speak to us all." [p. 27]

On growing interest in the humanities:

"Individuals, small businesses, corporations, foundations, labor unions, churches, civic organizations of every kind and state governments have joined the federal effort to make public humanities programming possible; and support has grown as those programs have become more intellectually rigorous, more demanding, more enriching -- indeed, more worthy of support." [p. 46]

On television's potential:

"Television enlarges opportunity, making the arts and humanities available to millions." [p. 31]

"Even television's severest critics realize that it is not going to go away; it will continue to have a central place in our national life. The object, then, is to keep in mind its potential." [p. 40]

On the enduring value of the humanities:

"The humanities move us with images, arguments and stories about what it means to be human: to be mortal and to mourn mortality for ourselves and those we love; to know joy and find purpose, nonetheless; to be capable of good and evil, wisdom and folly." [p. 11]

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NEH-88-046-F2(R)

Humanities in America

Washington, D.C., Advisory Groups and Regional Forums

The National Endowment for the Humanities (NEH) convened three advisory groups in Washington, D.C., for the agency's report, Humanities in America. Another 14 regional forums were held in cities across the country from January through May of this year.

Participation in the advisory groups or regional forums does not necessarily reflect concurrence with the recommendations or content of Humanities in America, which represents the findings of the National Endowment for the Humanities and the report's author, NEH Chairman Lynne V. Cheney.

The topics and dates of the Washington, D.C., advisory groups and the names of those who participated in them are listed below:

"The Scholar and Society"
Friday, Feb. 26, 1988

Simon Michael Bessie, publisher, Bessie Books, New York;

Gerald Graff, professor, Northwestern University, Evanston, Ill.;

Gertrude Himmelfarb, professor, City University of New York Graduate School, (residence) Washington, D.C.;

Russell Jacoby, independent scholar and author, Venice, Calif.;

Winfred P. Lehmann, professor emeritus, University of Texas at Austin;

R.W.B. Lewis, chairman, Department of American Studies, Yale University, New Haven, Conn.;

Alasdair MacIntyre, professor, Vanderbilt University, Nashville, Tenn.;

Peggy Prenshaw, dean, University of Southern Mississippi, Hattiesburg;

Carolynn Reid-Wallace, vice-chancellor, City University of New York;

Kate D. Torrey, editor-in-chief, University Press of Kansas, Lawrence;

Bernard A. Weisberger, independent historian and author, Elizaville, N.Y.; and

Alex Zwerdling, professor, George Washington University, Washington, D.C.

- OVER -

Washington, D.C., Advisory Groups
(continued)
"The Word and the Image"
Monday, March 21, 1988

Daniel Aaron, president, Library of America, New York;

Daniel Boorstin, contributing editor, U.S. News & World Report, Washington, D.C.;

Kenneth Burns, president, Florentine Films, Walpole, N.H.;

John Corry, fellow, Columbia University, New York;

Frank Gannon, author and television producer, "Late Night with David Letterman," NBC-TV, New York;

Suzanne Garment, resident scholar, American Enterprise Institute, Washington, D.C.;

Avon Kirkland, president, New Images Productions, Berkeley, Calif.;

Dan Lacy, consultant, McGraw-Hill, Inc., New York;

Edmund Morris, biographer, Washington, D.C.;

Michael Novak, director of social and political studies, American Enterprise Institute, Washington, D.C.;

Ellendea Proffer, head, Ardis Publishers, Ann Arbor, Mich.;

Roger Rosenblatt, editor, U.S. News & World Report, Washington, D.C.; and

Nancy Stevenson, president, Federation of State Humanities Councils, Hanover, Ill.

Washington, D.C., Advisory Groups
(continued)
"The Public and the Humanities"
Monday, April 25, 1988

Robert Archibald, director, Montana Historical Society, Helena;

Robert Bergman, director, Walters Art Gallery, Baltimore, Md.;

Linda Crismond, county librarian, Los Angeles County Public Library;

Susan Goldberg, managing director, Arizona Theater Company, Tucson;

Vartan Gregorian, president and CEO, New York Public Library;

Neil Harris, professor, University of Chicago;

Howard Marshall, director, Missouri Cultural Heritage Center, University of Missouri, Columbia;

Dennis O'Toole, vice president, Historic Area Programs and Operations, Colonial Williamsburg Foundation, Va.;

Carl Raschke, professor, University of Denver;

Brooke E. Sheldon, dean, School of Library Science, Texas Women's University, Denton;

Harold K. Skramstad, president, Henry Ford Museum & Greenfield Village, Dearborn, Mich.;

Ann Smith, director, Mattatuck Museum, Waterbury, Conn.;

Victor Swenson, executive director, Vermont Council on the Humanities, Hyde Park;

Larry Tise, director, American Association of State and Local History, Nashville, Tenn.; and

James Veninga, executive director, Texas Committee for the Humanities, Austin.

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Humanities in America
Regional Forums

The locations, host institutions and dates of each regional forum are listed below. Although the listed institutions were the sponsors, humanities specialists from other organizations often participated.

Berkeley, Calif.: Berkeley Center for the Humanities, University of California, Berkeley, Jan. 19, 1988.

Los Angeles, Calif.: Los Angeles County Museum of Natural History, Jan. 21, 1988.

Lincoln, Neb.: University of Nebraska at Lincoln, Nebraska Wesleyan University and Nebraska Committee for the Humanities, Feb. 18, 1988.

Las Vegas, Nev.: Nevada Humanities Committee and University of Nevada, Las Vegas, Feb. 22, 1988.

Seattle, Wash.: Seattle Art Museum, March 9, 1988.

Seattle, Wash.: University of Washington, Seattle, March 9, 1988.

Olympia, Wash.: South Puget Sound Community College, March 10, 1988.

Portland, Ore.: Oregon Humanities Council, March 11, 1988.

St. Louis, Mo.: Mercantile Museum, March 25, 1988.

Denver, Colo.: University of Denver, April 6, 1988.

New York, N.Y.: National Humanities Alliance, April 15, 1988.

Dearborn, Mich.: Henry Ford Museum and Greenfield Village, April 28, 1988.

Old Sturbridge Village, Mass.: Old Sturbridge Village, May 20, 1988.

Fairfax, Va.: George Mason University, May 24, 1988.

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NEH-88-046-F3

Humanities in America
Regional Forums

The National Endowment for the Humanities (NEH) convened 14 separate regional forums to gather information for the agency's report, Humanities in America. The locations, host institutions and dates of each forum are listed below. Although the listed institutions were the sponsors, humanities specialists from other organizations often participated.

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# # #

Monday, September 12, 1988, front page

THE NATION'S NEWSPAPER

USA TODAY

Culture overtakes sports at box office

By Dennis Kelly
USA TODAY

Shakespeare's a smash in Alabama. Historical societies are a hit. Television is prompting more sales of books. A report out today heralds a "remarkable blossoming" of the nation's interest in culture.

The USA now spends more going to cultural events than to sports events — $3.4 billion vs. $3.1 billion in 1986. We spent twice as much on sports as on culture 20 years ago.

Ticket prices for opera and theater are climbing, but so are sports admissions. "The point is . . . spending habits have changed," says author Lynne V. Cheney of the National Endowment for the Humanities.

In Boston, home of the Celtics, Red Sox and Bruins, twice as many people took in museums, art shows and theater as went to professional sports contests, Cheney says. "But I think it's important to see this as a national phenomenon."

Some examples:

▶ The Alabama Shakespeare Festival in Montgomery drew 150,000 in 1986-87, 50 times more than the 1972 premiere season.

▶ Attendance at the National Gallery of Art in Washington is up 600 percent since 1957.

▶ The number of historical groups has doubled within the last 20 years to 10,000.

As for TV, "people watch . . . and they read," Cheney writes. Sales of Evelyn Waugh's *Brideshead Revisited* jumped 20-fold after a PBS dramatization.

The report points out that the numbers of humanities majors in colleges have dropped sharply. But society's booming interest in culture has created a kind of "parallel school" for humanities outside colleges.

FILE COPY

Many Partake of Culture but Few Study It

WASHINGTON, Sept. 12 (AP) — A growing number of Americans are buying books, visiting museums and joining cultural groups, but enrollment in college humanities courses has fallen drastically in the past 20 years, a Government report says.

The report by Lynne V. Cheney, chairman of the National Endowment for the Humanities, described a "remarkable blossoming" of public interest in history, literature and the other humanities, and that television was leading to more purchases of books.

Americans who spent twice as much on sports events as on cultural endeavors 20 years ago are now spending more on culture: $3.4 billion compared with $3.1 billion for sports in 1986, said the report, which was made public Sunday,

But the endowment, an independent Federal agency, said preparation for a money-making vocation had overtaken interest in getting a liberal arts education at colleges and universities.

Trends in Opposite Directions

While the total number of bachelor's degrees increased 88 percent in the past two decades, degrees in the humanities dropped 33 percent, the report said said. Foreign language majors were down 29 percent, English majors 33 percent, philosophy majors 35 percent and history majors 43 percent.

A 'blossoming' is seen but not on most campuses.

Mrs. Cheney said too many colleges are neglecting the achievements of Western culture while requiring ethnic courses, treating literature masterpieces as political documents, stressing publishing rather than teaching, and dealing in topics so specialized that they have little meaning outside the academic world.

The 73-page report ordered by Congress on the state of American culture said the country's museums, libraries, educational television stations, state humanities councils and private historical societies provide so much education that they have become "a kind of parallel school," reaching millions of people outside campuses.

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," Mrs. Cheney wrote.

The $140 million endowment she has headed since May 1986 provides grants to scholars, colleges, museums, libraries and other institutions to promote the humanities.

Citing a variety of sources, the report gave several examples of increased public interest in the humanities, including a doubling of the number of historical organizations in 20 years to nearly 10,000, brisk sales of cultural books and a 660 percent increase in visitors to the National Gallery of Art in Washington since 1957.

In assessing the academic approach to the humanities, the report said: "Viewing humanities texts as though they were primarily political documents is the most noticeable trend in academic study of the humanities today. Truth and beauty and excellence are regarded as irrelevant; questions of intellectual esthetic quality, dismissed."

The report said Western tradition was rich and creative, but many colleges were abandoning courses that teach it."The humanities are about more than politics, about more than social power," the report said. "What gives them their abiding worth are truths that pass beyond time and circumstance; truths that, transcending accidents of class, race, and gender, speak to us all,"

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Arkansas Gazette.
LITTLE ROCK, ARK.
D 136,814 S.185,311

FRONT PAGE
SEP 12 1988
BURRELLE'S

Spending on culture rises in U.S.

But study says colleges need some refocusing

FRONT PAGE

WASHINGTON (UPI) — Americans spent more money going to museums, exhibitions and lectures than on sporting events in 1986, a report by the National Endowment for the Humanities said Sunday.

But, endowment chairman Lynne Cheney, in a 70-page review of the state of American culture, also found that America's college students are not studying the humanities — literature, philosophy, history, and related fields — primarily because they are more concerned with learning a money-making skill.

The endowment is an independent federal agency that supports research, education, preservation and public programs in the humanities.

In the congressionally mandated report, "Humanities in America," Cheney took to task the nation's colleges and universities for focusing the study of humanities to small groups of scholars, instead of to students.

Praises television

Cheney also praised the much-maligned medium of television for "making the arts and humanities available to millions." While much of television, she said, is "insubstantial," the exploding growth of the cable and satellite industries, and the increased sales of video cassette records, can broaden the reach and appeal of American culture.

"Even television's severest critics realize that it is not going to go away; it will continue to have a central place in our national life," Cheney said. "The object, then, is to keep in mind its potential."

Cheney said book sales, for example, have increased 400 percent over 40 years ago — when television was in its infancy — and added, "People watch television *and* they read."

The report, which Cheney wrote alone, said that in 1986, Americans spent $3.4 billion to attend cultural events and $3.1 billion on sporting events. In 1970, she said, spending for cultural events was $500 million, compared with $1.1 billion for sports.

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," she said.

"Individuals, small businesses, corporations, foundations, labor unions, churches, civic organizations of every kind, and state governments have joined the federal effort to make public humanities programming possible; and support has grown as those programs have become more intellectually rigorous, more demanding, more enriching — indeed, more worthy of support," the report said.

But Cheney criticized American institutions of higher learning for neglecting students, who now are aiming for vocational skills they can use after college to pay for their schooling.

The report said one in 16 students now receives a degree in the humanities.

Colleges, she said, must refocus the study of humanities away from the highly academic to a general understanding of the culture.

"Formal education should follow a plan of study aimed at comprehensive vision, not just of the present, but of the past," she said. "It should convey how the ideas and ideals of our civilization have evolved, thus providing a basis for understanding other cultures. It should provide a framework for lifelong learning about ourselves and the world in which we live."

FILE COPY

THE EVENING SUN, WEDNESDAY, SEPTEMBER 14, 1988

Pragmatism vs. humanities

The local situation seems less alarming

By Linell Smith
Evening Sun Staff

LYNNE CHENEY, CHAIRWOMAN of the National Endowment of the Humanities, thinks Americans should shop more carefully for their college educations, especially when it comes to the humanities.

"People choose colleges and universities on the basis of prestige and environment, but it's hard to get people excited about curriculum," she says.

The recent report she wrote for the NEH found that students could earn a bachelors degree from 37 percent of the nation's colleges without taking any course in history. Sixty-two percent of colleges do not require philosophy courses while 77 percent have no foreign language requirement.

The local situation seems less alarming.

■ Loyola College, for instance, requires two courses in theology, two in philosophy, one in ethics, two in English, two in history, and two to four in foreign languages.

■ Towson State University requires all students to take five courses of their choice in the humanities and requires foreign language courses for all bachelors of arts degrees.

■ Goucher College requires intermediate proficiency at a language, and courses in history, literature, philosophy, and social sciences.

■ Morgan State University requires language courses for its BA degree. Although one third of Morgan's students major in business administration, all must take a year-long survey course of Western literature, art and ideas and a similar course in the history of world civilization.

■ The University of Baltimore instructs only juniors and seniors on the undergraduate level. Most major in business and criminal justice, but all must take courses in three of the following: "World Cultures," a comparative culture course; "Art and Ideas," a course which moves through visual arts and literature of Western Civilization; "The Modern City," a course which emphasizes political science; and "Business Values in Society," a course which uses works by Dickens, Machiavelli and Plato.

What the humanities report found

A report on the state of humanities in America by the National Endowment for the Humanities finds more Americans supporting cultural events while fewer choose college majors in such traditional subjects as English and history.

"Humanities in America," written by NEH chairwoman Lynne Cheney, is the first of a series of reports ordered by Congress. Subsequent reports, researched and prepared by the National Endowment for the Humanities, will follow every two years.

The humanities usually include the study of history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, the history, criticism and theory of the arts, ethics, comparative religion and those aspects of the social sciences that employ historical or philosophical approaches.

The NEH provides grants to scholars, colleges, museums, libraries and other institutions which promote the humanities. This report was compiled from discussions held this year by three advisory panels of experts and at 14 regional forums.

The report's major findings include:

■ 25 million people participate in programs supported by state humanities councils each year.

■ One in 16 college students majors in the humanities, compared to one in six 20 years ago.

■ Between 1966 and 1986, the number of bachelor's degrees awarded increased by 88 percent while the number of degrees awarded in the humanities decreased by 33 percent.

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FILE COPY

University of Baltimore provost Catherine Gira wonders if students' degrees provide an accurate portrait of their awareness of the humanities.

"You can't say that students avoid the humanities as much as you can say that they are anxious about getting jobs," she says. "The reason for the decline [in humanities degrees] was that the traditional jobs into which those majors would go simply weren't there. I think the testimony that students are receiving good solid education in humanities is that the NEH report shows that they value humanities as adults in the community."

"The sense of crisis in the humanities, the sense that people feel society isn't paying close enough attention to values and ethics and morality and art and literature, is a constant theme in American life," says John V. Lombardi, provost and vice president for academic affairs at Johns Hopkins University.

"The theme is always with us because America is a pragmatic society and there is a tension between that pragmatism and the belief that values are important to our culture.

"When we're especially in need of pragmatism, we run to Science and Engineering and MBAs. Then we say, 'There's not enough humanities!' and rush in that direction. Universities try to act in a counter-cyclical way. Sometimes we say, 'Don't forget about Greek and Latin,' sometimes we say, 'Don't forget that we live in a practical world.' The goal of the university is to maintain an appropriate balance between those two. We're not always where the public thinks we ought to be at any given moment because the university takes very long views of its curriculum."

The NEH report also criticizes many colleges for overlooking the achievements of Western culture in favor of furthering education in the history and culture of various ethnic groups.

"You can identify a humanist by his need to define and redefine what the humanities are. Constant re-definition is a normal and healthy thing," says Richard Macksey, professor of comparative literature at Hopkins and former director of the university's Humanities Center. "I'm suspicious of the idea that Western civilization can be doled out like coated aspirin."

"In undergraduate education, there should be some set of shared understanding, but whether it should draw all of its understanding from the Greeks and Latins is debatable," Lombardi says. "We're not prepared to say that if you've got Greek and Latin, you've got everything you need to know about your culture. Culture, and the meaning of culture, is a very complex subject and there's a temptation and wish to simplify it.

"It's not easy to say there is a single cultural line that is appropriate for an American to learn. The subject has already generated more heat than light. Even if we had the prescription for wisdom, it wouldn't stay put for more than five minutes. The goal is that most of our definitions should overlap significantly."

Although the overall number of humanities degrees awarded by the University of Maryland, College Park, has decreased in recent years, enrollment in humanities courses has increased. In fiscal year 1987, the college of arts and humanities taught 220,000 credit hours — more than half to non-majors.

"That means that 40,000 students per year are taking humanities courses outside their majors," says James Lesher, acting dean of UM's college of arts and humanities. "Here, at least, you get the impression that the humanities are flourishing, rather than in decline."

FILE COPY

On the humanities, it's good news and bad news

By Huntly Collins
Inquirer Staff Writer

Alexis de Tocqueville, the 19th-century French politician and observer of American life, called them "the pleasures of the mind."

Be they plays, concerts, films, paintings or books, such pleasures are attracting a record number of Americans, according to a report released last week by the National Endowment for the Humanities.

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," wrote Lynne V. Cheney, endowment chairwoman and author of the 73-page report, *Humanities in America*.

Among other statistics, Cheney cites a dramatic increase in public spending on cultural events compared with spectator sports in the last two decades.

In 1970, Americans spent $500 million to attend cultural events that ran the gamut from art exhibits to community theater. By contrast, public spending on baseball, football and other athletic events was $1.1 billion. By 1986, however, the pattern had reversed itself, with $3.4 billion spent on cultural events and $3.1 billion spent on spectator sports.

So important have cultural events become in the broader education of the American citizenry that they now constitute "a kind of parallel school," albeit one that operates outside the walls of established institutions of learning, Cheney noted.

Americans are spending more than ever on cultural attractions.

Cheney's report, which was mandated by Congress in 1985, is the second assessment of the humanities to be issued by the endowment in recent years. The first, *American Memory*, which came out last year, faulted the nation's elementary and secondary schools for failing to pay enough attention to the humanities in the classroom.

Although the latest report strikes an upbeat note about the growing popular appeal of the humanities, it, too, delivers a blistering critique of humanities instruction, this time at the college and university level.

In a litany of complaints, many of which have been raised previously by Education Secretary William J. Bennett, Cheney faults the academy for turning its attention away from the humanities in the last 20 years. Among the criticisms:

- The number of students receiving bachelor's degrees in the humanities — including such subjects as English, philosophy and history — has plummeted from 92,539 in 1966 to 61,682 in 1986, a 33 percent decline at a time when the total number of students receiving degrees nearly doubled from 524,117 to 987,823.
- Standards are so lax that at 80 percent of the nation's four-year colleges and universities it is now possible for a student to graduate without ever taking a course in American history or the history of Western civilization.
- Research by humanities professors is becoming increasingly specialized and arcane. The report refers, for example, to scholarly papers on such topics as "Written Discourse as Dialogic Interaction" and "Abduction, Transference, and the Reading Stage."
- Scholarly publication takes precedence over undergraduate teaching at most institutions of higher education. Such an emphasis can be seen in everything from tenure decisions to language itself — the academic community refers to teaching "loads" and research "opportunities," the report notes.
- In a growing trend, literature is now being taught as an exercise in political exegesis, with the Western classics viewed primarily as political documents to be read for what they say about such issues as gender, race and class.

"These are, of course, legitimate questions, but focusing on political issues to the exclusion of all others does not bring students to an understanding of how Milton or Shakespeare speaks to the deepest con-

continued

FILE COPY

Humanities instruction draws a blistering critique.

cerns we all have as human beings," Cheney wrote.

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In a telephone interview last week, Cheney was asked to explain the apparent anomaly between the flowering of the humanities in the popular arena and their withering on college campuses. If the schools are not teaching the humanities, why should people suddenly take an interest in them when they get out of school?

"Even though our schools are not teaching the humanities as well as they should, people are discovering the pleasure and value of reading history, learning about art and hearing beautiful music," Cheney replied.

"There is a sense in which the humanistic disciplines appeal to people naturally as they mature. You begin to have a sense of your own mortality," she added.

Although they had not yet read Cheney's report, a number of leading educators in the Philadelphia area last week expressed strong disagreement with Cheney's assessment of the humanities in higher education.

Julia A. Ericksen, vice provost at Temple University, which has just instituted a new "core" curriculum that requires students to study the humanities, said Cheney's statistics were "very deceptive."

While more students may be majoring in subjects such as business and engineering as opposed to the humanities, that doesn't necessarily mean they are not taking humanities courses, Ericksen said.

"We have been overwhelmed by inquiries about our core curriculum," Ericksen noted. "Nationally, there is a tremendous surge of interest in the humanities and in undergraduate teaching."

Ericksen argued that American higher education — which has seen a surge in the number of women and minority students over the last two decades — is in part responsible for the growing popular appeal of the humanities in the nation's cultural life.

•

In response to a more diverse student body, schools have begun to open up the curriculum to include works by and about women and minorities — the very subjects that are drawing box-office crowds.

"Over the past 15 to 20 years, culture has become more accessible to people precisely because we have been willing to question the so-called 'canon' of Western literature," Ericksen said.

The Rev. Kail Ellis, dean of Villanova University's College of Liberal Arts and Sciences, said curricular requirements — which apply even to students in such professional fields as business and engineering — require students to take both American history and the history of Western civilization.

"We do have a rather strong core which we have never really abandoned," Father Ellis said.

Mary Patterson McPherson, the president of Bryn Mawr College, said about one-third of the college's 1,265 undergraduates major in the humanities. "It's been that way for a long time through all kinds of fluctuations," she said.

McPherson said young faculty members now entering the academy tended to be less specialized than they were in the past, and she said many scholars communicate with the public — "and do it quite well."

McPherson also disputed the notion that the college curriculum has become politicized in recent years. "Any curriculum represents a political statement," McPherson said. "It's just as political to say you want to concentrate on the 'eternal verities' as to say you want to examine issues of gender or race. Whose verities?"

McPherson added: "Are we running the risk of getting bogged down in touching every base? Yes, we might be. But the United States now is a vital, pluralistic society. It is continuing to get in touch with its new self. I think we will come through and out the other side."

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SACRAMENTO UNION

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DAILY & SUNDAY 89,256

THURSDAY
SEP 22 1988

BURRELLE'S

TV is books' best friend

When classics air, book sales zoom

By MICHAEL DOUGAN
SAN FRANCISCO EXAMINER

If Johnny can't read, we can always blame MTV and "Miami Vice." Popular mythology says the tube has replaced the book as a primary pastime for America's population. But that notion is nixed in a new report by the National Endowment for the Humanities.

TV does not mark the death of literature as popular entertainment, according to the study — "Humanities in America" — which finds that "people watch television and they read."

MARKHAM
Rediscovered

"In 1947, when less than one-half of 1 percent of U.S. households had television sets, 487 million books were sold," the report states. "By 1985, when 98 percent of the homes in the United States had television, book sales were more than 2 billion — 400 percent of their 1947 level."

The 73-page paper praises TV as a potential promotional tool that can actually enhance reading habits among viewers.

Indeed, television may help readers find good books that would otherwise be buried in "the avalanche of printed material pouring out of publishing houses," including thousands of so-called "non-books" containing statistics, trivia, gags, illustrations and cartoons.

Endowment Chairwoman Lynne V. Cheney points out that PBS turned Beryl Markham's autobiography, "West With the Night," into a best seller.

A documentary based on the 1942 book aired locally by San Francisco affiliate KQED in January 1986.

After the program aired, Cheney says, "33,000 copies of the book were sold (in two months in the San Francisco Bay area), nearly equaling sales from the three previous years combined."

What's more, she notes, the documentary later aired nationwide, pushing total sales to 522,000 paperback and 31,000 hardcover volumes.

"Time and again, television has led to dramatic increases in sales of good books," Cheney adds. Among other examples:

• Evelyn Waugh's "Brideshead Revisited" was selling fewer than 10,000 copies a year before "Masterpiece Theatre" serialized the novel in 1982.

Sales promptly shot up to 200,000.

• Sales of mythologist Joseph Campbell's classic study, "The Masks of God," were less than 300 copies a week before Bill Moyers aired a six-part interview series with the brilliant professor early this summer. Halfway through the series broadcast, enthusiastic viewers were buying 1,700 copies a week.

• CBS and the Library of Congress have devised a "Read More About It" segment, listing specific titles at the ends of TV shows and "encouraging reading on topics ranging from the history of Mexico to the American musical."

However, Cheney warns that television and film versions of great books, when done badly, can "distort the printed work and confuse audiences. ... It sometimes happens that the facts of the past are sacrificed in the name of dramatic interest. Mrs. Lincoln will appear in places she never was. Peter the Great will talk with Isaac Newton, though the two never met."

Cheney encourages the idea of including scholars in the shaping of historical miniseries and docudramas "to be sure that television educates rather than misinforms."

She points to TV specials like "The Adams Chronicles" and

The downside, says Cheney, is that the better productions "are viewed by much smaller audiences than regularly scheduled programs presented by the networks."

Mark Twain's "Pudd'nhead Wilson," seen on PBS, was only watched by 5.4 percent of U.S. households with television, while "The Cosby Show" is routinely viewed by some 35 percent. But even comparatively low ratings reflect a large audience.

That 5.4 figure, for example, translates into 6 million viewers "Booker" as examples of dramatic works reflecting a collaboration between producer and scholar "that is both enlightening and engaging."

Note, however, that the shows Cheney chides, such as "Gore Vidal's Lincoln" and "Peter the Great," were commercial network projects, while those she praises aired on PBS.
for "Pudd'nhead Wilson." That, Cheney notes, is "a figure that exceeds by several times the number of all Twain's novels sold in his lifetime."

Cheney concludes the portion of her report dealing with TV by quoting E.B. White, who wrote in 1966 that television should provide "the visual counterpart of the literary essay, should arouse our dreams, satisfy our hunger for beauty, take us on journeys, enable us to participate in events, present great drama and music, explore the sea and the sky and the woods and the hills. It should be our Lyceum, our Chautauqua, our Minsky's and our Camelot."

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GAZETTE-TELEGRAPH

COLORADO SPRINGS, CO
DAILY 78,402

MONDAY
SEP 19 1988
BURRELLE'S

EDUCATION

NEH director blasts schools for weakness in humanities

By **Kathryn Martin**
Gazette Telegraph

An encouraging report on America's growing interest in the humanities was tempered by a stinging criticism of educational institutions' failure to keep pace.

On the plus side, according to the report issued last week by the National Endowment of the Humanities:

■ More than 900,000 people toured the Egyptian artifact exhibition, "Ramses II: The Great Pharaoh and His Time," at the Denver Museum of Natural History in 1987-88.

■ Nationwide, the resurgence of interest in the humanities is so great that, in 1986, people spent 10 percent more on cultural events than they did to watch sporting events. In 1970, money spent on cultural events was half that spent on sporting events, according to the "Humanities in America" report.

But educational institutions have not matched the public interest, said Lynne V. Cheney, NEH director and a 1963 graduate of Colorado College.

She chastised schools — from elementary through post-secondary and including her alma mater — for not requiring a mandatory core curriculum that focuses on the humanities.

"Colorado College is not quite as structured as I'd like to see it," she said. "And (President) Gresham Riley won't be surprised to hear I've said this."

Riley was out of town and unavailable for comment, but CC Dean David Finley defended the college's program. "The humanities are really alive and well at Colorado College, if the interest in courses and the fact that students are majoring in the humanities are to be taken as a guide," he said.

While CC students must take a minimum number of courses in humanities, they are not told specifically which class to take.

Finley said the college prefers that students plan their class schedules, within school guidelines, that reflect their interests.

The National Foundation on the Arts and the Humanities Act of 1965 defines humanities to include the study of the arts, ethics, comparative religion, history, philosophy, languages, linguistics, literature, archaeology and the law.

Cheney said neither luck nor accident should determine what a student should or should not learn. A comprehensive plan of study should be instituted to "provide a framework for lifelong learning about ourselves and the world in which we live," she said.

At the University of Colorado at Colorado Springs, a core curriculum is required for students enrolled in Letters, Arts and Sciences, said Chancellor Dwayne Nuzum. "I don't think there is a reluctance on the part of the professional schools" to offer that curriculum, he said.

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Fort Worth Star-Telegram
FORT WORTH, TEXAS
D. 136,305 SAT. 265,013
SUN. 318,936

SEP 20 1988

BURRELLE'S

As study of humanities falls, some fear for diversity

BY JULIE GILBERTO
Fort Worth Star-Telegram

The nation's colleges and universities have been shirking the teaching of humanities — a phenomenon that could lead to a citizenry less tolerant of diversity, educators fear.

A new National Endowment for the Humanities report shows that one in 16 students majored in the humanities in 1986 compared with one in six students in 1966.

Fewer students seek degrees in English, history or philosophy than 20 years ago. But even those graduates planning careers in business or engineering would do well to have a strong background in the humanities, said Lynne Cheney, chairwoman of the National Endowment for the Humanities.

"It should be the basis for everything, no matter what profession their lives carry them into," Cheney said. "The most eloquent testimony for studying the humanities has come from scientists because of the moral dilemmas they deal with. They have spoken on the importance of reading Chaucer, for example."

An education rooted in the classics lays the foundation for diverse people to live together in peace, said Robert Stevens, director of the classic learning core at the University of North Texas.

"I see American life right now as a collection of fairly diverse communities which do have some common concerns," Stevens said. "If we give up a core curriculum which embodies a classic curriculum then American society is going to grow into separate communities of diverse interests, which could lead to more confrontation."

One of the arguments that schools are making against a classic education is that it is steeped too heavily in the works of Western civilization, ignoring contributions of women and other races, the National Endowment for the Humanities study found.

"It is important to see that it was male-dominated, white and European," Stevens said. "But it built into it certain intellectual safeguards. It built into it a tolerance of diversity."

Kirk Downey, dean of Texas Christian University's business school, said he also believes that his students need the education that comes from reading classics, studying history and learning to think and write clearly — even if they plan to seek jobs in accounting and other professional fields.

"I've always felt a person had to be a human being before a business person," Downey said. "You have to be able to make intelligent decisions before you vote or before you decide what you're going to do in your spare time."

The world is changing so rapidly that the specific training a person has today may be useless in five or 10 years. A liberal arts education gives graduates the background so they can be flexible and trainable, Downey said.

"Universities are places where people should be in education rather than in training. We can train somebody in a particular profession and that will be good for two or three years, and then it might not be good anymore. They have to be able to learn."

Texas colleges have seen declines similar to those across the nation. In the state's public institutions, undergraduate English majors are down 40 percent and history majors down 33 percent since 1966, according to Texas Higher Education Coordinating Board figures.

But recent years have brought some increases in the numbers of students studying liberal arts.

At TCU, for example, 92 students were majoring in English last spring compared with 60 students five years ago. At the University of Texas at Arlington, the College of Liberal Arts has been growing at a rate of more than 1 percent each year for the last five years — after going through a decline in the 1970s.

Even students not majoring in the liberal arts are choosing to take courses that give them a stronger background in the humanities, Cheney said.

At the University of North Texas, 375 students have elected to take a new core curriculum that was partially paid for by the National Endowment for the Humanities.

"When I look to the future, I am naturally optimistic," Cheney said. "I do think that now we have in the adult population a growing number who understand the worth of studying the humanities."

An advisory committee to the Texas Higher Education Coordinating Board is working on a model core curriculum for colleges and universities, but there is no requirement that the institutions implement the committee's recommendation, said Bill Jobe, program director with the university and health affairs division of the coordinating board.

"We feel in Texas that we have been a

continue next page

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bit on the provincial side and in past years have been influenced by over-professionalism," Jobe said.

The proposal will include a recommended minimum number of hours of core courses and will name specific areas, such as English, that should be studied.

Texas already mandates its college graduates to successfully complete some courses, such as English and American history, said Tom Porter, dean of the College of Liberal Arts at UTA.

Although enrollment is growing in liberal arts, it is not close to the peak in the early 1970s. In 1972, for example, UTA employed 50 full-time English faculty members compared with the 33 employed now.

"My own conviction is that students ought to prepare by developing skills and competencies across the board," Porter said. "This gives them a kind of mobility as they move into the job market. The number of people who change jobs and careers in their lifetime is considerable."

While the number of English majors is increasing at TCU, it is not necessarily because more students are planning to become English teachers. Many are using their liberal arts education as a foundation for a professional degree in business, pre-law or medicine.

But the business and other professional degree students at TCU also are taking a core curriculum strong in the humanities, said Priscilla Tate, associate dean of the AddRan College of Arts and Sciences.

"The humanities teach you to think," Tate said. "I can't imagine an area that doesn't require thinking. I can't imagine an area that doesn't require good communication skills — written and oral."

The University of North Texas realized the need for a stronger liberal arts background several years ago and won grants from the National Endowment for the Humanities and the U.S. Department of Education to implement an optional "classic learning core."

Students in the core agree to take their liberal arts requirements in a strict sequence. The teachers of those courses — history, philosophy and English, for example — meet and together create their curriculum, Stevens said.

"By meeting together, they create in the minds of the students this discipline which leads to a whole integrated view of the world," Stevens said. "Themes carry through all the classes, or they may start a discussion in one class that is carried through to another class. A teacher might ask a question on an English exam that was covered in another class.

"That's not the case in a typical college classroom. In a typical college classroom, teachers have no way of knowing what their students may or may not have already read."

While most of the students in the classic learning core are majoring in liberal arts subjects, Stevens said the humanistic approach could benefit all students. The university, in fact, has started a five-year curriculum in which students will earn an undergraduate degree in liberal arts and then earn a master's of business administration.

The National Endowment for the Humanities study found that students can graduate from 80 percent of the nation's colleges and universities without taking a course in American history. They can graduate from 37 percent without taking any course in history, 45 percent without taking a course in American or English literature, 62 percent without taking a course in philosophy and 77 percent without studying a foreign language.

"Formal education should follow a plan of study aimed at comprehensive vision, not just of the present, but of the past," Cheney writes.

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Syracuse
Herald Journal
SYRACUSE, N.Y.
D. 101,980

OCT 13 1988

BURRELLE'S

Syracusans want their culture, too

By Annette Ford
Contributing Writer

Syracuse is no longer the "cultural desert" it was 25 years ago.

Area museums, historical societies, theaters and concert halls report increased attendance. And that means Syracusans are right in step with the nation, culturally speaking: A recent study by the National Endowment for the Humanities identified a national trend toward greater cultural awareness.

The study said Americans spent $3.4 billion on cultural events in 1986, compared with $3.1 billion on sporting events. In 1970, sports fans outspent culture vultures twice over, $1.1 billion to $500 million.

Here's how this national trend is reflected locally:

● Joe Lotito, executive director and founder of the Salt City Center for the Performing Arts, 601 S. Crouse Avenue, said Syracuse was a "cultural desert" in 1963, with only a few small theater groups. Today, there is a wide variety of performing arts groups here, including Salt City.

Salt City's in-house performances, about 150 to 200 a year, attracted 31,101 people in 1984; 31,145 in 1985; 32,041 in 1986; 33,567 in 1987 and 33,660 in 1988.

● This year, the Syracuse Symphony Orchestra shows a 26 percent increase in new sales of season subscriptions over last season.

Randy Russell, director of marketing and public relations for the SSO, said season subscriptions for last year were 10,655. To date this year, 9,200 subscriptions have been sold, with 2,136 being new sales. Last year new sales totaled 1,696.

Russell attributed the increase in new sales to new sales techniques, including direct mail advertising and a free videotape describing the symphony and its schedule available at local tape rental stores.

The programming of the symphony has also changed to offer more variety. Russell said the symphony performs gospel music, traditional classical programs and, through its various chamber ensembles, everything from Vivaldi to rock.

● The Metropolitan School for the Arts, 320 Montgomery St., offers music, dance, drama and art classes to all ages. Enrollment last year was 3,058, up about 300 from the previous year, said executive director Annetta Kaplan.

"In this area, people are more culturally aware because more is affordable or free and there are more efforts being done to reach people," Kaplan said.

● The Erie Canal Museum, 318 Erie Blvd. E., has seen a 25 percent increase in attendance over the past three years. About 38,000 people visited the museum in 1985, compared with last year's 50,000, said Vicki Quigley, director.

"We are increasing our responsibility to provide the public with education and experiences that they can't get in the classroom," she said.

● Everson Museum of Art of Syracuse and Onondaga County, at the corner of South State and Harrison streets, reports that 195,000 people visited the museum in 1987, up about 15,000 from the previous year.

● The Syracuse Friends of Chamber Music reports a subscription increase — 500 last year, compared with 435 the previous year.

● Syracuse Opera subscriptions have steadily increased since 1985. In the 1985-86 season, 1,638 subscriptions were sold; in 1986-87, 1,831; and in 1987-88, 2,318.

● Syracuse Stage has seen season ticket sales fluctuate over the years, but generally sales have increased in the past five.

In 1987-88, 8,819 season tickets were sold, 10,424 single tickets and total attendance was 70,716. To date this season, 8,300 season tickets have been sold.

● The Onondaga Historical Association, 311 Montgomery St., had 11,000 visitors last year, according to executive director Tony King, 2,500 more than in 1986.

WHILE THE NEH study reported an increase in cultural awareness, it also showed a decrease in the number of humanities graduates from the nation's colleges and universities. Bachelor's degrees awarded have increased 88 percent in the past two decades, but humanities degrees have dropped 33 percent.

One local university is bucking that trend.

After analyzing enrollment figures for the last five years, Marshall Segall, associate dean of the College of Arts and Sciences at Syracuse University, has not seen a decline in enrollment in classes or in the number of students in the humanities fields.

Although only 85 students graduated in 1988 with a single major in the humanities, this is a 57 percent increase from five years ago.

THE REPORT ALSO said cultural facilities provide so much education that people can receive an education outside college campuses.

Segall said museums, libraries, historical societies and other cultural avenues are not in competition with educational facilities, but that they are "part and parcel of the same thing."

"It's hard to have a good university without having access to concert halls, museums or libraries," he said.

Everson director Ron Kuchta says people are looking to cultural institutions for a different kind of education.

And if culture is what people want, maybe the government and other institutions will be willing to pay for it.

"Whatever the public is for, the funding should be obtainable," Kuchta said.

> "It's hard to have a good university without having access to concert halls, museums or libraries."
>
> — SU's Marshall Segall

FILE COPY

VARIETY

NEW YORK, NY
WEEKLY 52,000

SEP 14 1988
BURRELLE'S

TELEVISION

VARIETY

Humanities Study: Thumbs Up To Television's Cultural Benefits

Washington — Television, often considered the "great Satan" by highbrows, offers many redeeming benefits to American culture, according to a report by the National Endowment for the Humanities.

The 70-page study, penned by NEH chairman Lynn V. Cheyney, says "television enlarges opportunity, making the arts and humanities available to millions." Cheney drew her conclusions in "Humanities In America" after meeting with advisory groups of scholars, authors, film and tv producers, and museum professionals.

Mostly the report lambastes the nation's colleges and universities for the declining number of students studying the humanities. Yet, tv gets praise instead of punches in the study, which was submitted to Congress.

In the report, film producer Avon Kirkland says, "I think that many lives have been very deeply enriched by the experience of seeing something on the screen that for one reason or another was not available as an experience in a book. There are many people out there — poor people, people who haven't had access to higher education — who are interested in the ideas that great literature treats. Television can provide them and the rest of us with adaptations that can be instructive, informative, enriching."

Cable Lauded Too

Other industry officials Cheney consulted said the explosion of cable and satellite industries, plus the variety of videocassettes, broadens the cultural reach of tv.

Report cites cable, now in 51% of the nation's households. "It increases our choices, offering as does public television, ballet, drama, opera and documentaries."

"Even television's severest critics realize that it is not going to go away; it will continue to have a central place in our national life. The object, then, is to keep in mind its potential," the report said.

While concerned that tv may be seducing some readers away from their bookshelves and onto their couches, the report notes that overall book sales have jumped 400% in 40 years since tv was in its infancy.

In fact, programs that are based on books can turn a dusty tome into a blockbuster. "Time and again, television has led to dramatic increases in sales of good books."

FILE COPY

The Washington Post

Humanities: Some Good News

GIVEN THE usual doleful tone of reports on the state of American culture, the last thing you expect from the National Endowment for the Humanities is a bulletin filled with optimism. And yet NEH Chairman Lynne Cheney's congressionally mandated update on "The Humanities in America" offers just that surprise. Though Mrs. Cheney has some pointed criticisms to level and some blame to apportion—mostly at higher education and the humanities professors generally charged with transmitting culture—the report also bursts with little-known statistics and anecdotes that tell of a spreading interest in literature and the arts, of book sales and museum memberships up, of regional humanities councils and state historical societies, of the historical reenactments at Chautauqua and the popular new Alabama Shakespeare Festival.

Can this glowing picture be true? Mrs. Cheney's statistics don't show anything definitive, but they suggest plenty. Spending on admission to cultural events in 1986 topped spending on sports events by 10 percent. (In 1970 it was less than half.) Book-buying since 1947 is up 400 percent (in raw numbers, not per capita), despite the advent of television, and per-capita library withdrawals have held constant. Mrs. Cheney refuses to join the chorus of voices condemning TV as an unmitigated destroyer of humanism, noting the dramatic effect TV and film adaptations often have on book sales—from "Brideshead Revisited" to Joseph Campbell's works on mythology.

It all sounds very upbeat, but Mrs. Cheney contends that until schools and universities clean up their act, "the bad news is still worse than the good news is good." She is tough on the colleges for scaling down their specific requirements in history and culture; students, she argues, quoting a compatriot, "do not register to read books of whose existence they do not know." She also echoes familiar criticisms of overspecialization in the professoriate, recommending that universities give more honor to generalists and scholars who work with the public.

One logical source for that additional honor is the NEH itself. Unlike many reports that shout recommendations into a public void, Mrs. Cheney's has the interesting quality of coming from the organization that itself does extensive work on these problems: the endowment is deeply involved in many of the television specials, museum exhibits and library programs she mentions, and it funds the state humanities councils, which last year involved 25 million people in various programs. Of course Mrs. Cheney's 300-person endowment can't rescue American civilization single-handed. But its chairman has mapped out an impressive battle plan that deserves full support.

FILE COPY

Los Angeles Times

6 Part II/Wednesday, September 14, 1988

EDITORIAL

Good Hunger for the Good Arts

The humanities—the "good arts," the Romans called them—are not only alive in the United States but are flourishing at the popular level. So concludes a report from the National Endowment for the Humanities, which finds a "remarkable blossoming" of public interest in theater and museums, in serious books and in participation in local historical associations. In 1970 Americans spent twice as much on spectator sports as they did on cultural events. By 1985 spending on culture, about $3.4 billion a year, had edged ahead of spending on sports. Sports haven't declined in popularity, but the humanities have clearly grown in appeal.

To be sure, the higher dollar outlay for culture in part reflects nothing more than higher ticket costs. But while admission prices for such things as opera, ballet and the theater have soared, so have prices for many sporting events. A truer indication of public interest in the arts and humanities can be found in the considerable growth in the number of people viewing cultural events. Between 1957 and 1987, for example, attendance at Washington's National Gallery of Art grew by 660%. Between 1972 and 1987, tickets sold for the Alabama Shakespeare Festival increased more than fiftyfold, to 150,000 in the season. Many similar examples of growth, the report says, can be found throughout the nation.

Curiously, perhaps suggestively, the remarkable increase in popular support for the humanities has come during a period of significant decline in the study of the humanities on the nation's campuses. Two decades ago one out of six college students was a humanities major; now only one in sixteen is. The National Endowment report suggests that the blossoming of popular interest in the humanities may represent a kind of "parallel school," filling a void in formal college training. Maybe. Whatever the explanation, it seems clear that the popular appetite for intellectual stimulation has been growing steadily, and that is one example of hunger that does credit to American society.

FILE COPY

THE CHRISTIAN SCIENCE MONITOR

EDITORIAL

Culture shift

THE humanities – literature, art, history – have been a given in the academic world. You go to college, study them, and emerge a more rounded person. In a new report, Lynne Cheney, chairman of the National Endowment for the Humanities, indicates it's hardly that simple anymore.

The humanities are wilting on college campuses, she says. One in 16 students is now majoring in the humanities, compared with 1 in 6 twenty years ago. Why? Lack of a solid core curriculum, subordination of teaching to publishing, and a tendency to interpret great books along limited political lines, for instance.

At the same time, the humanities are "blossoming" among the general public, Mrs. Cheney notes. More people are going to museums and participating in local historical societies. Americans are actually spending more on cultural events than on sports events these days.

Are the plebeians telling the academic patricians something?

FILE COPY

Times-Picayune
NEW ORLEANS, LA.
D. 280,889 SAT. 258,720
SUN. 351,525

SEP 13 1988
BURRELLE'S

A strange culture gap

EDITORIAL

Many of the nation's colleges and universities appear not to be keeping up with the public when it comes to interest in the humanities.

A new report from Lynne Cheney, head of the National Endowment for the Humanities, describes "a remarkable blossoming" of public interest in history, literature, philosophy and the other humanities.

At the same time, the report, commissioned by Congress, concluded that too many colleges are neglecting the achievements of Western culture while requiring ethnic courses. It seems to have become fashionable on some campuses to downgrade the literary value of various masterpieces, treating them as political documents rather than appreciating their artistic merits.

The report also found that many colleges still emphasize publishing at the expense of teaching and often are preoccupied with topics that have little meaning beyond the academic world.

It appears also that many students are no more interested in the humanities than the institutions they attend. According to the report, many of today's college students are more interested in preparing themselves for specific careers than in achieving well rounded educations.

The number of bachelor's degrees awarded increased 88 percent in the last two decades, but degrees in the humanities dropped 33 percent, according to the report. Foreign language majors were down 29 percent, at a time when proficiency in foreign languages is considered valuable in numerous fields. English majors decreased 33 percent, philosophy majors 35 percent and history majors 43 percent.

But if the humanities are being slighted in the colleges and universities, the public is displaying an unusual appetite for culture of all sorts. The report observes that Americans who spent twice as much on sports events as on cultural interests 20 years ago are now spending more on culture.

The growing public interest in the humanities is reflected in a doubling of the number of historical organizations in 20 years to almost 10,000, strong sales of cultural books and a huge increase in visitors to he National Gallery of Art in Washington.

Meanwhile, back on campus, "viewing humanities texts as though they were primarily political documents is the most noticeable trend in academic study of the humanities today. "Truth and beauty and excellence are regarded as irrelevant; questions of intellectual aesthetic quality dismissed."

Every so often, academia, or substantial portions of it, seems to fall prey to revisionist convulsions. As a result, some colleges and universities seem to lose sight of their basic mission, which is to produce broadly educated graduates.

The American people seem to understand the importance of the humanities to a full understanding of human experience. Colleges and universities that misplace a similar understanding diminish their roles in the educational process.

FILE COPY

San Antonio Light
SAN ANTONIO, TEXAS
D. 142,050 SAT. 163,377
SUN. 206,026

SEP 14 1988
BURRELLE'S

Focus on humanities would be truly welcome

One of the least noted though most important cultural developments of the last few decades.

That's what Lynne Cheney, chairman of the National Endowment for the Humanities, called a "blossoming of humanities in the public sphere."

A 70-page report from the endowment noted the following trends:

- A nation which now spends more money on cultural events ($3.4 billion) than on sports events ($3.1 billion).
- A nation which, even in the presence of television, sees books sales up 400 percent in the last 40 years.
- A nation where, for example, the number of historical organizations has doubled in 20 years and the National Gallery of Art in Washington, D.C., has increased 660 percent since 1957.

Certainly such trends, if accurate, are cause for celebration. We look forward to seeking specifically what events were measured in the cultural arts-sports comparisons.

We hope the increase of books sales has been adjusted to reflect rising book costs over the last 40 years.

Undoubtedly, critics will challenge whether television has been such a wonderful cultural influence, although with the coming of cable television and satellite communications, the offerings have improved in quality and variety.

The trends are not all positive, however. The study also charges that colleges and universities are losing interest in the humanities. It cites figures such as the following:

- While the number of bachelor's degrees awarded increased 88 percent in 20 years, the number of degrees in the humanities (foreign languages, English, philosophy, history, for example) declined 33 percent.
- Colleges are cutting out or cutting back on courses on the achievements of Western culture, in favor of ethnic and Third World courses.
- Emphasis in colleges has turned from creating educated people well-rounded in the liberal arts toward an emphasis on training people for careers.

Colleges and universities face a continuing struggle for relevance and balance. Too long they have ignored ethnic contributions, for example, in providing a narrow view of the development of Western civilization. They must not now head too far in the opposite direction.

Both liberal arts and career development are legitimate parts of a college education. Again, balance must be a key.

Certainly, burgeoning interest in the cultural events is evident locally. We welcome it and encourage it.

Educational institutions must play a crucial rôle in developing appreciation for the arts and humanities.

We hope this new study will spark examination of the issues raised.

FILE COPY

THE PLAIN DEALER
CLEVELAND, OHIO
D. 452,343 SAT. 552,401
SUN. 429,783

SEP 21 1988

BURRELLE'S

Renewing our cultural capital

EDITORIAL

The Stadium along the lakefront isn't the only place in town where performers play before sizable crowds nowadays. Large audiences enjoyed the Cleveland Orchestra at Blossom during the summer and, as the new season begins this week, will return to Severance Hall. The Cleveland Museum of Art is thriving, and local libraries are a magnet for thousands. The refurbished Playhouse Square complex has sparked new interest in dance and the theater.

Art and culture are a big business that is getting bigger, and not just in culturally rich cities like Cleveland. A new study by the National Endowment for the Humanities reports that Americans in 1986 spent $3.4 billion on cultural events and only $3.1 billion on sports outings—a sign that popular tastes have changed since the mid-1960s, when Americans spent twice as much on sports as on culture. From lending libraries to serious cinema, Americans are more eager than ever to open their minds to new ideas.

But there is a worrisome aspect to the cultural trend. Although adults are enjoying artistic enrichment, many college-age students now undervalue the humanities. The total number of bachelor's degrees awarded each year has increased 88% since 1966, the NEH finds, but the proportion of liberal-arts degrees has declined. The number of foreign-language majors has dropped 29%, English majors 33%, philosophy majors 35% and history majors 43%. One student in four now majors in business; only one in 16 majors in a liberal-arts discipline.

The explanation has as much to do with economics as education. In the money-obsessed 1980s, society has increasingly seen a university degree merely as a means to a higher salary; many students feel they are under pressure to shun the humanities for business-related courses. On Commencement Day, how many parents would prefer to see their child headed toward a doctorate in literature instead of a law-school specialty in mergers and acquisitions?

Responding to a crass marketplace, many colleges are letting students graduate with an imbalanced background, permitting pre-professionalism to trample the arts and letters. At 77% of U.S. colleges and universities, it is possible to earn an undergraduate degree without studying a foreign language; at 45%, without a course in English or American literature.

By downplaying the liberal arts, colleges risk becoming fancy trade schools, churning out accountants and stockbrokers while ignoring painters and poets. Higher education must have a higher calling: to renew each generation's appreciation of humanity's cultural achievements. A cultural inheritance, like a capital endowment, will be exhausted if it is depleted without new contributions. If colleges—and students' parents—don't encourage young people to develop their interest in the humanities, America may one day find itself financially fat but culturally impoverished.

FILE COPY

DEMOCRAT & CHRONICLE

ROCHESTER, NY
DAILY 128,869

THURSDAY
SEP 22 1988
BURRELLE'S

EDITORIALS

EDITORIAL

Humanities belong to all

Any professor who attempts to popularize the great truths of history or literature risks being ostracized by his peers, accused of showmanship, or worse, of stooping to "journalism."

So says a new report from the National Endowment for the Humanities, which sees a swelling of public interest in the humanities just at a time when scholars are pushed into specialized research that obscures and trivializes their fields.

This is not merely ironic, it's tragic.

Incredibly, NEH says, in 1986 Americans spent more to attend cultural events ($3.4 billion) than to attend sporting events ($3.1 billion).

Moreover, 25 million Americans take part every year in lectures and other programs sponsored by humanities organizations, and the number of historical organizations has nearly doubled in 20 years.

Yet despite this hunger for intellectual nourishment, 80 percent of the colleges in America don't require a course in the history of Western civilization, and 37 percent don't require a course in history of any kind.

Forty-five percent require no course in American or English literature, and 77 percent require no foreign language.

Professors are given less time to teach and are pressured into specialized research that, the NEH says, diminishes both the "significance and the centrality" of the humanities.

How much time has been spent (wasted?) on papers with titles such as "Written Discourse as Dialogic Interaction," or "Abduction, Transferrence and the Reading Stage"?

The solution? Most teachers would rather teach than write esoteric papers that few people will read and fewer will understand, NEH says. So encourage teachers to teach, and reward them for promoting, on and off campus, a broader, more general understanding of history, language and literature.

And give credit to the scholars who use newspapers, television and public seminars as adjunct classrooms. As the NEH says, the challenge is to make the humanities "transcend accidents of class, race and gender (and) speak to us all."

FILE COPY

BUFFALO NEWS

BUFFALO, NY
DAILY 321,301

THURSDAY
SEP 22 1988
BURRELLE'S

Renaissance II

EDITORIAL

THOSE LAMENTING a decline of civilization can perhaps find a glimmer of hope in a new analysis by the National Endowment for the Humanities.

According to the study, Americans are engaging in cultural pursuits — buying books, going to museums, joining cultural groups — in increasing numbers. In fact, they now spend more on these than on sports events, forking over $3.4 billion in 1986 for books, plays and the like while spending only $3.1 billion on athletic competitions.

What a reversal this is from 1970, when Americans spent twice as much on sports as for cultural events — $1.1 billion to a mere $500 million.

The finding that more people are partaking of the humanities holds deeper implications for a nation coming to grips with what some decry as a lack of common values due in large part to the schools shying away from any such infusion.

The report points to this growing interest in libraries, historical societies and similar endeavors as producing "a kind of parallel school" system, one that undoubtedly teaches many of the values that hold society together in ways that the law and police officers on every corner never could.

As the study notes: "What gives (the humanities) their abiding worth are truths that pass beyond time and circumstance, truths that, transcending accidents of class, race, and gender, speak to us all."

Unfortunately, the study also finds that enrollment in college humanities courses — literature, philosophy, history, languages — has fallen off greatly, as students seek degrees that promise more immediate financial payoffs.

Still, the Endowment report offers hope. It is possible that the former students who rejected the humanities as irrelevant are now among the adults flocking to museums and cultural organizations to fill the void they've discovered was created by their unduly one-dimensional formal educations.

But no matter who is accounting for the increased spending on cultural pursuits, the fact that it is occurring can only make this a richer society. And from that, we all benefit.

FILE COPY

ST. LOUIS POST-DISPATCH
ST. LOUIS, MO.
D. & SAT. 357,314
SUN. 548,955

SEP 20 1988
BURRELLE'S

The Empire Of The Mind

EDITORIAL

Anyone considering the relative popularity of cultural events and sporting events in this country probably envisions a student coerced into studying Shakespeare in school who can't wait to break out and go to the ball game. So a new report from the National Endowment for the Humanities paints a picture both surprising and disturbing: While more Americans than ever are attending cultural events on their own, schools are backing down in their commitment to the arts and humanities.

Lynne Cheney, chair of the endowment and author of the report, "Humanities in America," says many Americans are using publicly funded humanities programs as a kind of "parallel school" to make up for what formal education lacks. Support for such programs has grown, she says, as they have become "more intellectually rigorous, more demanding, more enriching — indeed, more worthy of support."

But as gratifying as such self-education may be, it does not make up for the troubling retreat by schools in teaching the humanities. Self-directed study is one thing; a well-planned curriculum that builds on a rich tradition is much better.

A built-in audience to appreciate such study is already there. The endowment's report cited an exhibit titled, "William Wordsworth and the Age of English Romanticism" that opened at the New York Public Library last October. Library President Vartan Gregorian said he first thought the project would be "a disaster." In fact, it drew 100,000 people in New York and big crowds in other cities as well.

Other evidence also reveals the popularity of cultural events. In 1970, the report said, spending for cultural events was less than half that for sporting events; in 1986, culture had surpassed sports, $3.4 billion to $3.1 billion. The number of historical organizations has doubled in the last 20 years, to nearly 10,000, and the total number of Americans who attended programs sponsored by state-based humanities organizations has reached 25 million a year.

But the endowment's statistics detailing the state of humanities on campus show an opposing trend. Between 1966 and 1986, when the number of bachelor's degrees awarded went up by 88 percent, degrees in the humanities dropped by 33 percent. Students can graduate from 80 percent of American colleges and universities without taking a course in Western civilization and from more than 80 percent without taking a course in American history.

A population eager for culture should not be content with such a disregard for culture on its campuses. The humanities enrich everyone, supplementing the specialization that students are demanding for the vocational component of their education. To prepare students for time off the job — for living in what Alexis de Tocqueville called "the empire of the mind" — colleges must take the lead in providing the humanities education that Americans are already seeking on their own.

FILE COPY

The Burlington Free Press

Opinion

Pleasures of the mind

The good news in last week's report on the humanities in America shouldn't have come as news to Vermonters: Many Americans leap at the chance for "culture."

It was a library in Rutland, after all, that started the national revival of book discussion groups in 1978. Since then, thousands of Vermonters — 20,000 a year — have digested difficult prose and even more difficult ideas. They've gathered in public libraries after dinner to talk about subjects ranging from the U.S. Constitution to the Holocaust.

Programs like Vermont's were cited in last week's report by Lynne Cheney, chairman of the National Endowment for the Humanities, as evidence that the humanities are thriving in community life. Americans now spend more on cultural events than spectator sports, she points out, and attendance at museums just keeps climbing.

Americans need this kind of self-education in the humanities because they aren't getting it in college. (Or before college. Cheney indicted elementary and secondary schools last year for their failures in teaching history and literature). Not only are college students now more interested in vocational courses — one in four students is majoring in business — but they are likely to graduate without studying the history and ideas of Western civilization.

In 1988, she says, it is possible to earn a bachelor's degree at nearly half of the nation's colleges without taking a single course in American or English literature. At 37 percent of colleges, students don't have to take any history course, let alone American history.

(While the University of Vermont, for example, has broad requirements in the arts and humanities, many students face no specific requirement for either history or English literature).

What does it matter? A very great deal. History is more than memorizing dates; Shakespeare is more than footnotes. The humanities bring us ideas. They encourage us to grapple with the great moral and political dilemmas of human life: What is the good life? What makes a just society? What is the proper relationship between the individual and government?

Wrestling with those unanswerable questions enriches the life of the student; more, it must inevitably make him a better citizen, more prepared and more interested in the difficult public decisions that confront society. There's a link, thin but strong, between those weekly book discussions and turnout at Town Meeting.

Cheney's report is yet another reminder that when we fail to introduce our children to the pleasures of the mind, we are failing to nurture future citizens as well.

FILE COPY

EDITORIAL

HUNTSVILLE TIMES

HUNTSVILLE, AL
SATURDAY 52,304

SEP 12 1988
BURRELLE'S

That's 'C'—, as in culture

We should have known something was in the air. *The Times* reported the other day that the Huntsville Public Library, for the first time in its history, recorded the one-millionth article to be checked out in a calendar year — and the year still has almost four months to go.

What was — and is — in the air is culture. According to a report released Sunday by the prestigious National Endowment for the Humanities, Americans are becoming more interested in cultural pursuits — literature, history, drama, ballet, serious music and philosophy.

The evidence is impressive: According to the NEH, Americans spent $3.4 billion on cultural endeavors in 1986. That's more than they spent on sports — this in spite of the obscenely bloated salaries paid to professional athletes. Twenty years ago, the amount spent on sports was double that for culture.

And where are we getting all this culture? From public libraries, certainly, but also from books, museums and live performances, even from public television.

A couple of local applications of the trend are obvious. For one, the Huntsville Public Library, its scattered critics notwithstanding, did not overbuild in designing its new facility. In the next few years, the opposite may prove to be the case. In addition, the local interest in an arts center — an issue that has entered into this summer's city elections — represents a serious need in the community, not just the whim of some little old ladies who dabble in the arts.

The NEH report, however, was not entirely upbeat. It laments the decline in the number of college students majoring in the liberal arts — "liberal" in the broad, cultural sense, not as a political orientation. In 1986, according to the NEH, the proportion of bachelor's degrees in the humanities was down 33 percent from 20 years ago. There were 43 percent fewer history majors, 35 percent fewer in philosophy and 33 percent fewer in English.

The NEH report's findings bear out what others have observed. The average college student today is more interested in launching a career than getting a broad education. There have been indications in recent years that companies are starting to look with more favor on those with humanities degrees, but the effect has clearly not trickled down to the undergraduates as yet.

The NEH also noted the degeneration in the curriculum in undergraduate studies. Too many institutions, it said, no longer study literature as literature but as politics. Studies in Western civilization have given way to courses that skim over a number of divergent cultures. Some colleges even require courses in Third World subjects — and none in Western culture.

On balance, it would appear that what Americans are missing in the classroom they are trying to make up for in their private lives. As commendable as the effort may be, such a hit-or-miss approach leaves too many loopholes for the ascendancy of ignorance.

The solution for our shortcomings must ultimately be generated in public education — and not just when people reach college age. The anti-intellectualism that ridicules cultural studies (the "C" word?) also manifests itself in lower levels when the extreme religious right protests the reading of "The Diary of Anne Frank" and when some on the left argue — horror of horrors — that "The Adventures of Huckleberry Finn" is racist.

As the NEH so eloquently states it, we need a renewed respect for "the truths that pass beyond time and circumstance; truths that, transcending accidents of class, race, and gender, speak to us all."

FILE COPY

The Washington Post

Jonathan Yardley on the Cheney humanities report

JONATHAN YARDLEY

Oh, the Humanities!

Lynne Cheney gave it the old college try last week. In her report to Congress on the state of the humanities in America, the chairman of the National Endowment for the Humanities bent over backward to demonstrate that there is good news as well as bad—that countless Americans "are increasingly finding in the 'good arts' a source of enrichment for themselves and their society." Perhaps—indeed it is devoutly to be wished—this is so; but it is scarcely insignificant that the most persuasive parts of Cheney's report are those in which she accentuates the negative.

Few readers will be surprised to learn that these are the parts in which Cheney discusses the condition of the humanities at America's colleges and universities. It is on these campuses that the fate of the humanities hangs in the balance, and it is here that their condition is most incongruously parlous. The most immediate evidence is in student enrollment. "In 1965-66," Cheney writes, "one of every six college students was majoring in the humanities. In 1985-86, the figure was one in 16; one in every four students, by contrast, was majoring in business." As the last suggests, this is not entirely the colleges' fault; students arrive on campus with a disposition to major in subjects that will advance their careers, and they come from high schools in which little serious emphasis has been placed on literature, history, philosophy or languages.

But higher education does precious little to direct them to the humanities. Cheney reports that it is possible to earn a bachelor's degree without taking a single history course at 37 percent of American colleges and universities; without taking any courses in English or American literature at 45 percent; without a single philosophy course at 62 percent; and without studying a foreign language at an astonishing 77 percent. This is, on the part of higher education, an unconscionable capitulation to the academic fashions of the age: the careerism that characterizes undergraduate and graduate students alike, the abandonment of the so-called core curriculum in the wake of the '60s and '70s student rebellions, and the emphasis within the arts and humanities departments on research and publication over teaching.

Cheney does not concern herself with the first two of these lamentable trends, but she gives due attention to the third. As she should, she emphasizes the obvious point that teaching is undervalued: "The kind of teaching that will bring students to a love for the humanities is difficult to evaluate. It is much easier to count publications than to credit the engagement that good teachers have with texts, much easier to judge whether a faculty member has written a sufficient number of articles than whether he or she reveals to students by example and through questioning how and why it is that learning matters to life."

More than this, Cheney is at pains to point out that the politicization of the humanities has had dire effects on both the curriculum and the ways in which it is taught; she quotes R.W.B. Lewis of Yale as lamenting the rise of "politics with the history left out and, indeed, politics with the literature left out." She also notes the concomitant rise of specialization, of an academic system that honors picayune research more than the "humanistic content" of literature and history. She quotes three anonymous responses to a recent questionnaire circulated among historians: "Our field has too many books that ought to have been footnotes," and "Our discipline is excessively compartmentalized and irrelevant except to our own diminishing numbers," and "The level of specialization increases, while the significance of research moves toward the vanishing point."

The effect of all this is to circle the wagons around the humanities departments and leave the rest of the world outside. Why should students

Continued

FILE COPY

Continued from previous page, The Washington Post, September 19, 1988, "Oh, the Humanities!"

want to study literature in an English department that emphasizes special-interest interpretations of fiction and poetry, rejects the very notion of reading for pleasure and enrichment, and encourages its professors and graduate students in the minute study of deconstruction, semiotics and related arcana? What has any of this to do with the old notion, now apparently discredited, of the educated man or woman? One might as well just skip English and history and head straight for the dollar sign at the business school.

However dire this may seem, it is not an exaggerated reading of the situation at too many American colleges and universities, and Cheney is correct to emphasize it as strongly as she does in her report. Because it is in college that educated Americans receive—or should receive—their most concentrated exposure to the humanities, the state of the humanities on campus is obviously central to their condition in the culture at large. Still, Cheney manages to find evidence that even when the humanities are not honored in their own house, they have found homes elsewhere; here she seems to be straining to find good news, even when her own evidence suggests there is precious little of it.

She finds hope, for example, in television, in particular in cable, in public broadcasting and in videocassettes. Certainly it is true that these alternatives to the broadcast networks have increased the possibilities for people to watch films and other programs slightly more distinguished than "Dallas" and "Wheel of Fortune," but whether those possibilities are actually being realized is another matter altogether. On cable, only the Arts & Entertainment channel offers cultural programming on more than a local or regional basis, and that programming is spotty at best; public television is in the grasp of the ratings monster and seems to be going commercial as fast as it can; and a tour through any video store can leave no doubt that tapes of the sort Cheney finds compatible with the humanities are, to put it mildly, a minority taste.

Ditto, I fear, for what Cheney optimistically calls "the remarkable blossoming of the humanities in the public sphere." She calls this "the parallel school," and defines it as those programs—"from reading groups through exhibitions to educational television"—that are often publicly funded and that take place "outside institutions of education." As a case in point she mentions the exhibition, first shown at the New York Public Library and then in Indiana and Illinois, called "William Wordsworth and the Age of English Romanticism." Yes, the exhibition was both a scholarly and a public success—"public," that is, in the sense that 100,000 people saw it in New York and "tens of thousands" elsewhere.

And there's the rub: There may have been a rise in what Cheney calls "the public humanities," but its following among the general population is so small as to be minuscule. There is ample evidence that higher education is defaulting on its obligations, but far less that other institutions have moved in to assume its role in any genuinely significant way. By any reasonable standard, the humanities in America are, individually and collectively, endangered species; Cheney is to be applauded for her effort to call them to our attention, but I can find little reason to share her optimism.

FILE COPY

Lessons | Edward B. Fiske

The blossoming of the humanities: When the public's interest rises and the students' doesn't.

When it comes to the humanities, American colleges and universities seem to be shooting themselves in the foot.

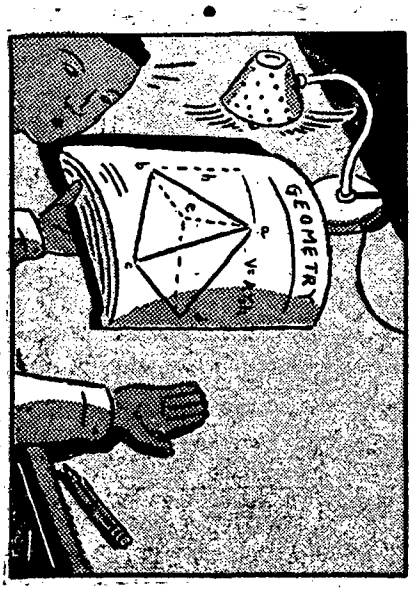
In its latest report to Congress, the National Endowment for the Humanities described a "remarkable blossoming" of interest in the arts and humanities among the public but just the opposite on college campuses.

Whereas in 1970 Americans spent twice as much on spectator sports as they did on admission to cultural events, culture is currently outrunning sports by 10 percent. At colleges, by contrast, the number of students majoring in the humanities has dropped by a third from 1966 to 1986, when the number of bachelors degrees nearly doubled.

Moreover, colleges seem to be acquiescing in the exodus from the humanities. According to the National Endowment, it is possible to graduate from more than 37 percent of American colleges and universities without studying history, from 62 percent without studying philosophy and from 77 percent without studying a foreign language.

"You have students going to college who don't know what the humanities are and may never find out because there are no requirements," said Lynne V. Cheney, chairwoman of the endowment.

David Riesman, a Harvard sociologist, likes to describe curriculums as a "poor alternative to good faculty advising." Unfortunately, he adds, few if any colleges have ever had good faculty advising.



Curriculums are public statements of a college's values. They constitute each faculty's answer to the question: What does it mean to be an educated person?

The last decade has seen a good deal of discussion of curriculum. In the late 1970's, in part because Harvard announced that it was overhauling its own general education program, hundreds of colleges rediscovered "distribution requirements." This is essentially a "Chinese menu" approach to education in which students must take so many courses in the humanities, so many in the social sciences and so many in the natural sciences.

The rediscovery of distribution requirements was not so much an academic event as a political one: faculties reclaiming the control over curriculum that they had surrendered to students during the campus unrest of the previous decade.

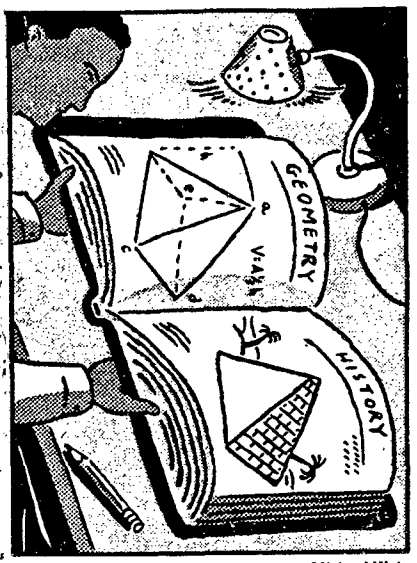
Indeed, distribution requirements constitute a way of avoiding questions on the relative merits of an extra semester of history or a computer literacy requirement. They simply ratify existing academic turf lines by saying that students must take something from everyone.

By the early 1980's the essential mindlessness of distribution requirements became apparent, and curriculum discussions changed. Faculties began to add requirements that students demonstrate certain skills, like writing and calculating, or that they take courses that will expose them to feminist thought or a nonwestern culture.

Still missing from the debate, though, is a willingness to look for connections across subject areas and grapple with the fundamental issue of what it means to be an educated person in a technological society.

There are some exceptions. Brooklyn College requires its undergraduates to work their way through a series of 10 core courses with readings ranging from Descartes to African culture. Michigan State University will soon start requiring graduating seniors to engage in a "capstone" experience making connections between the courses they took in previous years.

By and large, though, as the National Endowment declared, most



Michael Klein

colleges have yet to think through the way in which the humanistic traditions — of which they are presumably the trustees — relate to the rest of human knowledge.

Mrs. Cheney asserts that faculty members have "politicized" their research and teaching. "The key questions are thought to be about gender, race and class," she says.

Another reason may be that faculty members, even those in the humanities, have simply stopped asking fundamental questions. Most major philosophy departments, for example, are dominated by analytic types who are more interested in examining language than in raising questions about the meaning of life.

One who shares this belief is Frank Rhodes, the president of Cornell University. "Traditional liberal arts courses have lost much of their ability to exert a transforming and enriching influence on students of humanity, and the humanities have become unattractive to many students," he said recently.

"Many of those who profess to be humanists devote their lives to areas of high abstraction, decoding texts and deconstructing poems while the larger issues of the world and humankind's place in it elude them. With notable and commendable exceptions, humanists are not demonstrably more wise, more committed, more humane than their neighbors."

If this is true, it should come as no surprise that the public is looking beyond the academic environment to satisfy its craving for culture.

FILE COPY

The Denver Post, September 13, 1988

Cultural emphasis comes off the campus, into the community

BILL HORNBY

IN 1970, Americans spent less than half the money to attend cultural events that they did to watch sports. But in 1986, total cultural spending was more than for sports, by $3.4 billion to $3.1 billion.

This turnaround is reported by Lynne T. Cheney, our Wyoming's gift to the national cultural scene as chair of the National Endowment for the Humanities. The American public's interest in history, literature and other humanities topics has undergone a "remarkable blossoming," Cheney says in a new report to the government and the people entitled "Humanities in America."

This public enthusiasm has not been matched on the nation's campuses, where only one in 16 students majors in the humanities today, compared to one in six two decades ago. And increasingly, academic study of the humanities is directed to only small groups of scholars.

The growing isolation of higher education faculty from the public is part of this bad news on the humanities scene. Their emphasis on publishing as opposed to teaching, an overspecialization on research, and "new approaches to the humanities that treat great books as little more than the political rationalizations of dominant groups" all contribute to this disturbing weakening of higher education.

But there is a growing "Parallel School" of programs by museums, libraries, historical societies and state humanities councils. This new school is now "so extensive that . . . cultural institutions like museums, once the province of the few, are fast becoming schools for the many."

Twenty-five million Americans take part every year in exhibitions, lectures and other programs sponsored by state humanities organizations. The number of historical organizations has doubled in the last 20 years, bringing the nationwide total to nearly 10,000.

Cheney believes "the remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades."

The sheer variety of the activities, the American habit of regarding ourselves as "practical" unintellectual people, and our tendency to "focus on on how far we have to go before all Americans know as much as they should" are factors in our failure to recognize the popular interest in culture, Cheney suggests.

"But concentrating on what we do not know does obscure the fact that millions of adults are anxious to learn; indeed they are learning everyday in a multitude of ways." Cheney came to this conclusion after consulting advisory groups of scholars, authors, film and television producers, and museum professionals around the country in preparing her report.

These "Parallel School" public programs are becoming ever more varied and intellectually rigorous, Cheney finds, "more demanding, more enriching — indeed more worthy of support." This includes not only public financial and attendance support, but content and participation support from higher education.

The "Parallel School" of museums and historical societies cannot be an alternative school, Cheney notes, because "it cannot provide the coherent plan of study, the overarching vision of connectedness, that our schools and colleges can."

The outside parallel school and the inside academy need each other if both are to flower, Cheney believes. She quotes philosopher Charles Frankel that "when humanistic scholars have been persuaded that they really are part of the larger community, they have also made the largest contributions to their own disciplines. Plato, Machiavelli, Erasmus, John Locke, Diderot, James Madison, Ralph Waldo Emerson are not remembered for being intellectual recluses."

Cheney's findings about the blossoming of interest in the humanities and cultural institutions are verified in the mountain West — witness the increased attendance at the Denver Museum of Natural History, the Denver Art Museum, the Colorado History Museum or the statewide network of exhibits and programs offered by the Colorado Historical Society.

"It is hard to feel alienated," Cheney concludes, "from a society in which citizens gather in small New England towns to study Latin and Greek; in which they gather in small towns across the nation to read Plato and Rousseau, Sophocles and Thoreau. It is hard to feel alienated from a culture where Hispanic heritage is studied in New Jersey, the experience of black Americans explored in Arkansas, the culture of China examined in Montana and Oklahoma."

It's also hard to feel alienated when the facts show the life of the mind is alive and well among the ordinary folk, if not on campus or in presidential campaigns!

Bill Hornby, whose column appears Tuesdays, Thursdays and Sundays, is senior editor of The Denver Post

FILE COPY

TUESDAY, SEPTEMBER 20, 1988

The Washington Times

COMMENTARY

SUZANNE FIELDS

What college tuition can yield

While George Bush and Michael Dukakis argue over the best way to pay for a college education, it might reward the rest of us to look at exactly what we're paying for.

At Barnard College in New York City, for example, one of the three most expensive colleges in the country, where the total costs for a school year run over $17,000, a freshman seminar is mandatory. The requirement can be fulfilled by one course called "Seduced and (sometimes) Abandoned." This theme draws on "victims' reactions in selected works drawn from Antiquity to the present" including selected "excerpts from the Bible."

A "Women in Literature" course also fulfills the requirement. The catalog mentions only two special texts: "The Awakening," by Kate Chopin, and "Dora: Analysis of a Case History of Hysteria," by Sigmund Freud.

At Columbia University, Barnard's brother school, a popular professor turned away dozens of freshman and sophomore students who wanted to enroll in his class to read the plays of William Shakespeare. The lecture space was too small. The professor apologized, barely controlling the rage in his voice, explaining that too many professors had gone off to teach graduate students, and too many administrators were expanding their offices.

At Tulane University in New Orleans, "the Harvard of the South" (Tulane students sometimes wear T-shirts remarking on "Harvard — Tulane of the North") the first assignment in a mandatory freshman writing class was an essay by Alice Walker called "In Search of Our Mothers' Gardens." One of four choices for a writing assignment was "a creative analysis" of three generations of women — "your grandmother, mother, and self."

When several young men in the class complained that such an assignment was prejudiced against them, the professor told them that life had been easier on men: "You've had keys to your own rooms." They would get their turn to read Ralph Waldo Emerson, a dead white American male, later in the term, though it was not clear whether his essay would precede or follow one by Gloria Steinem, the noted live feminist classicist.

These examples, based on my own informal surveys of students and catalogs, could be aberrations or idiosyncratic academic anomalies, but, alas, a new report by Lynne V. Cheney, chairman of the National Endowment for the Humanities, suggests that they're typical.

Mrs. Cheney, lamenting the decreased enrollment in college humanities courses, says many scholars have reduced the study of humanities to politics, replacing general insights into the human condition with narrow, trendy interpretations of gender (i.e., sex), race and class. An essay by Alice Walker, in this intellectual construction, passes for an academic "threefer" — the author is a contemporary black, a woman and she grinds the correct political axes.

University "scholars" must share in the blame, too. They have taken the awe out of academic life.

Is it any wonder that fewer students major in the humanities? Between 1966 and 1986, when the number of bachelor's degrees awarded increased by 88 percent, the number of those majoring in the humanities declined by 33 percent. Foreign language majors dropped by 29 percent; English majors, by 33 percent; philosophy majors, by 35 percent; and history majors by 43 percent.

The conventional wisdom holds that vocational, money-making interests of college students account for such declines. Surely that's part of it. But this new report is clear evidence that university "scholars" must share in the blame, too. They have taken the awe out of academic life.

Arcane research tasks have replaced a love for learning. Satirists practice a dying art when serious papers delivered at learned conferences have titles such as "Written Discourse as Dialogic Interaction," or "Abduction, Transference and the Reading Stage."

While many professors force feminist, Marxist and Freudian interpretations of literature, others in prestigous institutions such as Yale University, ignore *any* connections between the history of the time and an author's life and work. References to a reality outside the literary work are ridiculed. All meaning is suspect.

Americans, says Mrs. Cheney, crave cultural information. She cites the "remarkable blossoming" of public interest in what Alexis de Toc-

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FILE COPY

queville called "the pleasures of the mind." Americans are buying books, visiting art galleries, attending adult courses at museums and libraries in increasing numbers.

But as the costs of college soar, students are short-changed.

When the freshmen at Tulane eventually read "The American Scholar" by Mr. Emerson, they will get a glimpse of what they might have had. Colleges, writes Mr. Emerson, can only serve us "when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires, set the hearts of their youth on flame."

What we've got now is close to an intellectual flameout.

Suzanne Fields, a columnist for The Washington Times, is nationally syndicated.

FILE COPY

MONDAY, SEPTEMBER 19, 1988
THE CHRISTIAN SCIENCE MONITOR
IDEAS
19

RUSHWORTH M. KIDDER

Have US universities flunked out on the humanities?

The modern American university is in a perilous state. Never mind that students still scramble for admission, that parents still pay rising tuition bills, that overseas students still enroll in droves, and that good careers still depend on college degrees. Look, instead, at the serious questions being asked by the public at large. Do our graduates really know what they should know? Can they think clearly? Are they ready for the world of work?

That the answers are too often in the negative is evidenced by the hundreds of other educational institutions – seminars, training programs, think tanks, research institutions – growing up alongside the university and gnawing away at its turf. Why? Because the university too often lacks the staff, the equipment, or the desire to provide the education needed by other sectors of society.

If this were simply a problem in the sciences (where academic facilities can be obsolete before they're even built) or the social sciences (where research firms spring up to focus on specialized areas of little interest inside the academy), it would be serious enough. But now comes a report from the National Endowment for the Humanities about yet another area where the university has ceded its role: the transmission of culture through literature, philosophy, and history.

Written by endowment chairman Lynne V. Cheney and based on consultation with experts in the humanities, this well-crafted report (titled "Humanities in America") brings together two sets of facts. The first, concerning the university, is grim indeed. Mrs. Cheney points out that:

- From 1966 to 1986, while the awarding of bachelor's degrees increased by 88 percent, the number awarded in the humanities fell by 33 percent.
- In 1965-66, 1 in 6 college students majored in the humanities; in 1985-86 the figure was 1 in 16.
- This year you can earn a bachelor of arts degree from 37 percent of the nation's colleges and universities without taking *any* course in history, from 45 percent without studying American or English literature, from 62 percent without philosophy credits, and from 77 percent with no foreign language.

Western society is rapidly outgrowing the age of the specialist.

Continued

FILE COPY

Continued from previous page, The Christian Science Monitor, September 19, 1988, "Have US universities flunked out on the humanities?"

Does this mean that the humanities – which Cheney at one point defines as "those areas of study that bring us the deeds and thoughts of other times" – have outlived their usefulness? Not at all. That's what's so interesting about her second set of facts, showing that:

- Total spending for admission to cultural events in the United States, which in 1970 was less than half the amount spent on spectator sports, now exceeds sports admissions spending by about 10 percent.
- Some 25 million people participate in programs sponsored by state-based humanities councils each year.
- Attendance at events such as library reading programs, Shakespeare festivals, and museums is growing, with the National Gallery of Art in Washington showing a 660 percent increase in visitors since 1957.
- Television documentaries based on literary or historical figures are particularly popular, and book sales are increasing even as television grows.

PERSPECTIVES

There is what Cheney calls a "parallel school" for the humanities. It fills a hunger that often goes unmet by the academic curriculum – a hunger for answers to some of the largest questions posed by human experience – how best to live; what most matters; what is man's relation to society, God, and the universe; what is true and beautiful?

That's not a hunger satisfied by footnotes, specialized interpretations, or critical disquisitions. It needs a generalist's breadth. Yet within the academic community, writes Cheney, "as specialization becomes ever narrower, the humanities tend to lose their significance and centrality. The large matters they address can disappear in a welter of detail."

And that, in the end, is the significance of this wise and worthwhile report. It's about a lot more than just the humanities. It's about the fact that Western society is rapidly outgrowing the age of the specialist. Some universities, glimpsing that fact, are moving into interdisciplinary approaches that put a premium on wholeness, comprehensiveness, and scope. In that, the humanities should be leading the way. Where else, after all, will we learn that man cannot live by specialist knowledge alone?

A Monday column

FILE COPY

New York City Tribune
NEW YORK, NEW YORK
D. 71,500

SEP 21 1988

BURRELLE'S

STEPHEN GREEN

Figures Prove It — America Is in the Midst of A Cultural Revolution

WASHINGTON

This news will come as a shock to those who view the United States as a cultural wasteland. When Americans ante up these days they are putting more money into culture than into sports.

That may be heresy to Pete Rozelle and others who have it as an article of faith that Americans prefer to spend Sunday afternoons watching professional football on the tube than contemplating a work of art. But, if figures don't lie, the United States is in the midst of a cultural renaissance.

According to a revealing new report from the National Endowment for the Humanities, millions of citizens throughout the nation are engaged in the pursuit of serious culture.

What endowment Chairman Lynne V. Cheney describes in the report as a "remarkable blossoming" of interest in history, literature and the arts is documented by a surprising set of numbers. In 1970, Americans spent $1.1 billion to attend sporting events, compared to a mere $500 million for cultural activities. By 1986, however, $3.4 billion was expended on cultural events, outstripping the $3.1 billion spent on sports.

Culture's growing popularity is not confined to the urban centers that house the major museums, theaters and concert halls. To be sure, museum attendance has risen dramatically. During the last decade, for instance, visitors to the National Gallery of Art here soared 600 percent. Of far more significance is what has been going on at the grass roots.

A few weeks ago, on a summer evening in Huron, N.D., hundreds of people gathered to hear a historian lecture about Elizabeth Cady Stanton, the pioneering 19th century feminist.

According to the endowment report, the event in Huron is not an isolated case. Every year, approximately 20 million Americans have been participating in programs organized by state humanities councils to learn more about history, literature and philosophy. Across the country, librarians in big cities and small towns have been bringing scholars together with readers.

In their "pursuit of happiness," countless Americans have made quiet decisions that serious art and thought do matter. Trivialities continue to dominate so-called popular entertainment. But when millions deem it worthwhile to address serious questions, there is no need for overly pessimistic thinking about a national decline.

Indeed, with so many interested in serious thinking, the politicians who prefer to campaign in television "sound bites" may be forfeiting significant support in failing to address substantive issues.

Ironically, the endowment report makes clear that the cultural flowering could be brighter, were it not for some lamentable aspects of education in the nation's colleges and universities. A major reason why most students narrowly pursue vocationally oriented studies is that the teaching of the humanities is not encouraged.

As Cheney observes, "At the same time that public interest in the humanities has grown, study of these disciplines has declined among formally enrolled students."

Only one of 16 students majors in the humanities.

It is astounding that at nearly 80 percent of the nation's colleges, a student may graduate without taking one course in the history of Western civilization. It is more appalling that not a single course in American history is required at more than 80 percent of the institutions of higher education.

> "According to a revealing new report from the National Endowment for the Humanities, millions of citizens throughout the nation are engaged in the pursuit of serious culture."

Such a dismal intellectual path leads to the destruction of Western intellectual traditions as well as eroding the credibility and effectiveness of academia. In the real world, fortunately, Americans have been enriching their lives with real culture.

Torrid romances remain hot items in the bookstores and soap operas continue to draw large television audiences. But such serious fare as Alan Bloom's book, *The Closing of the American Mind*, and public television's interviews with scholar Joseph Campbell on the power of mythology are increasingly popular.

These trends and others cited in the Cheney report indicate the development of a welcome phenomena — a broad-based striving for excellence in America.

Stephen Green is managing editor of Copley News Service's Washington, D.C., bureau.

FILE COPY

THE NEW YORK TIMES, SUNDAY, SEPTEMBER 25, 1988

Ideas & Trends

A 'Minute of Hatred' in Chapel Hill

Academia's Liberals Defend Their Carnival of Canons Against Bloom's 'Killer B's'

By RICHARD BERNSTEIN

IN some respects, the scene in North Carolina last weekend recalled the daily "minute of hatred" in George Orwell's "1984," when citizens are required to rise and hurl invective at pictures of a man known only as Goldstein, the Great Enemy of the state.

At a conference on the future of liberal education sponsored by Duke University and the University of North Carolina at Chapel Hill, speaker after speaker denounced what they called "the cultural conservatives" who, in the words of a Duke English professor, Stanley Fish, have mounted "dyspeptic attacks on the humanities."

There were no pictures of these "cultural conservatives" on the wall, but they were derided, scorned, laughed at — and, from time to time, taken seriously. Among the targets were William J. Bennett, the recently departed Secretary of Education, and Allan Bloom, author of the best-selling conservative lament called "The Closing of the American Mind." Including for good measure the Nobel Prize-winning novelist Saul Bellow, Prof. Mary Louise Pratt of Stanford said that at her university the three men are known as "the killer B's." Mr. Bellow wrote a foreward to Mr. Bloom's book. The enemies' list also included E. D. Hirsch Jr., whose book "Cultural Literacy" ends with a list of the concepts, ideas and events that he believes all educated Westerners should know.

What has roiled the academic calm, making uncivil libertarians of normally sedate humanities professors? With the stunning public success of the Bloom-Hirsch-Bennett school, the meeting in North Carolina was a kind of counterattack against a counterattack, a reaffirmation of the trends that were popular in the 1960's but that have been dismissed by the conservatives as cranky, muddled, guilt-ridden denials of the unique greatness of Western culture.

In the face of an announcement that Mr. Bennett and Mr. Bloom planned a foundation to promote Western classics in colleges and universities, the conference's participants denounced what they said was a narrow, outdated interpretation of the humanities and of culture itself, one based, they frequently pointed out, on works written by "dead white European males."

The message of the North Carolina conference was that American society has changed too much for this view to prevail any longer. Blacks, women, Latinos and homosexuals are demanding recognition for their own canons. "Projects like those of Bennett, Hirsch and Bloom all look back to the recovery of the earlier vision of American culture, as opposed to the conception of a kind of ethnic carnival or festival of cultures or ways of life or customs," Professor Fish said.

A report issued this month by the National Endowment for the Humanities was among the targets of the one minute of hate. "The Humanities in America," written by Lynne V. Cheney, the endowment's chairwoman, concluded that humanities enrollments in universities are down because so many departments have undertaken "new approaches to the humanities that treat great books as little more than the political rationalizations of dominant groups."

'Other' Cultures

Professor Fish viewed it a different way. "The thing that strikes me about the Cheney report is that it presents as something national and even universal what is in fact a particularly narrow and, finally, local sense of culture," he said. Mr. Fish acknowledged that the report says that students should also be encouraged to learn about other cultures, but he dismissed the recommendation as an afterthought. To the conservatives, he said, "'Other' means that stuff that you can take a look at if you have time left over from the serious business."

Many of the conference's participants heralded the importance of writings from what they regard as suppressed parts of American culture, particularly the contributions of "marginalized" people — women, blacks, homosexuals and others.

Continued

FILE COPY

Continued from previous page,

New York Times

The conference buzzed with code words. When the speakers talked about "the hegemonic culture," they meant undemocratic domination by white men. The scholars particularly scorned the idea that certain great works of literature have absolute value or represent some eternal truth. Just about everything, they argued, is an expression of race, class or gender.

Charges of Determinism

Of course, it could be argued that Mr. Bloom and his sympathizers never intended to dismiss other cultures as unimportant. Few universities actually leave out black or female writers from their American literature courses anymore.

But the scholars gathered in North Carolina believe that, at bottom, the conservatives do not respect the nonwhite contribution to American culture. At the same time, the people identified as conservatives argue that the stress on race, class and gender is too deterministic; they see it as basically a Marxist analysis that denies the capacity of great minds of whatever race or sex to transcend their circumstances and say something of universal relevance about the human condition.

"I have the conviction that great literature, no matter whom it is written by, speaks to transcendent values that we all share, no matter what our time and circumstance," Mrs. Cheney said in a telephone interview. "The real question concerns the core curriculum: What does everybody have to study? In my view, every student has to study Western culture and non-Western culture."

There is everything to be gained, she said, from studies by and about women, blacks and other elements of American culture. Still, she maintained that American history and values derive primarily from the great thinkers of Europe, and not from Asia or Africa. "On the West," she argued, "the first responsibility is to ground students in the culture that gave rise to the institutions of our democracy."

FILE COPY

The Cincinnati Post
CINCINNATI, OHIO
D. 115,718

SEP 16 1988

BURRELLE'S

Claudia Winkler

Humanities, U.S.A.

Lynne Cheney has again justified the existence of the National Endowment for the Humanities, this time with her report to the president, the Congress and the American people on the "Humanities in America."

The report is valuable both for its good news and its bad news. Its epigraph is from Alexis de Tocqueville's "Democracy in America":

"Imagine a democracy prepared by old tradition and present culture to enjoy the pleasures of the mind."

Mrs. Cheney, chairman of the endowment, imagines such a democracy — and to a surprising degree she finds it.

Thus, undaunted at discovering that the average American adult watches television over 30 hours a week — six hours *more* than the average child — she learned from her advisory panel and from forums around the country that television has positive aspects.

It informs people through vivid images of astounding variety. It democratizes the arts and humanities, bringing them into millions of homes. A TV adaptation of Mark Twain's "Pudd'nhead Wilson" may have attracted fewer viewers than Cosby, but its audience of 6 million was many times more than all Twain's novels sold during his lifetime.

And the TV image doesn't displace the written word.

Book sales have increased 400 percent in the last 40 years, and per capita library circulation is stable. Television "is a friend to the book," prompting huge sales of great works adapted for TV.

Then there is good news about what Mrs. Cheney calls "the parallel school" — museums, libraries, educational television, state humanities councils and historical and cultural associations of all sorts, which are undergoing a renaissance.

One measure of this is Americans' spending for admission to cultural events: It was less than half that for sports events in 1970 — but 10 percent more than for sports in 1986. Moreover, these institutions are raising their standards of scholarly rigor as their popularity increases.

Meanwhile, the depressing news all comes from the academy.

Excessively specialized and politicized on college campuses, subjects like history, literature, languages and philosophy attract fewer and fewer undergraduates. Twenty years ago, one out of six undergraduates was majoring in the humanities; now, one out of 16 does.

Where colleges once made it their mission to ground students in a coherent liberal curriculum, to give them an intellectual framework into which would fit the learning of a lifetime, few now seek to impart any sense of "the connectedness of things."

With teaching devalued in favor of arcane scholarship, Mrs. Cheney writes, too few professors are able to reveal to students why learning matters.

Her own view is that "what gives the humanities their abiding worth are truths that pass beyond time and circumstance; truths that, transcending accidents of class, race and gender, speak to us all."

Mrs. Cheney drives this point home with a marvelous quotation from a talk by poet Maya Angelou, remembering her girlhood in Stamp, Ark.

Miss Angelou, already at 12 a lover of word music, decided to "render" a poem before the congregation at church, as other girls did. She told her grandmother that she had chosen Portia's speech from Shakespeare's "Merchant of Venice." But her grandmother decreed that that would never do, she must choose a black poet.

Maya complied, but she never lost the habit "of stepping back into Shakespeare." She told her audience in Cedar Rapids, Iowa, in 1985:

"Whenever I like, I pull him to me. He wrote it for me. 'When in disgrace with fortune and men's eyes, / I all alone beweep my outcast state, / And trouble deaf heaven with my bootless cries, / And look upon myself and curse my fate, / Wishing me like to one more rich in hope, / Featured like him, like him with friends possess'd / Desiring this man's art and that man's scope, / with what I most enjoy contented least...' Of course he wrote it for me; that is a condition of the black woman. Of course, he was a black woman. I understand that. Nobody else understands it, but I *know* that William Shakespeare was a black woman. That is the role of art in life."

Claudia Winkler is editorial page editor of The Post.

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TV CLIPS

DATE September 21, 1988
TIME 5:00-6:00 PM NIELSEN AUDIENCE 281,000
STATION WUSA-TV(CBS) Channel Nine
LOCATION Washington
PROGRAM Eyewitness News

Andrea Roane, co-anchor:

A ruckus has been raised by a National Endowment for the Humanities report on the state of the humanities in America. Not many young people are studying literature, history, philosophy or languages anymore, says the report. Don Torrance went to see if this means the end of American culture as we know it.

Don Torrance reporting:

(Film clip shown of a play scene.)

Performing or pondering? Humanities embrace what it means to be human. But what more and more college students seem to want to know is: What does it take to make a living? The number of students of the humanities is down. In business studies, the number is up. Humanities studies, says the endowment report, have gotten too specialized, too politicized, too isolated. Report author Lynne Cheney has gotten some attention to the issue of culture in America.

Lynne Cheney (Chmn., Nat'l Endowment for the Humanities): One typical kind of reaction is for colleges and universities to say: Well, it may be true other places, but it's not true here.

Torrance: If, indeed, there are too many people who worry that the search for knowledge, beauty and excellence won't equal an office with a window and a healthy investment portfolio, there are also people bucking that trend.

We found one of them here on the campus of George Mason University. Mary McGurk works full time and is in school studying for her Bachelor's Degree in English. Hers is a course of study close to the classical. It even includes Latin. Friends question the value of her study, but she is following a love of literature instilled years ago by a special teacher.

Mary McGurk (English Major); He sparked my curiosity, and I thought: I want some of that. I want--I want to feel good about what I am pursuing my studies in, and English is it. I just really enjoy it.

Torrance: Dr. Paul D'Andrea, a Robinson professor of English and Theatre, says even academics who seem too wrapped up in research can learn to share their love of subject with eager students.

Dr. Paul D'Andrea (Professor, English & Theatre): You escape from the boundaries of consumerism, acquisition, gratification, because you've found something which is more intriguing. Oftentimes--that something more

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intriguing is also, curiously, beautiful.

Torrance: Cheney believes the new centers of cultural enthusiasm in America are not the campuses, but the nation's museums, concert halls and historical societies. She calls them parallel schools. I asked her if she thinks too many students and their families are eager to get degrees that will provide them with vocations.

Cheney: . . . and most people, I think, make that more direct connection. If I major in business, I am more likely to be able to make this college education pay off in monetary terms. I think that's probably a shortsighted way to look at an education. There are some very convincing studies that show how well liberal arts graduates do in the business world. For example, you develop a kind of perspective, a kind of judgment.

Torrance: Cheney believes what she has seen is not the decline of American culture, but a dip in a cycle--a cycle we could all identify if only we knew our own history a little bit better. Don Torrance, Eyewitness News.

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TV CLIPS

DATE September 13, 1988
TIME 6:00-8:00 AM MT
NETWORK CBS
PROGRAM CBS This Morning

NIELSEN AUDIENCE 2,515,530

Harry Smith, co-host:

Cultural life in America is blooming, says a new report by the National Endowment for the Humanities. And television is actually helping, the report says, by making arts and culture available to millions. The Endowment, which fosters the development of literature and related studies, also found that, in 1986, people spent more money on cultural events than on sporting events. Suprised? Joining us live, from Washington, is Lynne Cheney, Chair of the National Endowment for the Humanities. Good morning.

Lynne Cheney (National Endowment for Humanities): Good morning. How are you?

Smith: Very well. We live in a time when we're so--practical is a word that, that comes to mind--and we also think of cost performance and whatnot and education. Are there practical reasons why there, there maybe should be a greater emphasis on the humanities in our schools and colleges?

Cheney: I think that many people are finding in their afterschool life that studying subjects like history and literature give you a perspective, not only on your personal life, but on your professional life. They help you build a kind of perspective and judgement that are useful when you have to make complex and subtle decisions--decisions that have moral overtones to them. So I think there really is a, a practical value, though it's, I think, perhaps not the one we should emphasize so much.

Smith: Yeah, but with this explosion in people going to museums and to concerts, and this great new appreciation for the arts, and people reading books, how is it that colleges--for instance, fewer and fewer humanities majors, fewer and fewer courses even offered. How, how can that be?

Cheney: The statistic, I think, that's most striking is that, twenty years ago, one out of every six students was majoring in the humanities. Now, it's one out of sixteen, while one out of four is majoring in business. I think part of the reason may be the high cost of higher education. When parents and students are looking at tens of thousands of dollars in tuition bills, they're looking for that quick fix. They're looking for that entry into the first job, and they say, 'Ah hah! Business is the way to do that.' I think that may be shortsighted, as the best preparation for a long career are studying those--is studying those disciplines like history and literature that do give you perspective and judgement and a curiosity that will help you prepare for many different jobs which most people will have in a lifetime.

Smith: They--how do, how do we ring the bell, though, to make that, that, that sound clear to people that those kinds of things are important? I'm a liberal arts graduate. When college--and when college kids ask me about

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getting into this business, for instance, I say it's the greatest background in the world, and yet people really, it seems, want to get into the professional schools, always.

Cheney: No, that's a, that's a good question. One of the things that's happened in colleges and universities--coming out of the 1960s, in particular-- the whole idea of requirements was abandoned, and so now you have a situation in which you can graduate from three quarters of the colleges and universities in this country without studying foreign languages, from 80 percent without studying Western civilization, from 83 percent without studying American history. So students aren't introduced to these disciplines. I think they don't learn how fascinating and interesting and valuable they can be. Our schools also are doing a less than adequate job of teaching subjects like history.

Smith: Where should the leadership role in that be, then, to get schools to do a better job with that?

Cheney: Well, college faculties, administrations, are the key decision makers, in terms of what the curriculum is, in terms of putting requirements in. But one of the things that we should do is be smarter consumers. A recent survey I read pointed out that, when most people choose a college, they look at factors like prestige and environment. They don't ask themselves, 'What is the course of study? What is the curriculum?' It seems to me that, before investing in a, in an education, before investing precious time and, and hard earned dollars, it would be very wise for all of us to ask what we're getting in return. That, I think, would be the most important course for change.

Smith: Lynne Cheney, we thank you so much for joining us this morning, and appreciate the report, as well.

Cheney: My pleasure. Thanks.

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RADIO CLIPS

DATE September 13, 1988
TIME 5:00-9:00 AM MT
NETWORK National Public Radio
PROGRAM Morning Edition

Bob Edwards reporting:

In 1985 Congress instructed the National Endowment for the Humanities to report every other year on the state of the humanities. "Humanities in America" is the second of those reports. Lynne Cheney, who chairs NEH, says the remarkable blossoming of the humanities in the public sphere is one of the least noted though one of the most important cultural developments of the last few decades. Cheney says the scope of this blossoming is a surprise even to her.

Lynne Cheney: We've spent a lot of time at the Endowment looking at our schools, for example, and it's quite clear that history, literature, and philosophy are not being well taught or well learned in our schools, and so for me to begin to gather statistics and to find evidence that there is a growing public interest in connecting up with the past was really quite a surprise to me.

Edwards: People go on some self-improvment jag?

Cheney: Well, I think that's part of it. I wonder, and this is just speculation, does the fact that we've been through a number of bicentennials recently have something to do with it, with increasing historical awareness? What seems to have happened is that people understand how interesting reading about the past can be, how compelling great literature can be.

Edwards: Could it be that they have more leisure time or perhaps more money to spend on those opportunities that cost some money?

Cheney: Well, one of the statistics that I came across that's not in the report is about the decreasing amount of leisure time, and then you find that leisure time, of course, is being filled with television. So again, these all argue against the phenomenon that is clearly happening, but it is happening. We don't just laze around any more. We read a good book when we have few minutes.

Edwards: Well, you mentioned television. Television is a factor in this increase.

Cheney: Public television certainly is. When you have someone like Bill Moyers putting on a six-part conversation with scholar Joseph Campbell about mythology, the results reverberate throughout the society. Three of Campbell's books are now on the best-seller list as a result.

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Edwards: An astonishing statistic in this report, two years ago Americans spent more to attend cultural events than to attend sporting events.

Cheney: This is from Statistical Abstracts of the United Sates, and that is a definition of culture that's very broad. I mean, that includes about everything you can think of that isn't sports that people might want to pay to get into, your local high school production, for example. But the thing that is important is the long-term trend. In 1970 people were expending half to attend events like this, half of what they were spending to attend sporting events. In 1985, '86, and '87 I've discovered since the report, the spending to attend--how did Statistical Abstracts put it? To attend legitimate theater, operas, and other entertainments by non-profit organizations has been above that to attend spectator sports events, and, of course, many of those cultural events that we talk about in the report are free. The National Gallery of Art, where statistics show an increase in attendance of six hundred and sixty percent over the last thirty years, people don't even have to pay to get into that.

Edwards: But when you see how that's reflected on television, it's a whole different picture. I mean, the number of people drawn to a football game versus the number of people drawn to a documentary.

Cheney: That's true, and I would be the last to deny--I don't want to blame it on football here, but I think we need to be realistic about what the report says. There is still a lot of triviality in our society. You can see it if you pick up a weekly television guide. You can see it if you go to a bookstore, but there's something happening out there in terms of the growing interest in serious culture.

Edwards: How much of this blossoming of the humanities is restricted to the cities? What's available in rural areas and the small towns?

Cheney: One of the most moving events that I attended in the process of preparing this report was in Huron, South Dakota, where the Chautauqua has been revived, and they had a number of scholars participating in a tent show. I attended the evening that a scholar from California portrayed Elizabeth Cady Stanton. The group--the tent was filled to overflowing. They had to set up extra chairs outside the tent. People asked good questions, they hadn't come to this event unprepared, so it's not just the Eastern seaboard. It's not just large cities. It's in small towns, too. One of my favorite examples of good work that's going on in small towns has to do with the Vermont Humanities Council, which sponsors programs in Greek and Latin for people in little towns like Woodstock, which is reaching out to newly literate adults in the little town of Stowe in Vermont. So, there are things happening in small towns, not just in big cities.

Edwards: On the down side, the condition of the humanities as taught in the schools, on college campuses was...

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Cheney: That's true. The decline in enrollments, the decline in majors particularly, has been startling over the past twenty years. Twenty years ago, one out of every six students on our campuses majored in the humanities. Now the figure is one in sixteen. One out of every four students is majoring in business, and it's a pretty narrow view of career training, I think. That happens to be my opinion. I think that studying the humanities, dealing with the kinds of hard questions that you have to deal with when you study philosophy, and history, and literature in serious ways is the best kind of training for the subtle and complicated decisions people do have to make in professonal lives nowadays, but that connection isn't as clear to students and their parents, who are facing huge tuition bills, as it perhaps should be.

Edwards: Well, based on what you've learned in this report, do you have any recommendations?

Cheney: I am hoping that the increasing number of people out there who are seeing the importance of history, and literature, and philosophy in their own lives will become a force for bringing about change in our schools. We looked at one survey that asked people what it is they looked for when they chose a college, and the factors listed were the prestige of the institution, the environment of the institution. Nobody mentioned the course of study, what the curriculum is like. I think if we had more intelligent consumers of higher education, it would help improve our colleges and universities.

Edwards: So you're not so encouraged by this proliferation of the humanities that you want to disband the Endowment?

Cheney: No, not at all. In fact, the Endowment makes many of the important public programs that we talk about in the report possible. The Endowment also supports very fine research that's going on on campuses. Much research today, and I heard this frustration expressed by scholars across the country, has become too specialized. Scholars find themselves having to publish in very specialized ways that don't relate to large audiences in order to get ahead in their profession. But there are also scholars out there doing very sound and important work, really rescuing the past and making sure it's available to future generations, and the Endowment is very proud that we're able to support that.

Edwards: Lynne Cheney chairs the National Endowment for the Humanities. NEH has released "Humanities in America: A Report to the President, the Congress, and the American People."

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Arkansas Gazette
LITTLE ROCK, ARK.
D 136,814 S.185,311

FRONT PAGE
SEP 12 1988
BURRELLE'S

Spending on culture rises in U.S.

But study says colleges need some refocusing

FRONT PAGE

WASHINGTON (UPI) — Americans spent more money going to museums, exhibitions and lectures than on sporting events in 1986, a report by the National Endowment for the Humanities said Sunday.

But, endowment chairman Lynne Cheney, in a 70-page review of the state of American culture, also found that America's college students are not studying the humanities — literature, philosophy, history, and related fields — primarily because they are more concerned with learning a money-making skill.

The endowment is an independent federal agency that supports research, education, preservation and public programs in the humanities.

In the congressionally mandated report, "Humanities in America," Cheney took to task the nation's colleges and universities for focusing the study of humanities to small groups of scholars, instead of to students.

Praises television

Cheney also praised the much-maligned medium of television for "making the arts and humanities available to millions." While much of television, she said, is "insubstantial," the exploding growth of the cable and satellite industries, and the increased sales of video cassette records, can broaden the reach and appeal of American culture.

"Even television's severest critics realize that it is not going to go away; it will continue to have a central place in our national life," Cheney said. "The object, then, is to keep in mind its potential."

Cheney said book sales, for example, have increased 400 percent over 40 years ago — when television was in its infancy — and added, "People watch television *and* they read."

The report, which Cheney wrote alone, said that in 1986, Americans spent $3.4 billion to attend cultural events and $3.1 billion on sporting events. In 1970, she said, spending for cultural events was $500 million, compared with $1.1 billion for sports.

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," she said.

"Individuals, small businesses, corporations, foundations, labor unions, churches, civic organizations of every kind, and state governments have joined the federal effort to make public humanities programming possible; and support has grown as those programs have become more intellectually rigorous, more demanding, more enriching — indeed, more worthy of support," the report said.

But Cheney criticized American institutions of higher learning for neglecting students, who now are aiming for vocational skills they can use after college to pay for their schooling.

The report said one in 16 students now receives a degree in the humanities.

Colleges, she said, must refocus the study of humanities away from the highly academic to a general understanding of the culture.

"Formal education should follow a plan of study aimed at comprehensive vision, not just of the present, but of the past," she said. "It should convey how the ideas and ideals of our civilization have evolved, thus providing a basis for understanding other cultures. It should provide a framework for lifelong learning about ourselves and the world in which we live."

COPY

Monday, September 12, 1988, front page

THE NATION'S NEWSPAPER

USA TODAY

Culture overtakes sports at box office

By Dennis Kelly
USA TODAY

Shakespeare's a smash in Alabama. Historical societies are a hit. Television is prompting more sales of books. A report out today heralds a "remarkable blossoming" of the nation's interest in culture.

The USA now spends more going to cultural events than to sports events — $3.4 billion vs. $3.1 billion in 1986. We spent twice as much on sports as on culture 20 years ago.

Ticket prices for opera and theater are climbing, but so are sports admissions. "The point is . . . spending habits have changed," says author Lynne V. Cheney of the National Endowment for the Humanities.

In Boston, home of the Celtics, Red Sox and Bruins, twice as many people took in museums, art shows and theater as went to professional sports contests, Cheney says. "But I think it's important to see this as a national phenomenon."

Some examples:

▶ The Alabama Shakespeare Festival in Montgomery drew 150,000 in 1986-87, 50 times more than the 1972 premiere season.

▶ Attendance at the National Gallery of Art in Washington is up 600 percent since 1957.

▶ The number of historical groups has doubled within the last 20 years to 10,000.

As for TV, "people watch . . . and they read," Cheney writes. Sales of Evelyn Waugh's *Brideshead Revisited* jumped 20-fold after a PBS dramatization.

The report points out that the numbers of humanities majors in colleges have dropped sharply. But society's booming interest in culture has created a kind of "parallel school" for humanities outside colleges.

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Many Partake of Culture but Few Study It

WASHINGTON, Sept. 12 (AP) — A growing number of Americans are buying books, visiting museums and joining cultural groups, but enrollment in college humanities courses has fallen drastically in the past 20 years, a Government report says.

The report by Lynne V. Cheney, chairman of the National Endowment for the Humanities, described a "remarkable blossoming" of public interest in history, literature and the other humanities, and that television was leading to more purchases of books.

Americans who spent twice as much on sports events as on cultural endeavors 20 years ago are now spending more on culture: $3.4 billion compared with $3.1 billion for sports in 1986, said the report, which was made public Sunday.

But the endowment, an independent Federal agency, said preparation for a money-making vocation had overtaken interest in getting a liberal arts education at colleges and universities.

Trends in Opposite Directions

While the total number of bachelor's degrees increased 88 percent in the past two decades, degrees in the humanities dropped 33 percent, the report said said. Foreign language majors were down 29 percent, English majors 33 percent, philosophy majors 35 percent and history majors 43 percent.

A 'blossoming' is seen but not on most campuses.

Mrs. Cheney said too many colleges are neglecting the achievements of Western culture while requiring ethnic courses, treating literature masterpieces as political documents, stressing publishing rather than teaching, and dealing in topics so specialized that they have little meaning outside the academic world.

The 73-page report ordered by Congress on the state of American culture said the country's museums, libraries, educational television stations, state humanities councils and private historical societies provide so much education that they have become "a kind of parallel school," reaching millions of people outside campuses.

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," Mrs. Cheney wrote.

The $140 million endowment she has headed since May 1986 provides grants to scholars, colleges, museums, libraries and other institutions to promote the humanities.

Citing a variety of sources, the report gave several examples of increased public interest in the humanities, including a doubling of the number of historical organizations in 20 years to nearly 10,000, brisk sales of cultural books and a 660 percent increase in visitors to the National Gallery of Art in Washington since 1957.

In assessing the academic approach to the humanities, the report said: "Viewing humanities texts as though they were primarily political documents is the most noticeable trend in academic study of the humanities today. Truth and beauty and excellence are regarded as irrelevant; questions of intellectual esthetic quality, dismissed."

The report said Western tradition was rich and creative, but many colleges were abandoning courses that teach it. "The humanities are about more than politics, about more than social power," the report said. "What gives them their abiding worth are truths that pass beyond time and circumstance; truths that, transcending accidents of class, race, and gender, speak to us all."

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THE EVENING SUN, WEDNESDAY, SEPTEMBER 14, 1988

Pragmatism vs. humanities

The local situation seems less alarming

By Linell Smith
Evening Sun Staff

LYNNE CHENEY, CHAIRWOMAN of the National Endowment of the Humanities, thinks Americans should shop more carefully for their college educations, especially when it comes to the humanities.

"People choose colleges and universities on the basis of prestige and environment, but it's hard to get people excited about curriculum," she says.

The recent report she wrote for the NEH found that students could earn a bachelors degree from 37 percent of the nation's colleges without taking any course in history. Sixty-two percent of colleges do not require philosophy courses while 77 percent have no foreign language requirement.

The local situation seems less alarming.

■ Loyola College, for instance, requires two courses in theology, two in philosophy, one in ethics, two in English, two in history, and two to four in foreign languages.

■ Towson State University requires all students to take five courses of their choice in the humanities and requires foreign language courses for all bachelors of arts degrees.

■ Goucher College requires intermediate proficiency at a language, and courses in history, literature, philosophy, and social sciences.

■ Morgan State University requires language courses for its BA degree. Although one third of Morgan's students major in business administration, all must take a year-long survey course of Western literature, art and ideas and a similar course in the history of world civilization.

■ The University of Baltimore instructs only juniors and seniors on the undergraduate level. Most major in business and criminal justice, but all must take courses in three of the following: "World Cultures," a comparative culture course; "Art and Ideas," a course which moves through visual arts and literature of Western Civilization; "The Modern City," a course which emphasizes political science; and "Business Values in Society," a course which uses works by Dickens, Machiavelli and Plato.

What the humanities report found

A report on the state of humanities in America by the National Endowment for the Humanities finds more Americans supporting cultural events while fewer choose college majors in such traditional subjects as English and history.

"Humanities in America," written by NEH chairwoman Lynne Cheney, is the first of a series of reports ordered by Congress. Subsequent reports, researched and prepared by the National Endowment for the Humanities, will follow every two years.

The humanities usually include the study of history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, the history, criticism and theory of the arts, ethics, comparative religion and those aspects of the social sciences that employ historical or philosophical approaches.

The NEH provides grants to scholars, colleges, museums, libraries and other institutions which promote the humanities. This report was compiled from discussions held this year by three advisory panels of experts and at 14 regional forums.

The report's major findings include:

■ 25 million people participate in programs supported by state humanities councils each year.

■ One in 16 college students majors in the humanities, compared to one in six 20 years ago.

■ Between 1966 and 1986, the number of bachelor's degrees awarded increased by 88 percent while the number of degrees awarded in the humanities decreased by 33 percent.

continued

The Evening Sun Wednesday, September 14, 1988
"Humanities"
B2 continued

University of Baltimore provost Catherine Gira wonders if students' degrees provide an accurate portrait of their awareness of the humanities.

"You can't say that students avoid the humanities as much as you can say that they are anxious about getting jobs," she says. "The reason for the decline [in humanities degrees] was that the traditional jobs into which those majors would go simply weren't there. I think the testimony that students are receiving good solid education in humanities is that the NEH report shows that they value humanities as adults in the community."

"The sense of crisis in the humanities, the sense that people feel society isn't paying close enough attention to values and ethics and morality and art and literature, is a constant theme in American life," says John V. Lombardi, provost and vice president for academic affairs at Johns Hopkins University.

"The theme is always with us because America is a pragmatic society and there is a tension between that pragmatism and the belief that values are important to our culture.

"When we're especially in need of pragmatism, we run to Science and Engineering and MBAs. Then we say, 'There's not enough humanities!' and rush in that direction. Universities try to act in a counter-cyclical way. Sometimes we say, 'Don't forget about Greek and Latin,' sometimes we say, 'Don't forget that we live in a practical world.' The goal of the university is to maintain an appropriate balance between those two. We're not always where the public thinks we ought to be at any given moment because the university takes very long views of its curriculum."

The NEH report also criticizes many colleges for overlooking the achievements of Western culture in favor of furthering education in the history and culture of various ethnic groups.

"You can identify a humanist by his need to define and redefine what the humanities are. Constant re-definition is a normal and healthy thing," says Richard Macksey, professor of comparative literature at Hopkins and former director of the university's Humanities Center. "I'm suspicious of the idea that Western civilization can be doled out like coated aspirin."

"In undergraduate education, there should be some set of shared understanding, but whether it should draw all of its understanding from the Greeks and Latins is debatable," Lombardi says. "We're not prepared to say that if you've got Greek and Latin, you've got everything you need to know about your culture. Culture, and the meaning of culture, is a very complex subject and there's a temptation and wish to simplify it.

"It's not easy to say there is a single cultural line that is appropriate for an American to learn. The subject has already generated more heat than light. Even if we had the prescription for wisdom, it wouldn't stay put for more than five minutes. The goal is that most of our definitions should overlap significantly."

Although the overall number of humanities degrees awarded by the University of Maryland, College Park, has decreased in recent years, enrollment in humanities courses has increased. In fiscal year 1987, the college of arts and humanities taught 220,000 credit hours — more than half to non-majors.

"That means that 40,000 students per year are taking humanities courses outside their majors," says James Lesher, acting dean of UM's college of arts and humanities. "Here, at least, you get the impression that the humanities are flourishing, rather than in decline."

ADCOPY

On the humanities, it's good news and bad news

By Huntly Collins
Inquirer Staff Writer

Alexis de Tocqueville, the 19th-century French politician and observer of American life, called them "the pleasures of the mind."

Be they plays, concerts, films, paintings or books, such pleasures are attracting a record number of Americans, according to a report released last week by the National Endowment for the Humanities.

"The remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades," wrote Lynne V. Cheney, endowment chairwoman and author of the 73-page report, *Humanities in America*.

Among other statistics, Cheney cites a dramatic increase in public spending on cultural events compared with spectator sports in the last two decades.

In 1970, Americans spent $500 million to attend cultural events that ran the gamut from art exhibits to community theater. By contrast, public spending on baseball, football and other athletic events was $1.1 billion. By 1986, however, the pattern had reversed itself, with $3.4 billion spent on cultural events and $3.1 billion spent on spectator sports.

So important have cultural events become in the broader education of the American citizenry that they now constitute "a kind of parallel school," albeit one that operates outside the walls of established institutions of learning, Cheney noted.

Americans are spending more than ever on cultural attractions.

Cheney's report, which was mandated by Congress in 1985, is the second assessment of the humanities to be issued by the endowment in recent years. The first, *American Memory*, which came out last year, faulted the nation's elementary and secondary schools for failing to pay enough attention to the humanities in the classroom.

Although the latest report strikes an upbeat note about the growing popular appeal of the humanities, it, too, delivers a blistering critique of humanities instruction, this time at the college and university level.

In a litany of complaints, many of which have been raised previously by Education Secretary William J. Bennett, Cheney faults the academy for turning its attention away from the humanities in the last 20 years. Among the criticisms:

- The number of students receiving bachelor's degrees in the humanities — including such subjects as English, philosophy and history — has plummeted from 92,539 in 1966 to 61,682 in 1986, a 33 percent decline at a time when the total number of students receiving degrees nearly doubled from 524,117 to 987,823.
- Standards are so lax that at 80 percent of the nation's four-year colleges and universities it is now possible for a student to graduate without ever taking a course in American history or the history of Western civilization.
- Research by humanities professors is becoming increasingly specialized and arcane. The report refers, for example, to scholarly papers on such topics as "Written Discourse as Dialogic Interaction" and "Abduction, Transference, and the Reading Stage."
- Scholarly publication takes precedence over undergraduate teaching at most institutions of higher education. Such an emphasis can be seen in everything from tenure decisions to language itself — the academic community refers to teaching "loads" and research "opportunities," the report notes.
- In a growing trend, literature is now being taught as an exercise in political exegesis, with the Western classics viewed primarily as political documents to be read for what they say about such issues as gender, race and class.

"These are, of course, legitimate questions, but focusing on political issues to the exclusion of all others does not bring students to an understanding of how Milton or Shakespeare speaks to the deepest con-

continued

FILE COPY

Humanities instruction draws a blistering critique.

cerns we all have as human beings," Cheney wrote.

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In a telephone interview last week, Cheney was asked to explain the apparent anomaly between the flowering of the humanities in the popular arena and their withering on college campuses. If the schools are not teaching the humanities, why should people suddenly take an interest in them when they get out of school?

"Even though our schools are not teaching the humanities as well as they should, people are discovering the pleasure and value of reading history, learning about art and hearing beautiful music," Cheney replied.

"There is a sense in which the humanistic disciplines appeal to people naturally as they mature. You begin to have a sense of your own mortality," she added.

Although they had not yet read Cheney's report, a number of leading educators in the Philadelphia area last week expressed strong disagreement with Cheney's assessment of the humanities in higher education.

Julia A. Ericksen, vice provost at Temple University, which has just instituted a new "core" curriculum that requires students to study the humanities, said Cheney's statistics were "very deceptive."

While more students may be majoring in subjects such as business and engineering as opposed to the humanities, that doesn't necessarily mean they are not taking humanities courses, Ericksen said.

"We have been overwhelmed by inquiries about our core curriculum," Ericksen noted. "Nationally, there is a tremendous surge of interest in the humanities and in undergraduate teaching."

Ericksen argued that American higher education — which has seen a surge in the number of women and minority students over the last two decades — is in part responsible for the growing popular appeal of the humanities in the nation's cultural life.

•

In response to a more diverse student body, schools have begun to open up the curriculum to include works by and about women and minorities — the very subjects that are drawing box-office crowds.

"Over the past 15 to 20 years, culture has become more accessible to people precisely because we have been willing to question the so-called 'canon' of Western literature," Ericksen said.

The Rev. Kail Ellis, dean of Villanova University's College of Liberal Arts and Sciences, said curricular requirements — which apply even to students in such professional fields as business and engineering — require students to take both American history and the history of Western civilization.

"We do have a rather strong core which we have never really abandoned," Father Ellis said.

Mary Patterson McPherson, the president of Bryn Mawr College, said about one-third of the college's 1,265 undergraduates major in the humanities. "It's been that way for a long time through all kinds of fluctuations," she said.

McPherson said young faculty members now entering the academy tended to be less specialized than they were in the past, and she said many scholars communicate with the public — "and do it quite well."

McPherson also disputed the notion that the college curriculum has become politicized in recent years. "Any curriculum represents a political statement," McPherson said. "It's just as political to say you want to concentrate on the 'eternal verities' as to say you want to examine issues of gender or race. Whose verities?"

McPherson added: "Are we running the risk of getting bogged down in touching every base? Yes, we might be. But the United States now is a vital, pluralistic society. It is continuing to get in touch with its new self. I think we will come through and out the other side."

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DAILY & SUNDAY 89,256

THURSDAY
SEP 22 1988

BURRELLE'S

TV is books' best friend

When classics air, book sales zoom

By MICHAEL DOUGAN
SAN FRANCISCO EXAMINER

If Johnny can't read, we can always blame MTV and "Miami Vice." Popular mythology says the tube has replaced the book as a primary pastime for America's population. But that notion is nixed in a new report by the National Endowment for the Humanities.

TV does not mark the death of literature as popular entertainment, according to the study — "Humanities in America" — which finds that "people watch television and they read."

MARKHAM
Rediscovered

"In 1947, when less than one-half of 1 percent of U.S. households had television sets, 487 million books were sold," the report states. "By 1985, when 98 percent of the homes in the United States had television, book sales were more than 2 billion — 400 percent of their 1947 level."

The 73-page paper praises TV as a potential promotional tool that can actually enhance reading habits among viewers.

Indeed, television may help readers find good books that would otherwise be buried in "the avalanche of printed material pouring out of publishing houses," including thousands of so-called "non-books" containing statistics, trivia, gags, illustrations and cartoons.

Endowment Chairwoman Lynne V. Cheney points out that PBS turned Beryl Markham's autobiography, "West With the Night," into a best seller.

A documentary based on the 1942 book aired locally by San Francisco affiliate KQED in January 1986.

After the program aired, Cheney says, "33,000 copies of the book were sold (in two months in the San Francisco Bay area), nearly equaling sales from the three previous years combined."

What's more, she notes, the documentary later aired nationwide, pushing total sales to 522,000 paperback and 31,000 hardcover volumes.

"Time and again, television has led to dramatic increases in sales of good books," Cheney adds. Among other examples:

• Evelyn Waugh's "Brideshead Revisited" was selling fewer than 10,000 copies a year before "Masterpiece Theatre" serialized the novel in 1982.

Sales promptly shot up to 200,000.

• Sales of mythologist Joseph Campbell's classic study, "The Masks of God," were less than 300 copies a week before Bill Moyers aired a six-part interview series with the brilliant professor early this summer. Halfway through the series broadcast, enthusiastic viewers were buying 1,700 copies a week.

• CBS and the Library of Congress have devised a "Read More About It" segment, listing specific titles at the ends of TV shows and "encouraging reading on topics ranging from the history of Mexico to the American musical."

However, Cheney warns that television and film versions of great books, when done badly, can "distort the printed work and confuse audiences. ... It sometimes happens that the facts of the past are sacrificed in the name of dramatic interest. Mrs. Lincoln will appear in places she never was. Peter the Great will talk with Isaac Newton, though the two never met."

Cheney encourages the idea of including scholars in the shaping of historical miniseries and docudramas "to be sure that television educates rather than misinforms."

She points to TV specials like "The Adams Chronicles" and

The downside, says Cheney, is that the better productions "are viewed by much smaller audiences than regularly scheduled programs presented by the networks."

Mark Twain's "Pudd'nhead Wilson," seen on PBS, was only watched by 5.4 percent of U.S. households with television, while "The Cosby Show" is routinely viewed by some 35 percent. But even comparatively low ratings reflect a large audience.

That 5.4 figure, for example, translates into 6 million viewers "Booker" as examples of dramatic works reflecting a collaboration between producer and scholar "that is both enlightening and engaging."

Note, however, that the shows Cheney chides, such as "Gore Vidal's Lincoln" and "Peter the Great," were commercial network projects, while those she praises aired on PBS.

for "Pudd'nhead Wilson." That, Cheney notes, is "a figure that exceeds by several times the number of all Twain's novels sold in his lifetime."

Cheney concludes the portion of her report dealing with TV by quoting E.B. White, who wrote in 1966 that television should provide "the visual counterpart of the literary essay, should arouse our dreams, satisfy our hunger for beauty, take us on journeys, enable us to participate in events, present great drama and music, explore the sea and the sky and the woods and the hills. It should be our Lyceum, our Chautauqua, our Minsky's and our Camelot."

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GAZETTE-TELEGRAPH

COLORADO SPRINGS, CO
DAILY 78,402

MONDAY
SEP 19 1988
BURRELLE'S

EDUCATION

NEH director blasts schools for weakness in humanities

By **Kathryn Martin**
Gazette Telegraph

An encouraging report on America's growing interest in the humanities was tempered by a stinging criticism of educational institutions' failure to keep pace.

On the plus side, according to the report issued last week by the National Endowment of the Humanities:

■ More than 900,000 people toured the Egyptian artifact exhibition, "Ramses II: The Great Pharaoh and His Time," at the Denver Museum of Natural History in 1987-88.

■ Nationwide, the resurgence of interest in the humanities is so great that, in 1986, people spent 10 percent more on cultural events than they did to watch sporting events. In 1970, money spent on cultural events was half that spent on sporting events, according to the "Humanities in America" report.

But educational institutions have not matched the public interest, said Lynne V. Cheney, NEH director and a 1963 graduate of Colorado College.

She chastised schools — from elementary through post-secondary and including her alma mater — for not requiring a mandatory core curriculum that focuses on the humanities.

"Colorado College is not quite as structured as I'd like to see it," she said. "And (President) Gresham Riley won't be surprised to hear I've said this."

Riley was out of town and unavailable for comment, but CC Dean David Finley defended the college's program. "The humanities are really alive and well at Colorado College, if the interest in courses and the fact that students are majoring in the humanities are to be taken as a guide," he said.

While CC students must take a minimum number of courses in humanities, they are not told specifically which class to take.

Finley said the college prefers that students plan their class schedules, within school guidelines, that reflect their interests.

The National Foundation on the Arts and the Humanities Act of 1965 defines humanities to include the study of the arts, ethics, comparative religion, history, philosophy, languages, linguistics, literature, archaeology and the law.

Cheney said neither luck nor accident should determine what a student should or should not learn. A comprehensive plan of study should be instituted to "provide a framework for lifelong learning about ourselves and the world in which we live," she said.

At the University of Colorado at Colorado Springs, a core curriculum is required for students enrolled in Letters, Arts and Sciences, said Chancellor Dwayne Nuzum. "I don't think there is a reluctance on the part of the professional schools" to offer that curriculum, he said.

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Fort Worth Star-Telegram
FORT WORTH, TEXAS
D. 136,305 SAT. 265,013
SUN. 318,936

SEP 20 1988
BURRELLE'S

As study of humanities falls, some fear for diversity

BY JULIE GILBERTO
Fort Worth Star-Telegram

The nation's colleges and universities have been shirking the teaching of humanities — a phenomenon that could lead to a citizenry less tolerant of diversity, educators fear.

A new National Endowment for the Humanities report shows that one in 16 students majored in the humanities in 1986 compared with one in six students in 1966.

Fewer students seek degrees in English, history or philosophy than 20 years ago. But even those graduates planning careers in business or engineering would do well to have a strong background in the humanities, said Lynne Cheney, chairwoman of the National Endowment for the Humanities.

"It should be the basis for everything, no matter what profession their lives carry them into," Cheney said. "The most eloquent testimony for studying the humanities has come from scientists because of the moral dilemmas they deal with. They have spoken on the importance of reading Chaucer, for example."

An education rooted in the classics lays the foundation for diverse people to live together in peace, said Robert Stevens, director of the classic learning core at the University of North Texas.

"I see American life right now as a collection of fairly diverse communities which do have some common concerns," Stevens said. "If we give up a core curriculum which embodies a classic curriculum then American society is going to grow into separate communities of diverse interests, which could lead to more confrontation."

One of the arguments that schools are making against a classic education is that it is steeped too heavily in the works of Western civilization, ignoring contributions of women and other races, the National Endowment for the Humanities study found.

"It is important to see that it was male-dominated, white and European," Stevens said. "But it built into it certain intellectual safeguards. It built into it a tolerance of diversity."

Kirk Downey, dean of Texas Christian University's business school, said he also believes that his students need the education that comes from reading classics, studying history and learning to think and write clearly — even if they plan to seek jobs in accounting and other professional fields.

"I've always felt a person had to be a human being before a business person," Downey said. "You have to be able to make intelligent decisions before you vote or before you decide what you're going to do in your spare time."

The world is changing so rapidly that the specific training a person has today may be useless in five or 10 years. A liberal arts education gives graduates the background so they can be flexible and trainable, Downey said.

"Universities are places where people should be in education rather than in training. We can train somebody in a particular profession and that will be good for two or three years, and then it might not be good anymore. They have to be able to learn."

Texas colleges have seen declines similar to those across the nation. In the state's public institutions, undergraduate English majors are down 40 percent and history majors down 33 percent since 1966, according to Texas Higher Education Coordinating Board figures.

But recent years have brought some increases in the numbers of students studying liberal arts.

At TCU, for example, 92 students were majoring in English last spring compared with 60 students five years ago. At the University of Texas at Arlington, the College of Liberal Arts has been growing at a rate of more than 1 percent each year for the last five years — after going through a decline in the 1970s.

Even students not majoring in the liberal arts are choosing to take courses that give them a stronger background in the humanities, Cheney said.

At the University of North Texas, 375 students have elected to take a new core curriculum that was partially paid for by the National Endowment for the Humanities.

"When I look to the future, I am naturally optimistic," Cheney said. "I do think that now we have in the adult population a growing number who understand the worth of studying the humanities."

An advisory committee to the Texas Higher Education Coordinating Board is working on a model core curriculum for colleges and universities, but there is no requirement that the institutions implement the committee's recommendation, said Bill Jobe, program director with the university and health affairs division of the coordinating board.

"We feel in Texas that we have been a

continue next page

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bit on the provincial side and in past years have been influenced by over-professionalism," Jobe said.

The proposal will include a recommended minimum number of hours of core courses and will name specific areas, such as English, that should be studied.

Texas already mandates its college graduates to successfully complete some courses, such as English and American history, said Tom Porter, dean of the College of Liberal Arts at UTA.

Although enrollment is growing in liberal arts, it is not close to the peak in the early 1970s. In 1972, for example, UTA employed 50 full-time English faculty members compared with the 33 employed now.

"My own conviction is that students ought to prepare by developing skills and competencies across the board," Porter said. "This gives them a kind of mobility as they move into the job market. The number of people who change jobs and careers in their lifetime is considerable."

While the number of English majors is increasing at TCU, it is not necessarily because more students are planning to become English teachers. Many are using their liberal arts education as a foundation for a professional degree in business, pre-law or medicine.

But the business and other professional degree students at TCU also are taking a core curriculum strong in the humanities, said Priscilla Tate, associate dean of the AddRan College of Arts and Sciences.

"The humanities teach you to think," Tate said. "I can't imagine an area that doesn't require thinking. I can't imagine an area that doesn't require good communication skills — written and oral."

The University of North Texas realized the need for a stronger liberal arts background several years ago and won grants from the National Endowment for the Humanities and the U.S. Department of Education to implement an optional "classic learning core."

Students in the core agree to take their liberal arts requirements in a strict sequence. The teachers of those courses — history, philosophy and English, for example — meet and together create their curriculum, Stevens said.

"By meeting together, they create in the minds of the students this discipline which leads to a whole integrated view of the world," Stevens said. "Themes carry through all the classes, or they may start a discussion in one class that is carried through to another class. A teacher might ask a question on an English exam that was covered in another class.

"That's not the case in a typical college classroom. In a typical college classroom, teachers have no way of knowing what their students may or may not have already read."

While most of the students in the classic learning core are majoring in liberal arts subjects, Stevens said the humanistic approach could benefit all students. The university, in fact, has started a five-year curriculum in which students will earn an undergraduate degree in liberal arts and then earn a master's of business administration.

The National Endowment for the Humanities study found that students can graduate from 80 percent of the nation's colleges and universities without taking a course in American history. They can graduate from 37 percent without taking any course in history, 45 percent without taking a course in American or English literature, 62 percent without taking a course in philosophy and 77 percent without studying a foreign language.

"Formal education should follow a plan of study aimed at comprehensive vision, not just of the present, but of the past," Cheney writes.

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Syracuse
Herald Journal
SYRACUSE, N.Y.
D. 101,980

OCT 13 1988

BURRELLE'S

Syracusans want their culture, too

By Annette Ford
Contributing Writer

Syracuse is no longer the "cultural desert" it was 25 years ago.

Area museums, historical societies, theaters and concert halls report increased attendance. And that means Syracusans are right in step with the nation, culturally speaking: A recent study by the National Endowment for the Humanities identified a national trend toward greater cultural awareness.

The study said Americans spent $3.4 billion on cultural events in 1986, compared with $3.1 billion on sporting events. In 1970, sports fans outspent culture vultures twice over, $1.1 billion to $500 million.

Here's how this national trend is reflected locally:

● Joe Lotito, executive director and founder of the Salt City Center for the Performing Arts, 601 S. Crouse Avenue, said Syracuse was a "cultural desert" in 1963, with only a few small theater groups. Today, there is a wide variety of performing arts groups here, including Salt City.

Salt City's in-house performances, about 150 to 200 a year, attracted 31,101 people in 1984; 31,145 in 1985; 32,041 in 1986; 33,567 in 1987 and 33,660 in 1988.

● This year, the Syracuse Symphony Orchestra shows a 26 percent increase in new sales of season subscriptions over last season.

Randy Russell, director of marketing and public relations for the SSO, said season subscriptions for last year were 10,655. To date this year, 9,200 subscriptions have been sold, with 2,136 being new sales. Last year new sales totaled 1,696.

> "It's hard to have a good university without having access to concert halls, museums or libraries."
>
> — SU's Marshall Segall

Russell attributed the increase in new sales to new sales techniques, including direct mail advertising and a free videotape describing the symphony and its schedule available at local tape rental stores.

The programming of the symphony has also changed to offer more variety. Russell said the symphony performs gospel music, traditional classical programs and, through its various chamber ensembles, everything from Vivaldi to rock.

● The Metropolitan School for the Arts, 320 Montgomery St., offers music, dance, drama and art classes to all ages. Enrollment last year was 3,058, up about 300 from the previous year, said executive director Annetta Kaplan.

"In this area, people are more culturally aware because more is affordable or free and there are more efforts being done to reach people," Kaplan said.

● The Erie Canal Museum, 318 Erie Blvd. E., has seen a 25 percent increase in attendance over the past three years. About 38,000 people visited the museum in 1985, compared with last year's 50,000, said Vicki Quigley, director.

"We are increasing our responsibility to provide the public with education and experiences that they can't get in the classroom," she said.

● Everson Museum of Art of Syracuse and Onondaga County, at the corner of South State and Harrison streets, reports that 195,000 people visited the museum in 1987, up about 15,000 from the previous year.

● The Syracuse Friends of Chamber Music reports a subscription increase — 500 last year, compared with 435 the previous year.

● Syracuse Opera subscriptions have steadily increased since 1985. In the 1985-86 season, 1,638 subscriptions were sold; in 1986-87, 1,831; and in 1987-88, 2,318.

● Syracuse Stage has seen season ticket sales fluctuate over the years, but generally sales have increased in the past five.

In 1987-88, 8,819 season tickets were sold, 10,424 single tickets and total attendance was 70,716. To date this season, 8,300 season tickets have been sold.

● The Onondaga Historical Association, 311 Montgomery St., had 11,000 visitors last year, according to executive director Tony King, 2,500 more than in 1986.

WHILE THE NEH study reported an increase in cultural awareness, it also showed a decrease in the number of humanities graduates from the nation's colleges and universities. Bachelor's degrees awarded have increased 88 percent in the past two decades, but humanities degrees have dropped 33 percent.

One local university is bucking that trend.

After analyzing enrollment figures for the last five years, Marshall Segall, associate dean of the College of Arts and Sciences at Syracuse University, has not seen a decline in enrollment in classes or in the number of students in the humanities fields.

Although only 85 students graduated in 1988 with a single major in the humanities, this is a 57 percent increase from five years ago.

THE REPORT ALSO said cultural facilities provide so much education that people can receive an education outside college campuses.

Segall said museums, libraries, historical societies and other cultural avenues are not in competition with educational facilities, but that they are "part and parcel of the same thing."

"It's hard to have a good university without having access to concert halls, museums or libraries," he said.

Everson director Ron Kuchta says people are looking to cultural institutions for a different kind of education.

And if culture is what people want, maybe the government and other institutions will be willing to pay for it.

"Whatever the public is for, the funding should be obtainable," Kuchta said.

VARIETY

NEW YORK, NY
WEEKLY 52,000

SEP 14 1988
BURRELLE'S

Humanities Study: Thumbs Up To Television's Cultural Benefits

Washington — Television, often considered the "great Satan" by highbrows, offers many redeeming benefits to American culture, according to a report by the National Endowment for the Humanities.

The 70-page study, penned by NEH chairman Lynn V. Cheyney, says "television enlarges opportunity, making the arts and humanities available to millions." Cheney drew her conclusions in "Humanities In America" after meeting with advisory groups of scholars, authors, film and tv producers, and museum professionals.

Mostly the report lambastes the nation's colleges and universities for the declining number of students studying the humanities. Yet, tv gets praise instead of punches in the study, which was submitted to Congress.

In the report, film producer Avon Kirkland says, "I think that many lives have been very deeply enriched by the experience of seeing something on the screen that for one reason or another was not available as an experience in a book. There are many people out there — poor people, people who haven't had access to higher education — who are interested in the ideas that great literature treats. Television can provide them and the rest of us with adaptations that can be instructive, informative, enriching."

Cable Lauded Too

Other industry officials Cheney consulted said the explosion of cable and satellite industries, plus the variety of videocassettes, broadens the cultural reach of tv.

Report cites cable, now in 51% of the nation's households. "It increases our choices, offering as does public television, ballet, drama, opera and documentaries."

"Even television's severest critics realize that it is not going to go away; it will continue to have a central place in our national life. The object, then, is to keep in mind its potential," the report said.

While concerned that tv may be seducing some readers away from their bookshelves and onto their couches, the report notes that overall book sales have jumped 400% in 40 years since tv was in its infancy.

In fact, programs that are based on books can turn a dusty tome into a blockbuster. "Time and again, television has led to dramatic increases in sales of good books."

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The Washington Post

Humanities: Some Good News

GIVEN THE usual doleful tone of reports on the state of American culture, the last thing you expect from the National Endowment for the Humanities is a bulletin filled with optimism. And yet NEH Chairman Lynne Cheney's congressionally mandated update on "The Humanities in America" offers just that surprise. Though Mrs. Cheney has some pointed criticisms to level and some blame to apportion—mostly at higher education and the humanities professors generally charged with transmitting culture—the report also bursts with little-known statistics and anecdotes that tell of a spreading interest in literature and the arts, of book sales and museum memberships up, of regional humanities councils and state historical societies, of the historical reenactments at Chautauqua and the popular new Alabama Shakespeare Festival.

Can this glowing picture be true? Mrs. Cheney's statistics don't show anything definitive, but they suggest plenty. Spending on admission to cultural events in 1986 topped spending on sports events by 10 percent. (In 1970 it was less than half.) Book-buying since 1947 is up 400 percent (in raw numbers, not per capita), despite the advent of television, and per-capita library withdrawals have held constant. Mrs. Cheney refuses to join the chorus of voices condemning TV as an unmitigated destroyer of humanism, noting the dramatic effect TV and film adaptations often have on book sales—from "Brideshead Revisited" to Joseph Campbell's works on mythology.

It all sounds very upbeat, but Mrs. Cheney contends that until schools and universities clean up their act, "the bad news is still worse than the good news is good." She is tough on the colleges for scaling down their specific requirements in history and culture; students, she argues, quoting a compatriot, "do not register to read books of whose existence they do not know." She also echoes familiar criticisms of overspecialization in the professoriate, recommending that universities give more honor to generalists and scholars who work with the public.

One logical source for that additional honor is the NEH itself. Unlike many reports that shout recommendations into a public void, Mrs. Cheney's has the interesting quality of coming from the organization that itself does extensive work on these problems: the endowment is deeply involved in many of the television specials, museum exhibits and library programs she mentions, and it funds the state humanities councils, which last year involved 25 million people in various programs. Of course Mrs. Cheney's 300-person endowment can't rescue American civilization single-handed. But its chairman has mapped out an impressive battle plan that deserves full support.

FILE COPY

Los Angeles Times

6 Part II/Wednesday, September 14, 1988

EDITORIAL

Good Hunger for the Good Arts

The humanities—the "good arts," the Romans called them—are not only alive in the United States but are flourishing at the popular level. So concludes a report from the National Endowment for the Humanities, which finds a "remarkable blossoming" of public interest in theater and museums, in serious books and in participation in local historical associations. In 1970 Americans spent twice as much on spectator sports as they did on cultural events. By 1985 spending on culture, about $3.4 billion a year, had edged ahead of spending on sports. Sports haven't declined in popularity, but the humanities have clearly grown in appeal.

To be sure, the higher dollar outlay for culture in part reflects nothing more than higher ticket costs. But while admission prices for such things as opera, ballet and the theater have soared, so have prices for many sporting events. A truer indication of public interest in the arts and humanities can be found in the considerable growth in the number of people viewing cultural events. Between 1957 and 1987, for example, attendance at Washington's National Gallery of Art grew by 660%. Between 1972 and 1987, tickets sold for the Alabama Shakespeare Festival increased more than fiftyfold, to 150,000 in the season. Many similar examples of growth, the report says, can be found throughout the nation.

Curiously, perhaps suggestively, the remarkable increase in popular support for the humanities has come during a period of significant decline in the study of the humanities on the nation's campuses. Two decades ago one out of six college students was a humanities major; now only one in sixteen is. The National Endowment report suggests that the blossoming of popular interest in the humanities may represent a kind of "parallel school," filling a void in formal college training. Maybe. Whatever the explanation, it seems clear that the popular appetite for intellectual stimulation has been growing steadily, and that is one example of hunger that does credit to American society.

COPY

THE CHRISTIAN SCIENCE MONITOR

EDITORIAL

Culture shift

THE humanities – literature, art, history – have been a given in the academic world. You go to college, study them, and emerge a more rounded person. In a new report, Lynne Cheney, chairman of the National Endowment for the Humanities, indicates it's hardly that simple anymore.

The humanities are wilting on college campuses, she says. One in 16 students is now majoring in the humanities, compared with 1 in 6 twenty years ago. Why? Lack of a solid core curriculum, subordination of teaching to publishing, and a tendency to interpret great books along limited political lines, for instance.

At the same time, the humanities are "blossoming" among the general public, Mrs. Cheney notes. More people are going to museums and participating in local historical societies. Americans are actually spending more on cultural events than on sports events these days.

Are the plebeians telling the academic patricians something?

FILE COPY

Times-Picayune
NEW ORLEANS, LA.
D. 280,889 SAT. 258,720
SUN. 351,525

SEP 13 1988
BURRELLE'S

A strange culture gap

EDITORIAL

Many of the nation's colleges and universities appear not to be keeping up with the public when it comes to interest in the humanities.

A new report from Lynne Cheney, head of the National Endowment for the Humanities, describes "a remarkable blossoming" of public interest in history, literature, philosophy and the other humanities.

At the same time, the report, commissioned by Congress, concluded that too many colleges are neglecting the achievements of Western culture while requiring ethnic courses. It seems to have become fashionable on some campuses to downgrade the literary value of various masterpieces, treating them as political documents rather than appreciating their artistic merits.

The report also found that many colleges still emphasize publishing at the expense of teaching and often are preoccupied with topics that have little meaning beyond the academic world.

It appears also that many students are no more interested in the humanities than the institutions they attend. According to the report, many of today's college students are more interested in preparing themselves for specific careers than in achieving well rounded educations.

The number of bachelor's degrees awarded increased 88 percent in the last two decades, but degrees in the humanities dropped 33 percent, according to the report. Foreign language majors were down 29 percent, at a time when proficiency in foreign languages is considered valuable in numerous fields. English majors decreased 33 percent, philosophy majors 35 percent and history majors 43 percent.

But if the humanities are being slighted in the colleges and universities, the public is displaying an unusual appetite for culture of all sorts. The report observes that Americans who spent twice as much on sports events as on cultural interests 20 years ago are now spending more on culture.

The growing public interest in the humanities is reflected in a doubling of the number of historical organizations in 20 years to almost 10,000, strong sales of cultural books and a huge increase in visitors to he National Gallery of Art in Washington.

Meanwhile, back on campus, "viewing humanities texts as though they were primarily political documents is the most noticeable trend in academic study of the humanities today. "Truth and beauty and excellence are regarded as irrelevant; questions of intellectual aesthetic quality dismissed."

Every so often, academia, or substantial portions of it, seems to fall prey to revisionist convulsions. As a result, some colleges and universities seem to lose sight of their basic mission, which is to produce broadly educated graduates.

The American people seem to understand the importance of the humanities to a full understanding of human experience. Colleges and universities that misplace a similar understanding diminish their roles in the educational process.

FILE COPY

San Antonio Light
SAN ANTONIO, TEXAS
D. 142,050 SAT. 163,377
SUN. 206,026

SEP 14 1988
BURRELLE'S

Focus on humanities would be truly welcome

One of the least noted though most important cultural developments of the last few decades.

That's what Lynne Cheney, chairman of the National Endowment for the Humanities, called a "blossoming of humanities in the public sphere."

A 70-page report from the endowment noted the following trends:

- A nation which now spends more money on cultural events ($3.4 billion) than on sports events ($3.1 billion).
- A nation which, even in the presence of television, sees books sales up 400 percent in the last 40 years.
- A nation where, for example, the number of historical organizations has doubled in 20 years and the National Gallery of Art in Washington, D.C., has increased 660 percent since 1957.

Certainly such trends, if accurate, are cause for celebration. We look forward to seeking specifically what events were measured in the cultural arts-sports comparisons.

We hope the increase of books sales has been adjusted to reflect rising book costs over the last 40 years.

Undoubtedly, critics will challenge whether television has been such a wonderful cultural influence, although with the coming of cable television and satellite communications, the offerings have improved in quality and variety.

The trends are not all positive, however. The study also charges that colleges and universities are losing interest in the humanities. It cites figures such as the following:

- While the number of bachelor's degrees awarded increased 88 percent in 20 years, the number of degrees in the humanities (foreign languages, English, philosophy, history, for example) declined 33 percent.
- Colleges are cutting out or cutting back on courses on the achievements of Western culture, in favor of ethnic and Third World courses.
- Emphasis in colleges has turned from creating educated people well-rounded in the liberal arts toward an emphasis on training people for careers.

Colleges and universities face a continuing struggle for relevance and balance. Too long they have ignored ethnic contributions, for example, in providing a narrow view of the development of Western civilization. They must not now head too far in the opposite direction.

Both liberal arts and career development are legitimate parts of a college education. Again, balance must be a key.

Certainly, burgeoning interest in the cultural events is evident locally. We welcome it and encourage it.

Educational institutions must play a crucial role in developing appreciation for the arts and humanities.

We hope this new study will spark examination of the issues raised.

FILE COPY

THE PLAIN DEALER
CLEVELAND, OHIO
D. 452,343 SAT. 552,401
SUN. 429,783

SEP 21 1988

BURRELLE'S

Renewing our cultural capital

EDITORIAL

The Stadium along the lakefront isn't the only place in town where performers play before sizable crowds nowadays. Large audiences enjoyed the Cleveland Orchestra at Blossom during the summer and, as the new season begins this week, will return to Severance Hall. The Cleveland Museum of Art is thriving, and local libraries are a magnet for thousands. The refurbished Playhouse Square complex has sparked new interest in dance and the theater.

Art and culture are a big business that is getting bigger, and not just in culturally rich cities like Cleveland. A new study by the National Endowment for the Humanities reports that Americans in 1986 spent $3.4 billion on cultural events and only $3.1 billion on sports outings—a sign that popular tastes have changed since the mid-1960s, when Americans spent twice as much on sports as on culture. From lending libraries to serious cinema, Americans are more eager than ever to open their minds to new ideas.

But there is a worrisome aspect to the cultural trend. Although adults are enjoying artistic enrichment, many college-age students now undervalue the humanities. The total number of bachelor's degrees awarded each year has increased 88% since 1966, the NEH finds, but the proportion of liberal-arts degrees has declined. The number of foreign-language majors has dropped 29%, English majors 33%, philosophy majors 35% and history majors 43%. One student in four now majors in business; only one in 16 majors in a liberal-arts discipline.

The explanation has as much to do with economics as education. In the money-obsessed 1980s, society has increasingly seen a university degree merely as a means to a higher salary; many students feel they are under pressure to shun the humanities for business-related courses. On Commencement Day, how many parents would prefer to see their child headed toward a doctorate in literature instead of a law-school specialty in mergers and acquisitions?

Responding to a crass marketplace, many colleges are letting students graduate with an imbalanced background, permitting pre-professionalism to trample the arts and letters. At 77% of U.S. colleges and universities, it is possible to earn an undergraduate degree without studying a foreign language; at 45%, without a course in English or American literature.

By downplaying the liberal arts, colleges risk becoming fancy trade schools, churning out accountants and stockbrokers while ignoring painters and poets. Higher education must have a higher calling: to renew each generation's appreciation of humanity's cultural achievements. A cultural inheritance, like a capital endowment, will be exhausted if it is depleted without new contributions. If colleges—and students' parents—don't encourage young people to develop their interest in the humanities, America may one day find itself financially fat but culturally impoverished.

DEMOCRAT & CHRONICLE

ROCHESTER, NY
DAILY 128,869

THURSDAY
SEP 22 1988
BURRELLE'S

EDITORIALS

EDITORIAL

Humanities belong to all

Any professor who attempts to popularize the great truths of history or literature risks being ostracized by his peers, accused of showmanship, or worse, of stooping to "journalism."

So says a new report from the National Endowment for the Humanities, which sees a swelling of public interest in the humanities just at a time when scholars are pushed into specialized research that obscures and trivializes their fields.

This is not merely ironic, it's tragic.

Incredibly, NEH says, in 1986 Americans spent more to attend cultural events ($3.4 billion) than to attend sporting events ($3.1 billion).

Moreover, 25 million Americans take part every year in lectures and other programs sponsored by humanities organizations, and the number of historical organizations has nearly doubled in 20 years.

Yet despite this hunger for intellectual nourishment, 80 percent of the colleges in America don't require a course in the history of Western civilization, and 37 percent don't require a course in history of any kind.

Forty-five percent require no course in American or English literature, and 77 percent require no foreign language.

Professors are given less time to teach and are pressured into specialized research that, the NEH says, diminishes both the "significance and the centrality" of the humanities.

How much time has been spent (wasted?) on papers with titles such as "Written Discourse as Dialogic Interaction," or "Abduction, Transferrence and the Reading Stage"?

The solution? Most teachers would rather teach than write esoteric papers that few people will read and fewer will understand, NEH says. So encourage teachers to teach, and reward them for promoting, on and off campus, a broader, more general understanding of history, language and literature.

And give credit to the scholars who use newspapers, television and public seminars as adjunct classrooms. As the NEH says, the challenge is to make the humanities "transcend accidents of class, race and gender (and) speak to us all."

BUFFALO NEWS

BUFFALO, NY
DAILY 321,301

THURSDAY
SEP 22 1988
BURRELLE'S

Renaissance II

EDITORIAL

THOSE LAMENTING a decline of civilization can perhaps find a glimmer of hope in a new analysis by the National Endowment for the Humanities.

According to the study, Americans are engaging in cultural pursuits — buying books, going to museums, joining cultural groups — in increasing numbers. In fact, they now spend more on these than on sports events, forking over $3.4 billion in 1986 for books, plays and the like while spending only $3.1 billion on athletic competitions.

What a reversal this is from 1970, when Americans spent twice as much on sports as for cultural events — $1.1 billion to a mere $500 million.

The finding that more people are partaking of the humanities holds deeper implications for a nation coming to grips with what some decry as a lack of common values due in large part to the schools shying away from any such infusion.

The report points to this growing interest in libraries, historical societies and similar endeavors as producing "a kind of parallel school" system, one that undoubtedly teaches many of the values that hold society together in ways that the law and police officers on every corner never could.

As the study notes: "What gives (the humanities) their abiding worth are truths that pass beyond time and circumstance, truths that, transcending accidents of class, race, and gender, speak to us all."

Unfortunately, the study also finds that enrollment in college humanities courses — literature, philosophy, history, languages — has fallen off greatly, as students seek degrees that promise more immediate financial payoffs.

Still, the Endowment report offers hope. It is possible that the former students who rejected the humanities as irrelevant are now among the adults flocking to museums and cultural organizations to fill the void they've discovered was created by their unduly one-dimensional formal educations.

But no matter who is accounting for the increased spending on cultural pursuits, the fact that it is occurring can only make this a richer society. And from that, we all benefit.

FILE COPY

ST. LOUIS POST-DISPATCH
ST. LOUIS, MO.
D. & SAT. 357,314
SUN. 548,955

SEP 20 1988
BURRELLE'S

The Empire Of The Mind

EDITORIAL

Anyone considering the relative popularity of cultural events and sporting events in this country probably envisions a student coerced into studying Shakespeare in school who can't wait to break out and go to the ball game. So a new report from the National Endowment for the Humanities paints a picture both surprising and disturbing: While more Americans than ever are attending cultural events on their own, schools are backing down in their commitment to the arts and humanities.

Lynne Cheney, chair of the endowment and author of the report, "Humanities in America," says many Americans are using publicly funded humanities programs as a kind of "parallel school" to make up for what formal education lacks. Support for such programs has grown, she says, as they have become "more intellectually rigorous, more demanding, more enriching — indeed, more worthy of support."

But as gratifying as such self-education may be, it does not make up for the troubling retreat by schools in teaching the humanities. Self-directed study is one thing; a well-planned curriculum that builds on a rich tradition is much better.

A built-in audience to appreciate such study is already there. The endowment's report cited an exhibit titled, "William Wordsworth and the Age of English Romanticism" that opened at the New York Public Library last October. Library President Vartan Gregorian said he first thought the project would be "a disaster." In fact, it drew 100,000 people in New York and big crowds in other cities as well.

Other evidence also reveals the popularity of cultural events. In 1970, the report said, spending for cultural events was less than half that for sporting events; in 1986, culture had surpassed sports, $3.4 billion to $3.1 billion. The number of historical organizations has doubled in the last 20 years, to nearly 10,000, and the total number of Americans who attended programs sponsored by state-based humanities organizations has reached 25 million a year.

But the endowment's statistics detailing the state of humanities on campus show an opposing trend. Between 1966 and 1986, when the number of bachelor's degrees awarded went up by 88 percent, degrees in the humanities dropped by 33 percent. Students can graduate from 80 percent of American colleges and universities without taking a course in Western civilization and from more than 80 percent without taking a course in American history.

A population eager for culture should not be content with such a disregard for culture on its campuses. The humanities enrich everyone, supplementing the specialization that students are demanding for the vocational component of their education. To prepare students for time off the job — for living in what Alexis de Tocqueville called "the empire of the mind" — colleges must take the lead in providing the humanities education that Americans are already seeking on their own.

COPY

The Burlington Free Press

Opinion

Pleasures of the mind

The good news in last week's report on the humanities in America shouldn't have come as news to Vermonters: Many Americans leap at the chance for "culture."

It was a library in Rutland, after all, that started the national revival of book discussion groups in 1978. Since then, thousands of Vermonters — 20,000 a year — have digested difficult prose and even more difficult ideas. They've gathered in public libraries after dinner to talk about subjects ranging from the U.S. Constitution to the Holocaust.

Programs like Vermont's were cited in last week's report by Lynne Cheney, chairman of the National Endowment for the Humanities, as evidence that the humanities are thriving in community life. Americans now spend more on cultural events than spectator sports, she points out, and attendance at museums just keeps climbing.

Americans need this kind of self-education in the humanities because they aren't getting it in college. (Or before college. Cheney indicted elementary and secondary schools last year for their failures in teaching history and literature). Not only are college students now more interested in vocational courses — one in four students is majoring in business — but they are likely to graduate without studying the history and ideas of Western civilization.

In 1988, she says, it is possible to earn a bachelor's degree at nearly half of the nation's colleges without taking a single course in American or English literature. At 37 percent of colleges, students don't have to take any history course, let alone American history.

(While the University of Vermont, for example, has broad requirements in the arts and humanities, many students face no specific requirement for either history or English literature).

What does it matter? A very great deal. History is more than memorizing dates; Shakespeare is more than footnotes. The humanities bring us ideas. They encourage us to grapple with the great moral and political dilemmas of human life: What is the good life? What makes a just society? What is the proper relationship between the individual and government?

Wrestling with those unanswerable questions enriches the life of the student; more, it must inevitably make him a better citizen, more prepared and more interested in the difficult public decisions that confront society. There's a link, thin but strong, between those weekly book discussions and turnout at Town Meeting.

Cheney's report is yet another reminder that when we fail to introduce our children to the pleasures of the mind, we are failing to nurture future citizens as well.

FILE COPY

EDITORIAL

HUNTSVILLE TIMES

HUNTSVILLE, AL
SATURDAY 52,304

SEP 12 1988
BURRELLE'S

That's 'C'—, as in culture

We should have known something was in the air. *The Times* reported the other day that the Huntsville Public Library, for the first time in its history, recorded the one-millionth article to be checked out in a calendar year — and the year still has almost four months to go.

What was — and is — in the air is culture. According to a report released Sunday by the prestigious National Endowment for the Humanities, Americans are becoming more interested in cultural pursuits — literature, history, drama, ballet, serious music and philosophy.

The evidence is impressive: According to the NEH, Americans spent $3.4 billion on cultural endeavors in 1986. That's more than they spent on sports — this in spite of the obscenely bloated salaries paid to professional athletes. Twenty years ago, the amount spent on sports was double that for culture.

And where are we getting all this culture? From public libraries, certainly, but also from books, museums and live performances, even from public television.

A couple of local applications of the trend are obvious. For one, the Huntsville Public Library, its scattered critics notwithstanding, did not overbuild in designing its new facility. In the next few years, the opposite may prove to be the case. In addition, the local interest in an arts center — an issue that has entered into this summer's city elections — represents a serious need in the community, not just the whim of some little old ladies who dabble in the arts.

The NEH report, however, was not entirely upbeat. It laments the decline in the number of college students majoring in the liberal arts — "liberal" in the broad, cultural sense, not as a political orientation. In 1986, according to the NEH, the proportion of bachelor's degrees in the humanities was down 33 percent from 20 years ago. There were 43 percent fewer history majors, 35 percent fewer in philosophy and 33 percent fewer in English.

The NEH report's findings bear out what others have observed. The average college student today is more interested in launching a career than getting a broad education. There have been indications in recent years that companies are starting to look with more favor on those with humanities degrees, but the effect has clearly not trickled down to the undergraduates as yet.

The NEH also noted the degeneration in the curriculum in undergraduate studies. Too many institutions, it said, no longer study literature as literature but as politics. Studies in Western civilization have given way to courses that skim over a number of divergent cultures. Some colleges even require courses in Third World subjects — and none in Western culture.

On balance, it would appear that what Americans are missing in the classroom they are trying to make up for in their private lives. As commendable as the effort may be, such a hit-or-miss approach leaves too many loopholes for the ascendancy of ignorance.

The solution for our shortcomings must ultimately be generated in public education — and not just when people reach college age. The anti-intellectualism that ridicules cultural studies (the "C" word?) also manifests itself in lower levels when the extreme religious right protests the reading of "The Diary of Anne Frank" and when some on the left argue — horror of horrors — that "The Adventures of Huckleberry Finn" is racist.

As the NEH so eloquently states it, we need a renewed respect for "the truths that pass beyond time and circumstance; truths that, transcending accidents of class, race, and gender, speak to us all."

FILE COPY

The Washington Post

Jonathan Yardley on the Cheney humanities report

JONATHAN YARDLEY

Oh, the Humanities!

Lynne Cheney gave it the old college try last week. In her report to Congress on the state of the humanities in America, the chairman of the National Endowment for the Humanities bent over backward to demonstrate that there is good news as well as bad—that countless Americans "are increasingly finding in the 'good arts' a source of enrichment for themselves and their society." Perhaps—indeed it is devoutly to be wished—this is so; but it is scarcely insignificant that the most persuasive parts of Cheney's report are those in which she accentuates the negative.

Few readers will be surprised to learn that these are the parts in which Cheney discusses the condition of the humanities at America's colleges and universities. It is on these campuses that the fate of the humanities hangs in the balance, and it is here that their condition is most incongruously parlous. The most immediate evidence is in student enrollment. "In 1965-66," Cheney writes, "one of every six college students was majoring in the humanities. In 1985-86, the figure was one in 16; one in every four students, by contrast, was majoring in business." As the last suggests, this is not entirely the colleges' fault; students arrive on campus with a disposition to major in subjects that will advance their careers, and they come from high schools in which little serious emphasis has been placed on literature, history, philosophy or languages.

But higher education does precious little to direct them to the humanities. Cheney reports that it is possible to earn a bachelor's degree without taking a single history course at 37 percent of American colleges and universities; without taking any courses in English or American literature at 45 percent; without a single philosophy course at 62 percent; and without studying a foreign language at an astonishing 77 percent. This is, on the part of higher education, an unconscionable capitulation to the academic fashions of the age: the careerism that characterizes undergraduate and graduate students alike, the abandonment of the so-called core curriculum in the wake of the '60s and '70s student rebellions, and the emphasis within the arts and humanities departments on research and publication over teaching.

Cheney does not concern herself with the first two of these lamentable trends, but she gives due attention to the third. As she should, she emphasizes the obvious point that teaching is undervalued: "The kind of teaching that will bring students to a love for the humanities is difficult to evaluate. It is much easier to count publications than to credit the engagement that good teachers have with texts, much easier to judge whether a faculty member has written a sufficient number of articles than whether he or she reveals to students by example and through questioning how and why it is that learning matters to life."

More than this, Cheney is at pains to point out that the politicization of the humanities has had dire effects on both the curriculum and the ways in which it is taught; she quotes R.W.B. Lewis of Yale as lamenting the rise of "politics with the history left out and, indeed, politics with the literature left out." She also notes the concomitant rise of specialization, of an academic system that honors picayune research more than the "humanistic content" of literature and history. She quotes three anonymous responses to a recent questionnaire circulated among historians: "Our field has too many books that ought to have been footnotes," and "Our discipline is excessively compartmentalized and irrelevant except to our own diminishing numbers," and "The level of specialization increases, while the significance of research moves toward the vanishing point."

The effect of all this is to circle the wagons around the humanities departments and leave the rest of the world outside. Why should students

Continued

FILE COPY

want to study literature in an English department that emphasizes special-interest interpretations of fiction and poetry, rejects the very notion of reading for pleasure and enrichment, and encourages its professors and graduate students in the minute study of deconstruction, semiotics and related arcana? What has any of this to do with the old notion, now apparently discredited, of the educated man or woman? One might as well just skip English and history and head straight for the dollar sign at the business school.

However dire this may seem, it is not an exaggerated reading of the situation at too many American colleges and universities, and Cheney is correct to emphasize it as strongly as she does in her report. Because it is in college that educated Americans receive—or should receive—their most concentrated exposure to the humanities, the state of the humanities on campus is obviously central to their condition in the culture at large. Still, Cheney manages to find evidence that even when the humanities are not honored in their own house, they have found homes elsewhere; here she seems to be straining to find good news, even when her own evidence suggests there is precious little of it.

She finds hope, for example, in television, in particular in cable, in public broadcasting and in videocassettes. Certainly it is true that these alternatives to the broadcast networks have increased the possibilities for people to watch films and other programs slightly more distinguished than "Dallas" and "Wheel of Fortune," but whether those possibilities are actually being realized is another matter altogether. On cable, only the Arts & Entertainment channel offers cultural programming on more than a local or regional basis, and that programming is spotty at best; public television is in the grasp of the ratings monster and seems to be going commercial as fast as it can; and a tour through any video store can leave no doubt that tapes of the sort Cheney finds compatible with the humanities are, to put it mildly, a minority taste.

Ditto, I fear, for what Cheney optimistically calls "the remarkable blossoming of the humanities in the public sphere." She calls this "the parallel school," and defines it as those programs—"from reading groups through exhibitions to educational television"—that are often publicly funded and that take place "outside institutions of education." As a case in point she mentions the exhibition, first shown at the New York Public Library and then in Indiana and Illinois, called "William Wordsworth and the Age of English Romanticism." Yes, the exhibition was both a scholarly and a public success—"public," that is, in the sense that 100,000 people saw it in New York and "tens of thousands" elsewhere.

And there's the rub: There may have been a rise in what Cheney calls "the public humanities," but its following among the general population is so small as to be minuscule. There is ample evidence that higher education is defaulting on its obligations, but far less that other institutions have moved in to assume its role in any genuinely significant way. By any reasonable standard, the humanities in America are, individually and collectively, endangered species; Cheney is to be applauded for her effort to call them to our attention, but I can find little reason to share her optimism.

FILE COPY

Lessons | Edward B. Fiske

The blossoming of the humanities: When the public's interest rises and the students' doesn't.

When it comes to the humanities, American colleges and universities seem to be shooting themselves in the foot.

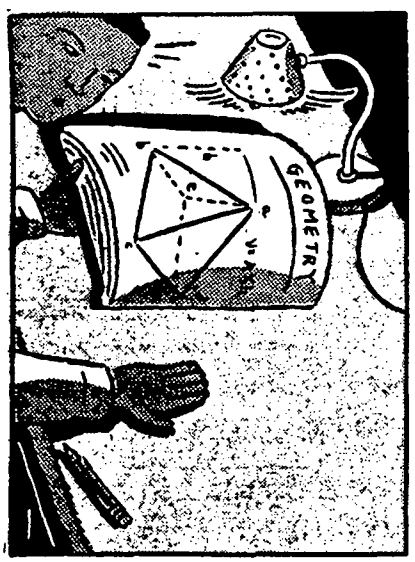
In its latest report to Congress, the National Endowment for the Humanities described a "remarkable blossoming" of interest in the arts and humanities among the public but just the opposite on college campuses.

Whereas in 1970 Americans spent twice as much on spectator sports as they did on admission to cultural events, culture is currently outrunning sports by 10 percent. At colleges, by contrast, the number of students majoring in the humanities has dropped by a third from 1966 to 1986, when the number of bachelors degrees nearly doubled.

Moreover, colleges seem to be acquiescing in the exodus from the humanities. According to the National Endowment, it is possible to graduate from more than 37 percent of American colleges and universities without studying history, from 62 percent without studying philosophy and from 77 percent without studying a foreign language.

"You have students going to college who don't know what the humanities are and may never find out because there are no requirements," said Lynne V. Cheney, chairwoman of the endowment.

David Riesman, a Harvard sociologist, likes to describe curriculums as a "poor alternative to good faculty advising." Unfortunately, he adds, few if any colleges have ever had good faculty advising.



Curriculums are public statements of a college's values. They constitute each faculty's answer to the question: What does it mean to be an educated person?

The last decade has seen a good deal of discussion of curriculum. In the late 1970's, in part because Harvard announced that it was overhauling its own general education program, hundreds of colleges rediscovered "distribution requirements." This is essentially a "Chinese menu" approach to education in which students must take so many courses in the humanities, so many in the social sciences and so many in the natural sciences.

The rediscovery of distribution requirements was not so much an academic event as a political one: faculties reclaiming the control over curriculum that they had surrendered to students during the campus unrest of the previous decade.

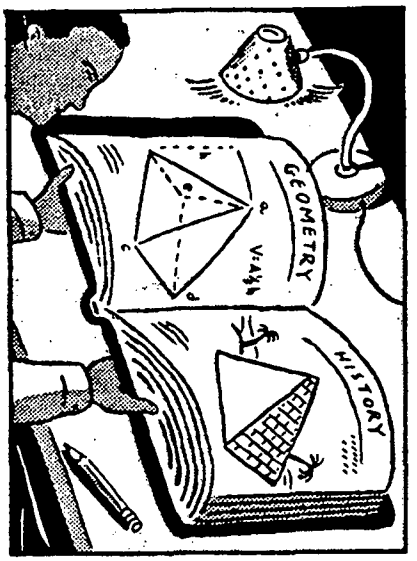
Indeed, distribution requirements constitute a way of avoiding questions on the relative merits of an extra semester of history or a computer literacy requirement. They simply ratify existing academic turf lines by saying that students must take something from everyone.

By the early 1980's the essential mindlessness of distribution requirements became apparent, and curriculum discussions changed. Faculties began to add requirements that students demonstrate certain skills, like writing and calculating, or that they take courses that will expose them to feminist thought or a nonwestern culture.

Still missing from the debate, though, is a willingness to look for connections across subject areas and grapple with the fundamental issue of what it means to be an educated person in a technological society.

There are some exceptions. Brooklyn College requires its undergraduates to work their way through a series of 10 core courses with readings ranging from Descartes to African culture. Michigan State University will soon start requiring graduating seniors to engage in a "capstone" experience making connections between the courses they took in previous years.

By and large, though, as the National Endowment declared, most



Michael Klein

colleges have yet to think through the way in which the humanistic traditions — of which they are presumably the trustees — relate to the rest of human knowledge.

Mrs. Cheney asserts that faculty members have "politicized" their research and teaching. "The key questions are thought to be about gender, race and class," she says.

Another reason may be that faculty members, even those in the humanities, have simply stopped asking fundamental questions. Most major philosophy departments, for example, are dominated by analytic types who are more interested in examining language than in raising questions about the meaning of life.

One who shares this belief is Frank Rhodes, the president of Cornell University. "Traditional liberal arts courses have lost much of their ability to exert a transforming and enriching influence on students of humanity, and the humanities have become unattractive to many students," he said recently.

"Many of those who profess to be humanists devote their lives to areas of high abstraction, decoding texts and deconstructing poems while the larger issues of the world and humankind's place in it elude them. With notable and commendable exceptions, humanists are not demonstrably more wise, more committed, more humane than their neighbors."

If this is true, it should come as no surprise that the public is looking beyond the academic environment to satisfy its craving for culture.

FILE COPY

The Denver Post, September 13, 1988

Cultural emphasis comes off the campus, into the community

BILL HORNBY

IN 1970, Americans spent less than half the money to attend cultural events that they did to watch sports. But in 1986, total cultural spending was more than for sports, by $3.4 billion to $3.1 billion.

This turnaround is reported by Lynne T. Cheney, our Wyoming's gift to the national cultural scene as chair of the National Endowment for the Humanities. The American public's interest in history, literature and other humanities topics has undergone a "remarkable blossoming," Cheney says in a new report to the government and the people entitled "Humanities in America."

This public enthusiasm has not been matched on the nation's campuses, where only one in 16 students majors in the humanities today, compared to one in six two decades ago. And increasingly, academic study of the humanities is directed to only small groups of scholars.

The growing isolation of higher education faculty from the public is part of this bad news on the humanities scene. Their emphasis on publishing as opposed to teaching, an overspecialization on research, and "new approaches to the humanities that treat great books as little more than the political rationalizations of dominant groups" all contribute to this disturbing weakening of higher education.

But there is a growing "Parallel School" of programs by museums, libraries, historical societies and state humanities councils. This new school is now "so extensive that . . . cultural institutions like museums, once the province of the few, are fast becoming schools for the many."

Twenty-five million Americans take part every year in exhibitions, lectures and other programs sponsored by state humanities organizations. The number of historical organizations has doubled in the last 20 years, bringing the nationwide total to nearly 10,000.

Cheney believes "the remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades."

The sheer variety of the activities, the American habit of regarding ourselves as "practical" unintellectual people, and our tendency to "focus on on how far we have to go before all Americans know as much as they should" are factors in our failure to recognize the popular interest in culture, Cheney suggests.

"But concentrating on what we do not know does obscure the fact that millions of adults are anxious to learn; indeed they are learning everyday in a multitude of ways." Cheney came to this conclusion after consulting advisory groups of scholars, authors, film and television producers, and museum professionals around the country in preparing her report.

These "Parallel School" public programs are becoming ever more varied and intellectually rigorous, Cheney finds, "more demanding, more enriching — indeed more worthy of support." This includes not only public financial and attendance support, but content and participation support from higher education.

The "Parallel School" of museums and historical societies cannot be an alternative school, Cheney notes, because "it cannot provide the coherent plan of study, the overarching vision of connectedness, that our schools and colleges can."

The outside parallel school and the inside academy need each other if both are to flower, Cheney believes. She quotes philosopher Charles Frankel that "when humanistic scholars have been persuaded that they really are part of the larger community, they have also made the largest contributions to their own disciplines. Plato, Machiavelli, Erasmus, John Locke, Diderot, James Madison, Ralph Waldo Emerson are not remembered for being intellectual recluses."

Cheney's findings about the blossoming of interest in the humanities and cultural institutions are verified in the mountain West — witness the increased attendance at the Denver Museum of Natural History, the Denver Art Museum, the Colorado History Museum or the statewide network of exhibits and programs offered by the Colorado Historical Society.

"It is hard to feel alienated," Cheney concludes, "from a society in which citizens gather in small New England towns to study Latin and Greek; in which they gather in small towns across the nation to read Plato and Rousseau, Sophocles and Thoreau. It is hard to feel alienated from a culture where Hispanic heritage is studied in New Jersey, the experience of black Americans explored in Arkansas, the culture of China examined in Montana and Oklahoma."

It's also hard to feel alienated when the facts show the life of the mind is alive and well among the ordinary folk, if not on campus or in presidential campaigns!

Bill Hornby, whose column appears Tuesdays, Thursdays and Sundays, is senior editor of The Denver Post

FILE COPY

TUESDAY, SEPTEMBER 20, 1988

The Washington Times

COMMENTARY

SUZANNE FIELDS

What college tuition can yield

While George Bush and Michael Dukakis argue over the best way to pay for a college education, it might reward the rest of us to look at exactly what we're paying for.

At Barnard College in New York City, for example, one of the three most expensive colleges in the country, where the total costs for a school year run over $17,000, a freshman seminar is mandatory. The requirement can be fulfilled by one course called "Seduced and (sometimes) Abandoned." This theme draws on "victims' reactions in selected works drawn from Antiquity to the present" including selected "excerpts from the Bible."

A "Women in Literature" course also fulfills the requirement. The catalog mentions only two special texts: "The Awakening," by Kate Chopin, and "Dora: Analysis of a Case History of Hysteria," by Sigmund Freud.

At Columbia University, Barnard's brother school, a popular professor turned away dozens of freshman and sophomore students who wanted to enroll in his class to read the plays of William Shakespeare. The lecture space was too small. The professor apologized, barely controlling the rage in his voice, explaining that too many professors had gone off to teach graduate students, and too many administrators were expanding their offices.

At Tulane University in New Orleans, "the Harvard of the South" (Tulane students sometimes wear T-shirts remarking on "Harvard — Tulane of the North") the first assignment in a mandatory freshman writing class was an essay by Alice Walker called "In Search of Our Mothers' Gardens." One of four choices for a writing assignment was "a creative analysis" of three generations of women — "your grandmother, mother, and self."

When several young men in the class complained that such an assignment was prejudiced against them, the professor told them that life had been easier on men: "You've had keys to your own rooms." They would get their turn to read Ralph Waldo Emerson, a dead white American male, later in the term, though it was not clear whether his essay would precede or follow one by Gloria Steinem, the noted live feminist classicist.

These examples, based on my own informal surveys of students and catalogs, could be aberrations or idiosyncratic academic anomalies, but, alas, a new report by Lynne V. Cheney, chairman of the National Endowment for the Humanities, suggests that they're typical.

Mrs. Cheney, lamenting the decreased enrollment in college humanities courses, says many scholars have reduced the study of humanities to politics, replacing general insights into the human condition with narrow, trendy interpretations of gender (i.e., sex), race and class. An essay by Alice Walker, in this intellectual construction, passes for an academic "threefer" — the author is a contemporary black, a woman and she grinds the correct political axes.

University "scholars" must share in the blame, too. They have taken the awe out of academic life.

Is it any wonder that fewer students major in the humanities? Between 1966 and 1986, when the number of bachelor's degrees awarded increased by 88 percent, the number of those majoring in the humanities declined by 33 percent. Foreign language majors dropped by 29 percent; English majors, by 33 percent; philosophy majors, by 35 percent; and history majors by 43 percent.

The conventional wisdom holds that vocational, money-making interests of college students account for such declines. Surely that's part of it. But this new report is clear evidence that university "scholars" must share in the blame, too. They have taken the awe out of academic life.

Arcane research tasks have replaced a love for learning. Satirists practice a dying art when serious papers delivered at learned conferences have titles such as "Written Discourse as Dialogic Interaction," or "Abduction, Transference and the Reading Stage."

While many professors force feminist, Marxist and Freudian interpretations of literature, others in prestigous institutions such as Yale University, ignore *any* connections between the history of the time and an author's life and work. References to a reality outside the literary work are ridiculed. All meaning is suspect.

Americans, says Mrs. Cheney, crave cultural information. She cites the "remarkable blossoming" of public interest in what Alexis de Toc-

Continued

FILE COPY

queville called "the pleasures of the mind." Americans are buying books, visiting art galleries, attending adult courses at museums and libraries in increasing numbers.

But as the costs of college soar, students are short-changed.

When the freshmen at Tulane eventually read "The American Scholar" by Mr. Emerson, they will get a glimpse of what they might have had. Colleges, writes Mr. Emerson, can only serve us "when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires, set the hearts of their youth on flame."

What we've got now is close to an intellectual flameout.

Suzanne Fields, a columnist for The Washington Times, is nationally syndicated.

FILE COPY

MONDAY, SEPTEMBER 19, 1988
THE CHRISTIAN SCIENCE MONITOR
IDEAS
19

RUSHWORTH M. KIDDER

Have US universities flunked out on the humanities?

The modern American university is in a perilous state. Never mind that students still scramble for admission, that parents still pay rising tuition bills, that overseas students still enroll in droves, and that good careers still depend on college degrees. Look, instead, at the serious questions being asked by the public at large. Do our graduates really know what they should know? Can they think clearly? Are they ready for the world of work?

That the answers are too often in the negative is evidenced by the hundreds of other educational institutions – seminars, training programs, think tanks, research institutions – growing up alongside the university and gnawing away at its turf. Why? Because the university too often lacks the staff, the equipment, or the desire to provide the education needed by other sectors of society.

If this were simply a problem in the sciences (where academic facilities can be obsolete before they're even built) or the social sciences (where research firms spring up to focus on specialized areas of little interest inside the academy), it would be serious enough. But now comes a report from the National Endowment for the Humanities about yet another area where the university has ceded its role: the transmission of culture through literature, philosophy, and history.

Written by endowment chairman Lynne V. Cheney and based on consultation with experts in the humanities, this well-crafted report (titled "Humanities in America") brings together two sets of facts. The first, concerning the university, is grim indeed. Mrs. Cheney points out that:

- From 1966 to 1986, while the awarding of bachelor's degrees increased by 88 percent, the number awarded in the humanities fell by 33 percent.
- In 1965-66, 1 in 6 college students majored in the humanities; in 1985-86 the figure was 1 in 16.
- This year you can earn a bachelor of arts degree from 37 percent of the nation's colleges and universities without taking *any* course in history, from 45 percent without studying American or English literature, from 62 percent without philosophy credits, and from 77 percent with no foreign language.

Western society is rapidly outgrowing the age of the specialist.

Continued

FILE COPY

Continued from previous page, The Christian Science Monitor, September 19, 1988, "Have US universities flunked out on the humanities?"

Does this mean that the humanities – which Cheney at one point defines as "those areas of study that bring us the deeds and thoughts of other times" – have outlived their usefulness? Not at all. That's what's so interesting about her second set of facts, showing that:

- Total spending for admission to cultural events in the United States, which in 1970 was less than half the amount spent on spectator sports, now exceeds sports admissions spending by about 10 percent.

PERSPECTIVES

- Some 25 million people participate in programs sponsored by state-based humanities councils each year.
- Attendance at events such as library reading programs, Shakespeare festivals, and museums is growing, with the National Gallery of Art in Washington showing a 660 percent increase in visitors since 1957.
- Television documentaries based on literary or historical figures are particularly popular, and book sales are increasing even as television grows.

There is what Cheney calls a "parallel school" for the humanities. It fills a hunger that often goes unmet by the academic curriculum – a hunger for answers to some of the largest questions posed by human experience – how best to live; what most matters; what is man's relation to society, God, and the universe; what is true and beautiful?

That's not a hunger satisfied by footnotes, specialized interpretations, or critical disquisitions. It needs a generalist's breadth. Yet within the academic community, writes Cheney, "as specialization becomes ever narrower, the humanities tend to lose their significance and centrality. The large matters they address can disappear in a welter of detail."

And that, in the end, is the significance of this wise and worthwhile report. It's about a lot more than just the humanities. It's about the fact that Western society is rapidly outgrowing the age of the specialist. Some universities, glimpsing that fact, are moving into interdisciplinary approaches that put a premium on wholeness, comprehensiveness, and scope. In that, the humanities should be leading the way. Where else, after all, will we learn that man cannot live by specialist knowledge alone?

A Monday column

FILE COPY

New York City Tribune
NEW YORK, NEW YORK
D. 71,500

SEP 21 1988

BURRELLE'S

STEPHEN GREEN

Figures Prove It — America Is in the Midst of A Cultural Revolution

WASHINGTON

This news will come as a shock to those who view the United States as a cultural wasteland. When Americans ante up these days they are putting more money into culture than into sports.

That may be heresy to Pete Rozelle and others who have it as an article of faith that Americans prefer to spend Sunday afternoons watching professional football on the tube than contemplating a work of art. But, if figures don't lie, the United States is in the midst of a cultural renaissance.

According to a revealing new report from the National Endowment for the Humanities, millions of citizens throughout the nation are engaged in the pursuit of serious culture.

What endowment Chairman Lynne V. Cheney describes in the report as a "remarkable blossoming" of interest in history, literature and the arts is documented by a surprising set of numbers. In 1970, Americans spent $1.1 billion to attend sporting events, compared to a mere $500 million for cultural activities. By 1986, however, $3.4 billion was expended on cultural events, outstripping the $3.1 billion spent on sports.

Culture's growing popularity is not confined to the urban centers that house the major museums, theaters and concert halls. To be sure, museum attendance has risen dramatically. During the last decade, for instance, visitors to the National Gallery of Art here soared 600 percent. Of far more significance is what has been going on at the grass roots.

A few weeks ago, on a summer evening in Huron, N.D., hundreds of people gathered to hear a historian lecture about Elizabeth Cady Stanton, the pioneering 19th century feminist.

According to the endowment report, the event in Huron is not an isolated case. Every year, approximately 20 million Americans have been participating in programs organized by state humanities councils to learn more about history, literature and philosophy. Across the country, librarians in big cities and small towns have been bringing scholars together with readers.

In their "pursuit of happiness," countless Americans have made quiet decisions that serious art and thought do matter. Trivialities continue to dominate so-called popular entertainment. But when millions deem it worthwhile to address serious questions, there is no need for overly pessimistic thinking about a national decline.

Indeed, with so many interested in serious thinking, the politicians who prefer to campaign in television "sound bites" may be forfeiting significant support in failing to address substantive issues.

Ironically, the endowment report makes clear that the cultural flowering could be brighter, were it not for some lamentable aspects of education in the nation's colleges and universities. A major reason why most students narrowly pursue vocationally oriented studies is that the teaching of the humanities is not encouraged.

As Cheney observes, "At the same time that public interest in the humanities has grown, study of these disciplines has declined among formally enrolled students."

Only one of 16 students majors in the humanities.

It is astounding that at nearly 80 percent of the nation's colleges, a student may graduate without taking one course in the history of Western civilization. It is more appalling that not a single course in American history is required at more than 80 percent of the institutions of higher education.

> "According to a revealing new report from the National Endowment for the Humanities, millions of citizens throughout the nation are engaged in the pursuit of serious culture."

Such a dismal intellectual path leads to the destruction of Western intellectual traditions as well as eroding the credibility and effectiveness of academia. In the real world, fortunately, Americans have been enriching their lives with real culture.

Torrid romances remain hot items in the bookstores and soap operas continue to draw large television audiences. But such serious fare as Alan Bloom's book, *The Closing of the American Mind*, and public television's interviews with scholar Joseph Campbell on the power of mythology are increasingly popular.

These trends and others cited in the Cheney report indicate the development of a welcome phenomena — a broad-based striving for excellence in America.

Stephen Green is managing editor of Copley News Service's Washington, D.C., bureau.

FILE COPY

THE NEW YORK TIMES, SUNDAY, SEPTEMBER 25, 1988

Ideas & Trends

A 'Minute of Hatred' in Chapel Hill

Academia's Liberals Defend Their Carnival of Canons Against Bloom's 'Killer B's'

By RICHARD BERNSTEIN

IN some respects, the scene in North Carolina last weekend recalled the daily "minute of hatred" in George Orwell's "1984," when citizens are required to rise and hurl invective at pictures of a man known only as Goldstein, the Great Enemy of the state.

At a conference on the future of liberal education sponsored by Duke University and the University of North Carolina at Chapel Hill, speaker after speaker denounced what they called "the cultural conservatives" who, in the words of a Duke English professor, Stanley Fish, have mounted "dyspeptic attacks on the humanities."

There were no pictures of these "cultural conservatives" on the wall, but they were derided, scorned, laughed at — and, from time to time, taken seriously. Among the targets were William J. Bennett, the recently departed Secretary of Education, and Allan Bloom, author of the best-selling conservative lament called "The Closing of the American Mind." Including for good measure the Nobel Prize-winning novelist Saul Bellow, Prof. Mary Louise Pratt of Stanford said that at her university the three men are known as "the killer B's." Mr. Bellow wrote a foreward to Mr. Bloom's book. The enemies' list also included E. D. Hirsch Jr., whose book "Cultural Literacy" ends with a list of the concepts, ideas and events that he believes all educated Westerners should know.

What has roiled the academic calm, making uncivil libertarians of normally sedate humanities professors? With the stunning public success of the Bloom-Hirsch-Bennett school, the meeting in North Carolina was a kind of counterattack against a counterattack, a reaffirmation of the trends that were popular in the 1960's but that have been dismissed by the conservatives as cranky, muddled, guilt-ridden denials of the unique greatness of Western culture.

In the face of an announcement that Mr. Bennett and Mr. Bloom planned a foundation to promote Western classics in colleges and universities, the conference's participants denounced what they said was a narrow, outdated interpretation of the humanities and of culture itself, one based, they frequently pointed out, on works written by "dead white European males."

The message of the North Carolina conference was that American society has changed too much for this view to prevail any longer. Blacks, women, Latinos and homosexuals are demanding recognition for their own canons. "Projects like those of Bennett, Hirsch and Bloom all look back to the recovery of the earlier vision of American culture, as opposed to the conception of a kind of ethnic carnival, or festival of cultures or ways of life or customs," Professor Fish said.

A report issued this month by the National Endowment for the Humanities was among the targets of the one minute of hate. "The Humanities in America," written by Lynne V. Cheney, the endowment's chairwoman, concluded that humanities enrollments in universities are down because so many departments have undertaken "new approaches to the humanities that treat great books as little more than the political rationalizations of dominant groups."

'Other' Cultures

Professor Fish viewed it a different way. "The thing that strikes me about the Cheney report is that it presents as something national and even universal what is in fact a particularly narrow and, finally, local sense of culture," he said. Mr. Fish acknowledged that the report says that students should also be encouraged to learn about other cultures, but he dismissed the recommendation as an afterthought. To the conservatives, he said, "'Other' means that stuff that you can take a look at if you have time left over from the serious business."

Many of the conference's participants heralded the importance of writings from what they regard as suppressed parts of American culture particularly the contributions of "marginalized" people — women, blacks, homosexuals and others.

Continued

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Continued from previous page

The conference buzzed with code words. When the speakers talked about "the hegemonic culture," they meant undemocratic domination by white men. The scholars particularly scorned the idea that certain great works of literature have absolute value or represent some eternal truth. Just about everything, they argued, is an expression of race, class or gender.

Charges of Determinism

Of course, it could be argued that Mr. Bloom and his sympathizers never intended to dismiss other cultures as unimportant. Few universities actually leave out black or female writers from their American literature courses anymore.

But the scholars gathered in North Carolina believe that, at bottom, the conservatives do not respect the non-white contribution to American culture. At the same time, the people identified as conservatives argue that the stress on race, class and gender is too deterministic; they see it as basically a Marxist analysis that denies the capacity of great minds of whatever race or sex to transcend their circumstances and say something of universal relevance about the human condition.

"I have the conviction that great literature, no matter whom it is written by, speaks to transcendent values that we all share, no matter what our time and circumstance," Mrs. Cheney said in a telephone interview. "The real question concerns the core curriculum: What does everybody have to study? In my view, every student has to study Western culture and non-Western culture."

There is everything to be gained, she said, from studies by and about women, blacks and other elements of American culture. Still, she maintained that American history and values derive primarily from the great thinkers of Europe, and not from Asia or Africa. "On the West," she argued, "the first responsibility is to ground students in the culture that gave rise to the institutions of our democracy."

FILE

The Cincinnati Post
CINCINNATI, OHIO
D. 115,718

SEP 16 1988

BURRELLE'S

Claudia Winkler

Humanities, U.S.A.

Lynne Cheney has again justified the existence of the National Endowment for the Humanities, this time with her report to the president, the Congress and the American people on the "Humanities in America."

The report is valuable both for its good news and its bad news. Its epigraph is from Alexis de Tocqueville's "Democracy in America":

"Imagine a democracy prepared by old tradition and present culture to enjoy the pleasures of the mind."

Mrs. Cheney, chairman of the endowment, imagines such a democracy — and to a surprising degree she finds it.

Thus, undaunted at discovering that the average American adult watches television over 30 hours a week — six hours *more* than the average child — she learned from her advisory panel and from forums around the country that television has positive aspects.

It informs people through vivid images of astounding variety. It democratizes the arts and humanities, bringing them into millions of homes. A TV adaptation of Mark Twain's "Pudd'nhead Wilson" may have attracted fewer viewers than Cosby, but its audience of 6 million was many times more than all Twain's novels sold during his lifetime.

And the TV image doesn't displace the written word.

Book sales have increased 400 percent in the last 40 years, and per capita library circulation is stable. Television "is a friend to the book," prompting huge sales of great works adapted for TV.

Then there is good news about what Mrs. Cheney calls "the parallel school" — museums, libraries, educational television, state humanities councils and historical and cultural associations of all sorts, which are undergoing a renaissance.

One measure of this is Americans' spending for admission to cultural events: It was less than half that for sports events in 1970 — but 10 percent more than for sports in 1986. Moreover, these institutions are raising their standards of scholarly rigor as their popularity increases.

Meanwhile, the depressing news all comes from the academy.

Excessively specialized and politicized on college campuses, subjects like history, literature, languages and philosophy attract fewer and fewer undergraduates. Twenty years ago, one out of six undergraduates was majoring in the humanities; now, one out of 16 does.

Where colleges once made it their mission to ground students in a coherent liberal curriculum, to give them an intellectual framework into which would fit the learning of a lifetime, few now seek to impart any sense of "the connectedness of things."

With teaching devalued in favor of arcane scholarship, Mrs. Cheney writes, too few professors are able to reveal to students why learning matters.

Her own view is that "what gives the humanities their abiding worth are truths that pass beyond time and circumstance; truths that, transcending accidents of class, race and gender, speak to us all."

Mrs. Cheney drives this point home with a marvelous quotation from a talk by poet Maya Angelou, remembering her girlhood in Stamp, Ark.

Miss Angelou, already at 12 a lover of word music, decided to "render" a poem before the congregation at church, as other girls did. She told her grandmother that she had chosen Portia's speech from Shakespeare's "Merchant of Venice." But her grandmother decreed that that would never do, she must choose a black poet.

Maya complied, but she never lost the habit "of stepping back into Shakespeare." She told her audience in Cedar Rapids, Iowa, in 1985:

"Whenever I like, I pull him to me. He wrote it for me. 'When in disgrace with fortune and men's eyes, / I all alone beweep my outcast state, / And trouble deaf heaven with my bootless cries, / And look upon myself and curse my fate, / Wishing me like to one more rich in hope, / Featured like him, like him with friends possess'd / Desiring this man's art and that man's scope, / with what I most enjoy contented least...' Of course he wrote it for me; that is a condition of the black woman. Of course, he was a black woman. I understand that. Nobody else understands it, but I *know* that William Shakespeare was a black woman. That is the role of art in life."

Claudia Winkler is editorial page editor of The Post.

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75 EAST NORTHFIELD ROAD / LIVINGSTON / NEW JERSEY 07039
(201) 992-6600 / (800) 631-1160

TV CLIPS

DATE September 21, 1988
TIME 5:00-6:00 PM
STATION WUSA-TV(CBS) Channel Nine
LOCATION Washington
PROGRAM Eyewitness News

NIELSEN AUDIENCE 281,000

Andrea Roane, co-anchor:

A ruckus has been raised by a National Endowment for the Humanities report on the state of the humanities in America. Not many young people are studying literature, history, philosophy or languages anymore, says the report. Don Torrance went to see if this means the end of American culture as we know it.

Don Torrance reporting:

(Film clip shown of a play scene.)

Performing or pondering? Humanities embrace what it means to be human. But what more and more college students seem to want to know is: What does it take to make a living? The number of students of the humanities is down. In business studies, the number is up. Humanities studies, says the endowment report, have gotten too specialized, too politicized, too isolated. Report author Lynne Cheney has gotten some attention to the issue of culture in America.

Lynne Cheney (Chmn., Nat'l Endowment for the Humanities): One typical kind of reaction is for colleges and universities to say: Well, it may be true other places, but it's not true here.

Torrance: If, indeed, there are too many people who worry that the search for knowledge, beauty and excellence won't equal an office with a window and a healthy investment portfolio, there are also people bucking that trend.

We found one of them here on the campus of George Mason University. Mary McGurk works full time and is in school studying for her Bachelor's Degree in English. Hers is a course of study close to the classical. It even includes Latin. Friends question the value of her study, but she is following a love of literature instilled years ago by a special teacher.

Mary McGurk (English Major); He sparked my curiosity, and I thought: I want some of that. I want--I want to feel good about what I am pursuing my studies in, and English is it. I just really enjoy it.

Torrance: Dr. Paul D'Andrea, a Robinson professor of English and Theatre, says even academics who seem too wrapped up in research can learn to share their love of subject with eager students.

Dr. Paul D'Andrea (Professor, English & Theatre): You escape from the boundaries of consumerism, acquisition, gratification, because you've found something which is more intriguing. Oftentimes--that something more

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TV CLIPS

intriguing is also, curiously, beautiful.

Torrance: Cheney believes the new centers of cultural enthusiasm in America are not the campuses, but the nation's museums, concert halls and historical societies. She calls them parallel schools. I asked her if she thinks too many students and their families are eager to get degrees that will provide them with vocations.

Cheney: . . . and most people, I think, make that more direct connection. If I major in business, I am more likely to be able to make this college education pay off in monetary terms. I think that's probably a shortsighted way to look at an education. There are some very convincing studies that show how well liberal arts graduates do in the business world. For example, you develop a kind of perspective, a kind of judgment.

Torrance: Cheney believes what she has seen is not the decline of American culture, but a dip in a cycle--a cycle we could all identify if only we knew our own history a little bit better. Don Torrance, Eyewitness News.

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75 EAST NORTHFIELD ROAD / LIVINGSTON / NEW JERSEY 07039
(201) 992-6600 / (800) 631-1160

TV CLIPS

DATE September 13, 1988
TIME 6:00-8:00 AM MT
NETWORK CBS
PROGRAM CBS This Morning

NI[illegible] AUDIENCE 2,515,53[illegible]

Harry Smith, co-host:

Cultural life in America is blooming, says a new report by the National Endowment for the Humanities. And television is actually helping, the report says, by making arts and culture available to millions. The Endowment, which fosters the development of literature and related studies, also found that, in 1986, people spent more money on cultural events than on sporting events. Suprised? Joining us live, from Washington, is Lynne Cheney, Chair of the National Endowment for the Humanities. Good morning.

Lynne Cheney (National Endowment for Humanities): Good morning. How are you?

Smith: Very well. We live in a time when we're so--practical is a word that, that comes to mind--and we also think of cost performance and whatnot and education. Are there practical reasons why there, there maybe should be a greater emphasis on the humanities in our schools and colleges?

Cheney: I think that many people are finding in their afterschool life that studying subjects like history and literature give you a perspective, not only on your personal life, but on your professional life. They help you build a kind of perspective and judgement that are useful when you have to make complex and subtle decisions--decisions that have moral overtones to them. So I think there really is a, a practical value, though it's, I think, perhaps not the one we should emphasize so much.

Smith: Yeah, but with this explosion in people going to museums and to concerts, and this great new appreciation for the arts, and people reading books, how is it that colleges--for instance, fewer and fewer humanities majors, fewer and fewer courses even offered. How, how can that be?

Cheney: The statistic, I think, that's most striking is that, twenty years ago, one out of every six students was majoring in the humanities. Now, it's one out of sixteen, while one out of four is majoring in business. I think part of the reason may be the high cost of higher education. When parents and students are looking at tens of thousands of dollars in tuition bills, they're looking for that quick fix. They're looking for that entry into the first job, and they say, 'Ah hah! Business is the way to do that.' I think that may be shortsighted, as the best preparation for a long career are studying those--is studying those disciplines like history and literature that do give you perspective and judgement and a curiosity that will help you prepare for many different jobs which most people will have in a lifetime.

Smith: They--how do, how do we ring the bell, though, to make that, that, that sound clear to people that those kinds of things are important? I'm a liberal arts graduate. When college--and when college kids ask me about

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getting into this business, for instance, I say it's the greatest background in the world, and yet people really, it seems, want to get into the professional schools, always.

Cheney: No, that's a, that's a good question. One of the things that's happened in colleges and universities--coming out of the 1960s, in particular-- the whole idea of requirements was abandoned, and so now you have a situation in which you can graduate from three quarters of the colleges and universities in this country without studying foreign languages, from 80 percent without studying Western civilization, from 83 percent without studying American history. So students aren't introduced to these disciplines. I think they don't learn how fascinating and interesting and valuable they can be. Our schools also are doing a less than adequate job of teaching subjects like history.

Smith: Where should the leadership role in that be, then, to get schools to do a better job with that?

Cheney: Well, college faculties, administrations, are the key decision makers, in terms of what the curriculum is, in terms of putting requirements in. But one of the things that we should do is be smarter consumers. A recent survey I read pointed out that, when most people choose a college, they look at factors like prestige and environment. They don't ask themselves, 'What is the course of study? What is the curriculum?' It seems to me that, before investing in a, in an education, before investing precious time and, and hard earned dollars, it would be very wise for all of us to ask what we're getting in return. That, I think, would be the most important course for change.

Smith: Lynne Cheney, we thank you so much for joining us this morning, and appreciate the report, as well.

Cheney: My pleasure. Thanks.

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RADIO CLIPS

DATE September 13, 1988
TIME 5:00-9:00 AM MT
NETWORK National Public Radio
PROGRAM Morning Edition

Bob Edwards reporting:

In 1985 Congress instructed the National Endowment for the Humanities to report every other year on the state of the humanities. "Humanities in America" is the second of those reports. Lynne Cheney, who chairs NEH, says the remarkable blossoming of the humanities in the public sphere is one of the least noted though one of the most important cultural developments of the last few decades. Cheney says the scope of this blossoming is a surprise even to her.

Lynne Cheney: We've spent a lot of time at the Endowment looking at our schools, for example, and it's quite clear that history, literature, and philosophy are not being well taught or well learned in our schools, and so for me to begin to gather statistics and to find evidence that there is a growing public interest in connecting up with the past was really quite a surprise to me.

Edwards: People go on some self-improvment jag?

Cheney: Well, I think that's part of it. I wonder, and this is just speculation, does the fact that we've been through a number of bicentennials recently have something to do with it, with increasing historical awareness? What seems to have happened is that people understand how interesting reading about the past can be, how compelling great literature can be.

Edwards: Could it be that they have more leisure time or perhaps more money to spend on those opportunities that cost some money?

Cheney: Well, one of the statistics that I came across that's not in the report is about the decreasing amount of leisure time, and then you find that leisure time, of course, is being filled with television. So again, these all argue against the phenomenon that is clearly happening, but it is happening. We don't just laze around any more. We read a good book when we have few minutes.

Edwards: Well, you mentioned television. Television is a factor in this increase.

Cheney: Public television certainly is. When you have someone like Bill Moyers putting on a six-part conversation with scholar Joseph Campbell about mythology, the results reverberate throughout the society. Three of Campbell's books are now on the best-seller list as a result.

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Edwards: An astonishing statistic in this report, two years ago Americans spent more to attend cultural events than to attend sporting events.

Cheney: This is from Statistical Abstracts of the United Sates, and that is a definition of culture that's very broad. I mean, that includes about everything you can think of that isn't sports that people might want to pay to get into, your local high school production, for example. But the thing that is important is the long-term trend. In 1970 people were expending half to attend events like this, half of what they were spending to attend sporting events. In 1985, '86, and '87 I've discovered since the report, the spending to attend--how did Statistical Abstracts put it? To attend legitimate theater, operas, and other entertainments by non-profit organizations has been above that to attend spectator sports events, and, of course, many of those cultural events that we talk about in the report are free. The National Gallery of Art, where statistics show an increase in attendance of six hundred and sixty percent over the last thirty years, people don't even have to pay to get into that.

Edwards: But when you see how that's reflected on television, it's a whole different picture. I mean, the number of people drawn to a football game versus the number of people drawn to a documentary.

Cheney: That's true, and I would be the last to deny--I don't want to blame it on football here, but I think we need to be realistic about what the report says. There is still a lot of triviality in our society. You can see it if you pick up a weekly television guide. You can see it if you go to a bookstore, but there's something happening out there in terms of the growing interest in serious culture.

Edwards: How much of this blossoming of the humanities is restricted to the cities? What's available in rural areas and the small towns?

Cheney: One of the most moving events that I attended in the process of preparing this report was in Huron, South Dakota, where the Chautauqua has been revived, and they had a number of scholars participating in a tent show. I attended the evening that a scholar from California portrayed Elizabeth Cady Stanton. The group--the tent was filled to overflowing. They had to set up extra chairs outside the tent. People asked good questions, they hadn't come to this event unprepared, so it's not just the Eastern seaboard. It's not just large cities. It's in small towns, too. One of my favorite examples of good work that's going on in small towns has to do with the Vermont Humanities Council, which sponsors programs in Greek and Latin for people in little towns like Woodstock, which is reaching out to newly literate adults in the little town of Stowe in Vermont. So, there are things happening in small towns, not just in big cities.

Edwards: On the down side, the condition of the humanities as taught in the schools, on college campuses was...

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RADIO CLIPS

Cheney: That's true. The decline in enrollments, the decline in majors particularly, has been startling over the past twenty years. Twenty years ago, one out of every six students on our campuses majored in the humanities. Now the figure is one in sixteen. One out of every four students is majoring in business, and it's a pretty narrow view of career training, I think. That happens to be my opinion. I think that studying the humanities, dealing with the kinds of hard questions that you have to deal with when you study philosophy, and history, and literature in serious ways is the best kind of training for the subtle and complicated decisions people do have to make in professonal lives nowadays, but that connection isn't as clear to students and their parents, who are facing huge tuition bills, as it perhaps should be.

Edwards: Well, based on what you've learned in this report, do you have any recommendations?

Cheney: I am hoping that the increasing number of people out there who are seeing the importance of history, and literature, and philosophy in their own lives will become a force for bringing about change in our schools. We looked at one survey that asked people what it is they looked for when they chose a college, and the factors listed were the prestige of the institution, the environment of the institution. Nobody mentioned the course of study, what the curriculum is like. I think if we had more intelligent consumers of higher education, it would help improve our colleges and universities.

Edwards: So you're not so encouraged by this proliferation of the humanities that you want to disband the Endowment?

Cheney: No, not at all. In fact, the Endowment makes many of the important public programs that we talk about in the report possible. The Endowment also supports very fine research that's going on on campuses. Much research today, and I heard this frustration expressed by scholars across the country, has become too specialized. Scholars find themselves having to publish in very specialized ways that don't relate to large audiences in order to get ahead in their profession. But there are also scholars out there doing very sound and important work, really rescuing the past and making sure it's available to future generations, and the Endowment is very proud that we're able to support that.

Edwards: Lynne Cheney chairs the National Endowment for the Humanities. NEH has released "Humanities in America: A Report to the President, the Congress, and the American People."

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MEDIA ADVISORY

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NEH-88-047-A

HUMANITIES ENDOWMENT CHAIRMAN TO VISIT ABILENE

On Friday, September 30, 1988, Lynne V. Cheney, Chairman of the National Endowment for the Humanities and author of Humanities in America, a critical report on the current state of American culture, will be addressing the Abilene Rotary Club and speaking at a seminar at Hardin-Simmons University.

Humanities in America reports on a remarkable blossoming of public interest in history, literature and the other humanities as increasing numbers of Americans are buying books, visiting museums and joining cultural groups. At the same time, the report notes that enrollment in college humanities courses has fallen dramatically in the past 20 years.

Mrs. Cheney will address the Rotary Club at a noon luncheon at Brier Stone Manor, 101 Eplens Court and will be available for interviews shortly after 1 p.m. At 3 p.m. she will be the main speaker at "Education and the Humanities," a seminar held at Moody Center, Room 208 at Hardin-Simmons University. Both events are OPEN TO THE PRESS.

For more information or to arrange an interview, please call Robin Latham at 202/786-0449.

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NEH-88-048-A

HUMANITIES ENDOWMENT CHAIRMAN TO VISIT DALLAS

On Thursday, September 29, 1988, Lynne V. Cheney, Chairman of the National Endowment for the Humanities and author of Humanities in America, a critical report on the current state of American culture, will be speaking at Richland Community College and receiving the Woman of Achievement medal from Texas Woman's University in Denton.

Humanities in America reports on a remarkable blossoming of public interest in history, literature and the other humanities as increasing numbers of Americans are buying books, visiting museums and joining cultural groups. At the same time, the report notes that enrollment in college humanities courses has fallen dramatically in the past 20 years.

Mrs. Cheney will be available for interviews throughout the day of September 29th and during the morning of September 30th. For more information or to arrange an interview, please call Robin Latham at 202/786-0449.

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NEH-88-049-A

HUMANITIES ENDOWMENT CHAIRMAN WILL TRAVEL TO DENVER

Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), will be in Denver on the morning and afternoon of **Friday, October 7.**

Dr. Cheney is the author of NEH's just-released study of the state of American culture, Humanities in America, which reveals a "remarkable blossoming" of public interest in subjects such as history, literature and philosophy and describes dramatic increases in book buying, museum attendance and other types of cultural activities. Dr. Cheney's report also points out disturbing trends in the study of the humanities on college campuses, such as an emphasis on publishing as opposed to teaching, overspecialized research and a tendency to view the great books as little more than political documents.

Since its release on September 11, Humanities in America has been featured prominently in the news and opinion sections of newspapers across the country and on network television and radio programs.

Last April Dr. Cheney met with faculty and administrators at the **University of Denver** in one of a series of regional forums to gather information used in Humanities in America.

For more information or to schedule an interview contact John McGrath or Mary Chunko at 202/786-0449.

The National Endowment for the Humanities is an independent federal agency that supports education, research, preservation and public programs in the humanities.

# # #

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NEH-88-050-N

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John McGrath 202/786-0449 (office)
703/525-9478 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT BEGINS FISCAL YEAR WITH $153-MILLION APPROPRIATION

FY 1989 Funds Include Increased Support for Preservation, State Programs

WASHINGTON, September 30 -- President Ronald Reagan has signed the appropriations bill providing funding for the National Endowment for the Humanities (NEH) for Fiscal Year 1989. For the new fiscal year, which begins on Saturday, Oct. 1, NEH will receive $153 million.

Since 1965 the Endowment has encouraged excellence in the humanities by awarding grants that support projects in America's schools, colleges, universities, libraries, museums, public television and radio stations and other cultural institutions. The Endowment's appropriation for the current fiscal year (FY 1988) was $140.4 million.

Additional funding for the NEH Office of Preservation and for the Division of State Programs accounted for most of the $12.6-million increase in the agency's new appropriation.

Funding for the Endowment's Office of Preservation, which supports projects to save the content of valuable humanities research materials, will be $12.33 million for the new fiscal year. The appropriation for preservation represents an increase of almost $8 million above current funding for the program.

"Important work needs to be done to preserve America's cultural heritage," said NEH Chairman Lynne V. Cheney in announcing the agency's new appropriation. "With these funds, NEH will expand its support for

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national, regional and local projects to identify the most valuable research materials and to preserve their content for use by scholars and students for years to come."

A growing number of books and other materials printed on paper made from wood pulp have deteriorated with age or from exposure to variations in temperature or humidity. In many cases, researchers can no longer use these materials without damaging or destroying them. Currently the preferred medium for preserving the information contained in disintegrating research material printed on paper is microfilm produced and stored in accordance with established national standards.

Experts estimate that more than 76 million volumes in the nation's research libraries and more than 2.5 billion pages in state archives are in danger of being lost.

With its increased funding to address these problems, NEH will also support projects to train preservation administrators and conservators and to explore advanced research and develop new preservation techniques. In addition, the Endowment will continue its support for the U.S. Newspaper Program, a national effort organized on a state-by-state basis, to locate, catalog and preserve on microfilm the newspapers published in the United States since 1690.

The Endowment's FY 1989 appropriation also includes $25 million for the Division of State Programs to support the work of local humanities councils in each of the states, the District of Columbia, Puerto Rico and

the U.S. Virgin Islands. All federal funds awarded to state councils must be matched on at least a one-to-one basis by local contributions of cash, goods or services. The new appropriation reflects an increase of $3.7 million in the current funding for the humanities councils.

"Twenty-five million people a year participate in seminars, reading and discussion programs, exhibitions and other local projects supported by state humanities councils," Cheney said. "With this increased funding, we are confident that the councils will provide new levels of service and programming for the people of their respective states."

Included in the complete NEH appropriation for FY 1989 is $108.45 million in regular program funds; $12 million in treasury funds to match private gifts for Endowment projects on a one-to-one basis; $16.7 million for Challenge Grants, which require three or four non-federal dollars for each federal dollar in support of humanities institutions; and $16.02 million for administrative expenses.

The President signed the NEH appropriation, part of a larger appropriations bill for the Department of Interior and related agencies, on Tuesday, Sept. 27.

The National Endowment for the Humanities is an independent federal agency that supports research, education, preservation and public programs in the history, literature, philosophy, foreign languages and other humanities disciplines.

# # #

NOTE: A fact sheet describing the FY 1988 and 1989 appropriations for each of the NEH Divisions and Offices is attached.

FACTS

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NEH-88-050-F

NATIONAL ENDOWMENT FOR THE HUMANITIES

APPROPRIATIONS

FOR FISCAL YEARS 1988 AND 1989

($ in thousands)

Division or Office	FY 1988 Appropriation	FY 1989 Appropriation
Education Programs	$16,350	$16,150
Fellowships and Seminars	15,560	15,560
General Programs	22,580	22,840
Research Programs	16,400	16,400
State Programs	21,300	25,000
Preservation	4,500	12,330
Definite:	96,690	108,280
Treasury:	12,000	12,000
Challenge Grants	16,500	16,700
Total Program Funds:	125,190	136,980
Administrative	15,245	16,020
Total Humanities:	$140,435	$153,000

MEDIA ADVISORY

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NEH-088-051-A

ATTENTION: Feature Writers and Editors

IDEAS AND CONTACTS FOR COLUMBUS DAY STORIES

As Columbus Day approaches and you begin to work on special features, we thought that some of the "Columbian Quincentenary" projects funded by the National Endowment for the Humanities (NEH) might lead to stories that would interest your readers.

The projects, aimed at both scholarly and public audiences, examine not only Christopher Columbus' voyages but topics such as the expansion of European civilization to the Americas; the societies and cultures that developed from contacts among Native American, European and African peoples; and the ideas that shaped the exploration, settlement and cultural transformation of the New World.

We invite you to consider these ideas or media contacts as resources for your own stories. If we can be of further help, please call NEH Media Relations at 202/786-0449.

Television Programs

"1492" -- A series of television programs, currently in the planning stages, focusing on the Incan, Aztec and other great non-European empires flourishing in the New World at the time of Columbus' voyages of discovery. Call Yanna Brandt of Past America, Inc., in New York at 212/620-0378.

"Columbus and the Age of Discovery" -- A seven-part series of 60-minute documentaries, now in production, on Columbus' life, his voyages and his intellectual and cultural world. WGBH-TV in Boston is the lead producer in a co-production that also involves the BBC in England and TVE, the Spanish national network. Call Peter S. McGhee of the WGBH Educational Foundation, Boston, at 617/492-2777, ext. 4316.

Museum Exhibitions

"Nuevo Mundo: Images of Man and Nature in Pre-Columbian Art" -- An exhibition, catalog and educational programs scheduled to open in 1992 at the Art Institute of Chicago. The project will explore the world view of the ancient civilizations in the New World and will incorporate works of art, landscape photography and architectural site plans. Call Eileen Harakai of the Art Institute at 312/443-3624.

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"Columbus' Great Experiment" -- An exhibition, catalog and planetarium presentation that will examine the role of science and technology in Columbus' voyage of discovery. The project will lead to a permanent exhibition opening in 1992 at the University of California at Berkeley as well as a traveling exhibition that will go to 12 additional museums. Call Cary I. Sneider of Berkeley at 415/642-0552.

"First Encounters: Spanish Explorations in the Caribbean and the United States" -- A traveling exhibition of artifacts, documents and graphics that will examine the Spanish efforts to explore and colonize the southeastern U.S. and the effect of these efforts on the Native American societies. Call Jerald T. Milanich or Susan Milbrath of the Florida Museum of Natural History in Gainesville, at 904/392-1721.

Projects in Libraries and Archives

"Cartography and the Columbian Encounter" -- A traveling exhibition, now at the planning stage, that will relate the story of the Columbian encounter using maps from circa 1350 to 1700. The project will involve scholars at the University of Wisconsin-Milwaukee and libraries at three other midwestern institutions. Call Mark Warhus of the University of Wisconsin, 414/229-4101.

"Portugal-Brazil: The Age of Atlantic Discoveries" -- An exhibition, with an interpretive catalog and lecture series, focusing on the Portuguese contributions to the age of exploration, including the discovery of Brazil. The exhibition will be seen at the Brazilian Cultural Foundation in New York and will travel to other venues. Call Iza C. Sessler at 212/661-9860.

Conferences, Lectures, and Other Public Programs

"Jews in the Discovery of the New World" -- A series of public programs, set for 1991 and 1992, that will bring to general audiences work by scholars of Jewish and Iberian history on the discovery, conquest and settlement of the New World. Call Todd Endelman of the University of Michigan, Ann Arbor, at 313/763-9047.

"The Waverly Consort: Quincentenary Humanities Program" -- A three-year series of lectures, coloquia, television and radio forums and other programs is being planned that will explore the legacy of Columbus' voyages on music and the historical and cultural contexts in which it was heard. Call Michael Jaffee of the Waverly Consort in New York at 212/666-1260.

"Spanish Pathways in Florida" -- A series of public lectures, a bilingual exhibition, and other programs that explores the character of the polyethnic, pan-Hispanic legacy which Columbus bequeathed to Florida. The project, which will involve scholars in the fields of history, anthropology, art history, archaeology, folklore and Latin American studies, is offered by the Florida Endowment for the Humanities. Call Gary Normino at 813/272-3473.

- MORE -

"The Land of the Norumbega: Maine in the Age of Exploration and Settlement, 1498-1650" -- An international conference, exhibition, special programs for teachers and other programs exploring the Native American peoples of the northeast, the European expeditions to the northeast coast and the legacy of the early contact and settlement periods as reflected in the documents and maps of the time. This project, sponsored by the Maine Humanities Council, has already begun; the next major event will be an international conference this December. Call Richard D'Abbate 207/773-5051.

Institutes for College Teachers

"The Historical Archaeology of European Expansion, 1550 - 1770" A five-week institute to be offered next summer by the Flowerdew Hundred Foundation, Hopewell, Va. College teachers will study the historical archaeology of European expansion in the 200 years following Columbus' voyages. Call Robert Wharton of the Foundation at 804/541-8897.

"Transatlantic Encounters" -- Two summer institutes on the reciprocal effects of contacts between Europe and America in the years 1400 through 1650. Offered by the Newberry Library in Chicago last year, the institutes will be presented again in summer 1989. Call David J. Buisseret at 312/943-9090.

"The Intellectual World of Christopher Columbus" A five-week institute for 25 college teachers, who will examine sources and documents pertaining to the intellectual and cultural context of Columbus' time. The program will be offered next summer at the University of California, Los Angeles. Call Fredi Chiappelli at 213/206-1992.

Seminar for School Teachers

"The Origins of a Central American Ethos: The Popul Vuh and the Conquistadors" -- A summer seminar for secondary school teachers focusing on America's oldest literary work, the Popul Vuh, the sacred book of the Quiche-Maya. The four-week seminar was held last summer at Tufts University. Contact Hewson A. Ryan 617/381-3436.

Archaeology and Interpretive Research

"The Nautical Archaelology of Ships of Discovery" -- A project to support the cleaning, conserving, analyzing and replicating of the artifacts collected from the Molasses Reef Wreck north of Haiti. The project, which is sponsored by Texas A&M Research Foundation, is producing information about the Age of Discovery. Call Joe Simmons at 409/845-6354.

"The Institute for Early Contact Period Studies" -- An institute and five related research projects investigating the earliest instances of European-Native American contact in the Caribbean, Florida and coastal Georgia. Located at the University of Florida at Gainesville, the project has brought together archaeologists, anthropologists and historians. Call Michael Gannon at 904/392-1503

- MORE -

"Encuentro: A Columbus Quincentenary Newsletter" -- A publication edited by the University of New Mexico that provides information on arts and humanities events relating to the Columbian Quincentenary. Call Gilbert Merkx at 505/277-2961.

Reference Materials

"Chronological Guide to Writings on the Americas Published in Europe, 1493 to 1776" -- A multi-volume reference work entitled European Americana, now in preparation, which will present a guide to some 45,000 books published in Europe about America from the Columbian period to the American revolution. Call Thomas R. Adams or Dennis Landis at Brown University, 401/863-2725.

"A Historical Atlas of Central America" -- A historical atlas being prepared by scholars at the University of Texas' Institute for Latin American Studies. Call Richard Adams at 512/471-5551

"A History of Cartography, Volume III" -- An ongoing project to prepare an encyclopedic history of mapmaking. Call David A. Woodward at the University of Wisconsin, 608/263-3992

Translations

"Columbus' Book of Privileges" -- A retranslation of the collection of royal documents issued by King Ferdinand and Queen Isabella granting authority to Columbus for the discovery and settlement of the New World. Call Helen Nader at Indiana University, 812/855-8914.

"Italian Sources for the New World Encounter (1492-1521)" -- The translation of firsthand Italian accounts of the Columbian voyages, as well as a variety of other texts that reflect the response of Renaissance Italy to its earliest contact with the New World. Call Fredi Chiappelli at the University of California, Los Angeles at 213/206-1992.

Fellowships

The following scholars performed research supported by NEH on topics related to the Columbian Quincentenary. Project titles and telephone numbers are listed along with the scholars' names.

"American Encounter: The Confluence of Cultures in Colonial North America" -- James Axtell, College of William and Mary, Williamsburg, Va., 804/229-3345 or 804/253-4435.

"The Conquest of America through the Eyes of Native American Chroniclers" -- Roger A. Zapata, Trinity College, Hartford, Conn., 203/527-3151

"Expanding Horizons: The World Before and After 1492" -- William D. Phillips, Minneapolis, 619/265-5262.

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9/88

NEWS

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NEH-88-052-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT ANNOUNCES MERIT AWARDS TO SEVEN STATE COUNCILS

WASHINGTON, Oct. 7 -- The National Endowment for the Humanities today announced a total of $350,000 in Merit Awards to seven state humanities councils, recognizing programs of unusually high quality and excellence in all aspects of their operations.

The Endowment made Merit Awards of $50,000 each to state councils in Florida, Kansas, New York, Tennessee, Texas, Utah and Vermont, noting the councils' outstanding exhibitions, reading and discussion programs, documentary films and other humanities programming. This year's awards were selected from biennial proposals submitted by 26 humanities councils across the country.

[NEH has announced a Merit Award to the council serving your state. Please see the program descriptions that follow.]

"The seven state councils receiving Merit Awards are to be commended for their superior performance in promoting programs in history, literature, languages and other humanities disciplines," said NEH Chairman Lynne V. Cheney in announcing the 1989 awards. "As the Endowment found in its recent report to Congress, Humanities in America, 25 million Americans every year attend exhibitions, lectures and other programs sponsored by state humanities councils. The enthusiastic leadership and diverse programming demonstrated by the state councils help strengthen the cultural life of the nation."

- OVER -

The state humanities councils operate in all 50 states, the District of Columbia, the Virgin Islands and Puerto Rico.

Merit Awards, established in 1984, are made through the Endowment's Division of State Programs. Every year, NEH receives biennial proposals from one-half of the state councils. Each proposal assesses the council's work during the past two years and describes its goals for the next two years. These proposals are evaluated by reviewers and panelists selected from both the academic and public sectors. In examining the proposals, the reviewers and panelists consider the intellectual quality of the overall program, the range of topics studied and the variety of audiences reached. Programs that demonstrate excellence in all aspects of their operations are eligible for Merit Awards.

Merit Award funds are awarded by NEH to selected state councils in addition to their annual funding from the Endowment. All NEH funds awarded to state councils must be matched by local contributions.

The following state councils received 1989 Merit Awards:

The Florida Endowment for the Humanities adopted the theme "Florida: Key to Understanding the Americas," in support of films, exhibitions, conferences and teacher institutes that examined topics ranging from the nature of Cuban exile theater to colonialism in the Caribbean. The council also sponsored 54 state and local history programs that reached previously underserved areas of the state. Many of these programs dealt specifically with minority and ethnic history, such as a conference on the legacy of Mary McLeod Bethune and a teacher institute focusing on Japanese culture. The council's reading and discussion series on the Pulitzer Prize-winning novel The Yearling by Marjorie Kinnan Rawlings succeeded in reaching new audiences and involving both scholars and the general public. [Contact: Randy Akers, (813) 272-3473].

- MORE -

The Kansas Committee for the Humanities launched "Striving Toward America's Roots" (STAR), a program focusing on the bicentennial of the U.S. Constitution. STAR premiered before the Kansas State legislature with scholars portraying Thomas Jefferson and Alexander Hamilton in Chautauqua-style debate. STAR then traveled to 12 communities throughout the state with book discussions and debates. In addition, the committee funded summer seminars for secondary school teachers examining core texts from eighteenth-century writers such as Voltaire and Rousseau. Various library reading and discussion programs were supported throughout the state, as well as a symposium for civic leaders and the general public, "Kansas Habits, Kansas Hopes," examining the meaning of community within the state. [Contact: Marion Cott, (913) 357-0359].

The New York Council for the Humanities actively worked with the state's museums and other cultural institutions to support projects such as "Being Seneca," an audio-visual production on the contemporary Seneca Iroquois which will be part of a permanent exhibition at the Rochester Museum and Science Center. The council also funded television and radio projects, including an hour-long documentary on the life of novelist Willa Cather and a radio documentary on the internment near Oswego of Holocaust refugees. In an effort to devise new techniques of audience development, the council sponsored free mini-courses at Le Moyne (Syracuse) College on topics such as Shakespeare's King Lear and the Romantic symphony. The successful "Speakers in the Humanities" program continues to offer scholarly presentations on a wide variety of humanities topics. [Contact: Jay L. Kaplan, (212) 233-1131].

The Tennessee Humanities Council completed its Tennessee Community Heritage Project, which examined the history of community life in the state through scholar-in-residence programs, a traveling exhibit touring 92 communities and a newspaper insert from the council's magazine that reached more than 800,000 homes. Also, the council funded a 13-part radio series on the history of gospel music and a 90-minute documentary film on the legacy of the Civil War. Council programming that attracted wide audiences included "David Crockett: Gentleman from the Cane," an interpretive exhibit at the Tennessee State Museum, and library reading and discussion programs that focused on images of Americans in both American and foreign literature. [Contact: Robert Cheatham, (615) 320-7001].

The Texas Committee for the Humanities, in conjunction with the Institute for the Humanities at Salado, sponsored a three-day symposium entitled "Understanding Evil." The symposium included presentations by nationally known figures and resulted in a PBS television program broadcast across the country. The committee awarded a regrant for a 1987 summer institute for secondary school teachers focusing on "Tragedy and Comedy: Literature as a Mode of Knowledge." Fifty-two English teachers

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participated, reading and discussing works such as Hamlet, The Tempest and Crime and Punishment. Other successful committee programming included lectures, readings and discussions at the San Antonio Inter-American Bookfair and the placement of the "Library of America" series in town libraries. [Contact: James Veninga, (512) 473-8585].

The Utah Endowment for the Humanities sponsored "The Anasazi World," which featured archaeology and Native American history in a traveling exhibit, lectures and panels discussions. The project also included a workshop for teachers and a supplemental exhibit drawn from the collection of the Utah Museum of Natural History. Cooperating with the Salt Lake County Aging Service, the council made available to senior citizens centers various anthologies and discussion guides focusing on different humanities topics. Literary scholars and workshop leaders participated in these programs throughout the state. Another program supported by the council was an oral history project in Blanding, public programs on folklore and the publication of two magazines. The council also maintains a speakers bureau of twenty scholars representing such varied disciplines as Greek mythology, nineteenth-century women's experiences on the frontier and medical ethics. [Contact: Delmont Oswald, (801) 531-7868].

The Vermont Council on the Humanities established a new, small museum, the Basin Harbor Maritime Museum, which explains the role of boats in the Revolutionary War. The council funded a permanent, interpretive exhibit as well as the reconstruction of an eighteenth-century bateau. "The Family Reading Project" created reading and discussion programs based on classics of children's literature and aimed at adults who are learning to read. The council kept the general public informed and aware of its activities by holding four public hearings in 1987, each moderated by members of the council and each focusing on a specific aspect of the council's program. [Contact: Victor Swenson or Michael Bouman, (802) 888-3183].

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education, preservation and public programs in the humanities.

# # #

MEDIA ADVISORY

National Endowment for the Humanities

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

Public Affairs Office
Media Relations

(202) 786-0449

NEH-88-053-A

HUMANITIES ENDOWMENT CHAIRMAN TO SPEAK AT MERIDEN CONFERENCE

On **Monday, Oct. 24, 1988, at 10:45 a.m.**, Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), will speak at a conference jointly sponsored by the Connecticut Humanities Council and the Connecticut State Department of Education. The conference, "Advancing the Common Core of Learning: Revitalizing Humanities Teaching in Connecticut Through Collaborative Projects," will be held at the **Ramada Inn in Meriden**, and it is **OPEN TO THE PRESS**.

Dr. Cheney is the author of NEH's recently released study, Humanities in America, which addresses the state of American culture, and American Memory, a report on humanities education in elementary and secondary schools which appeared last year. Many of the recommendations Dr. Cheney made for improving humanities teaching in public schools in American Memory are being adopted by "Connecticut Collaborations," a new model program that will be introduced in a special presentation by the conference co-sponsors.

Mrs. Cheney will be available for interviews after her speech at the Ramada Inn from 11:30 to 12:30. She will also be available for local interviews from 1:30-5:30 p.m. For more information or to arrange an interview, call Robin Latham or Mary Chunko at **202/786-0449**.

The National Endowment for the Humanities is an independent federal agency that supports education, research, preservation and public 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

NEH-88-054-N

Contact: John McGrath 202/786-0449 (office)
703/525-9478 (home)
Karen Myers 202/786-0449 (office)
301/474-7856 (home)

LOCAL NEWS

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT OFFERS MORE THAN $1.3 MILLION FOR RESEARCH PROJECTS
Grants Will Support Projects in 15 States and the District of Columbia

WASHINGTON, Oct. 21 -- The National Endowment for the Humanities (NEH) has announced 27 research grants and offers totaling up to $1.35 million to institutions in 15 states and the District of Columbia.

The grants will allow scholars in philosophy, history, literature, archaeology and other humanities disciplines to prepare important texts for publication, organize international conferences and continue valuable fieldwork.

The new grants will support the creation of several encyclopedias and reference works, including a revised edition of an American biographical dictionary. In addition, 18 different scholarly conferences have received support to foster international and interdisciplinary approaches to humanities topics.

[NEH has awarded one or more grants in your region. Please see the attached list.]

"These excellent research projects are designed to provide America's scholars and students with new knowledge and critical understanding in the humanities," said NEH Chairman Lynne V. Cheney in announcing the awards.

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The American Council of Learned Societies will receive up to $295,000 to support the revision of a major standard reference source, The Dictionary of American Biography. Scholars will draw on a wealth of research that has appeared in the 60 years since it was last revised. Retitled The American National Biography, it is expected to fill 20 volumes with 20,000 biographies of significant individuals in American history.

With an NEH grant of up to $20,500, the School of Music at the University of Michigan at Ann Arbor will hold a conference on Mozart's piano sonatas. The conference will hold seminar sessions during the day with scholarly exchanges on the works and their musical and cultural contexts, and it will sponsor concert performances of the works on period instruments in the evening.

The Endowment supports humanities research with outright grants, with matching grants that require equivalent financial support from non-federal sources or with a combination of outright and matching grants.

The following institutions are among those receiving new NEH research grants:

* **The University of Chicago,** up to $135,000, to support an interdisciplinary project combining philosophical analysis and historical research on the U.S. Constitution and how it compares to the constitutions of other countries.

* **Columbia University,** up to $18,500, to conduct an international conference for architectural historians, other historians and museum curators on the impact of German modernism on American architecture from the mid-19th century to the present day, with special emphasis on the contributions of Walter Gropius and Mies van der Rohe.

- MORE -

* **The University of Texas at San** Antonio, up to $83,983, to support the beginning of a regional archaeological survey of the Rio Azul area, a group of Mayan settlements in Guatemala that flourished between 1000 B.C. and A.D. 900.

* **The Winterthur Museum in Delaware**, up to $15,000, to support an interdisciplinary conference that will examine everyday life in the early American republic from 1788-1828.

* **Harvard University in Massachusetts**, up to $91,928, to support work on the Encyclopedia of Islam, a resource volume of the history, religion, arts and material culture of Islamic countries.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education, preservation and public programs in the humanities.

# # #

NEH-88-054-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

CALIFORNIA

Berkeley:
University of California, Berkeley — APPROVED OUTRIGHT $20,000.00
Berkeley, CA 94720 — APPROVED MATCH $10,000.00
PROJ.DIR.: Hubert L. Dreyfus — RX-21065-88 (Research Programs)
PROJECT TITLE: International Conference on the Influence of the Philosophy of Martin Heidegger in Varied Domains
PROJECT DESCRIPTION:
To support an international conference on the influence of Heidegger on diverse areas of contemporary thought and culture.

DELAWARE

Winterthur:
Winterthur Museum — APPROVED OUTRIGHT $10,000.00
Winterthur, DE 19735 — APPROVED MATCH $5,000.00
PROJ.DIR.: Catherine E. Hutchins — RX-21045-88 (Research Programs)
PROJECT TITLE: Everyday Life in the Early Republic, 1788-1828
PROJECT DESCRIPTION:
To support an interdisciplinary conference that will examine everyday life in the early American republic from 1788-1828.

DISTRICT OF COLUMBIA

Washington:
George Washington University — APPROVED OUTRIGHT $15,000.00
Washington, DC 20052 — APPROVED MATCH $2,000.00
PROJ.DIR.: Lois G. Schwoerer — RX-21052-88 (Research Programs)
PROJECT TITLE: "The Glorious Revolution", 1688-89: Changing Perspectives
PROJECT DESCRIPTION:
To support an international conference to reevaluate the effects of England's "Glorious Revolution" of 1688-89 in light of important new research.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

ILLINOIS

Chicago:

Loyola University, Chicago — APPROVED OUTRIGHT $20,000.00
Chicago, IL 60626 — APPROVED MATCH $7,000.00
PROJ.DIR.: John Sallis — RX-21008-88 (Research Programs)
PROJECT TITLE: Heidegger: Phenomenology, Ontology, Poetics--Contemporary Perspectives
PROJECT DESCRIPTION:
To support an international conference on Heidegger to focus on the large body of his work that has appeared since 1975.

University of Chicago — APPROVED OUTRIGHT $100,000.00
Chicago, IL 60637 — APPROVED MATCH $35,000.00
PROJ.DIR.: Russell Hardin — RO-21652-88 (Research Programs)
PROJECT TITLE: The Constitution of Democracy
PROJECT DESCRIPTION:
To support an interdisciplinary project designed to understand, through comparison and analysis, the working of the American Constitution and other constitutions throughout the world.

DeKalb:

Northern Illinois University — APPROVED OUTRIGHT $10,000.00
DeKalb, IL 60115 — APPROVED MATCH $2,000.00
PROJ.DIR.: Allan Kulikoff — RX-21049-88 (Research Programs)
PROJECT TITLE: Conference on Women and the Transition to Capitalism in Rural America: 1760-1920
PROJECT DESCRIPTION:
To support an interdisciplinary conference on women and the transition to capitalism in rural America between the years 1760 and 1920.

Evanston:

Northwestern University — APPROVED OUTRIGHT $7,000.00
Evanston, IL 60201 — APPROVED MATCH $10,000.00
PROJ.DIR.: John S. Bushnell — RX-21058-88 (Research Programs)
PROJECT TITLE: Conference on Russia's Great Reforms, 1861-74
PROJECT DESCRIPTION:
To support a conference that will discuss the Great Reforms that took place in Russia between 1861 and 1874.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

INDIANA

Notre Dame:
University of Notre Dame — APPROVED OUTRIGHT $10,000.00
Notre Dame, IN 46556 — APPROVED MATCH $10,000.00
PROJ.DIR.: Mark D. Jordan — RX-21010-88 (Research Programs)
PROJECT TITLE: Ad Litteram: Authoritative Texts and their Medieval Readers
PROJECT DESCRIPTION:
To support an international conference to explore ways in which certain central, authoritative texts were read in the 12th and 13th centuries.

IOWA

Iowa City:
University of Iowa — APPROVED OUTRIGHT $19,000.00
Iowa City, IA 52242 — APPROVED MATCH $3,975.00
PROJ.DIR.: Phillip D. Cummins — RX-21011-88 (Research Programs)
PROJECT TITLE: Iowa Ideas Conference
PROJECT DESCRIPTION:
To support an international conference to analyze and assess philosophical theories of ideas in the 17th and 18th centuries.

MASSACHUSETTS

Cambridge:
Harvard University — APPROVED OUTRIGHT $71,928.00
Cambridge, MA 02138 — APPROVED MATCH $20,000.00
PROJ.DIR.: Wolfhart P. Heinrichs — RT-20930-88 (Research Programs)
PROJECT TITLE: Encyclopaedia of Islam
PROJECT DESCRIPTION:
To support work on the Encyclopaedia of Islam, which covers the history and culture of all countries in which Islam has played an important role.

Williamstown:
Williams College — APPROVED OUTRIGHT $15,000.00
Williamstown, MA 01267 — APPROVED MATCH $5,000.00
PROJ.DIR.: George E. Marcus — RX-21059-88 (Research Programs)
PROJECT TITLE: Symposium on Democratic Theory
PROJECT DESCRIPTION:
To support a conference on American democratic theory that will examine assumptions about the place of reason and emotion in politics, the role of class, gender and race, and the relationships between citizens and their leaders.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

MICHIGAN

Ann Arbor:
University of Michigan — APPROVED OUTRIGHT $14,000.00
Ann Arbor, MI 48109 — APPROVED MATCH $6,500.00
PROJ.DIR.: Penelope Crawford — RX-21038-88 (Research Programs)
PROJECT TITLE: Mozart's Piano Concertos: Festival and Symposium
PROJECT DESCRIPTION:
To support an international conference devoted to Mozart's piano concertos from the perspectives of their time and place of composition; form, style and compositional process; performance practices; and relevant sources.

Detroit:
Wayne State University — APPROVED OUTRIGHT $ 5,000.00
Detroit, MI 48202 — APPROVED MATCH $9,000.00
PROJ.DIR.: Jacob Lassner — RX-21043-88 (Research Programs)
PROJECT TITLE: The Hebrew Bible: Sacred Text and Literature
PROJECT DESCRIPTION:
To support an interdisciplinary conference that will allow participants to articulate current concerns in the area of biblical scholarship.

NEW HAMPSHIRE

Hanover:
Dartmouth College — APPROVED OUTRIGHT $18,000.00
Hanover, NH 03755 — APPROVED MATCH $4,000.00
PROJ.DIR.: James H. Tatum — RX-21002-88 (Research Programs)
PROJECT TITLE: The Ancient Novel: Classical Paradigms and Modern Perspectives
PROJECT DESCRIPTION:
To support an international conference that will focus on the ancient novelists of Greece and Rome, their readership in the ancient and modern worlds, and their place in literary history.

NEW JERSEY

New Brunswick:
Rutgers University, New Brunswick — APPROVED OUTRIGHT $70,000.00
New Brunswick, NJ 08854 — APPROVED MATCH $60,371.00
PROJ.DIR.: Jocelyn P. Small — RT-20888-88 (Research Programs)
PROJECT TITLE: Computer Index of Classical Iconography
PROJECT DESCRIPTION:
To support the addition of information regarding new American acquisitions of classical objects with mythological scenes to the data base of the Index of Classical Iconography.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

NEW YORK

Ithaca:
Cornell University — APPROVED OUTRIGHT $10,000.00
Ithaca, NY 14853 — RX-21034-88 (Research Programs)
PROJ.DIR.: Peter Uwe Hohendahl
PROJECT TITLE: Heinrich Heine and the West: A Critical Dialogue
PROJECT DESCRIPTION:
To support an international, interdisciplinary research conference that will examine the significance of Heinrich Heine's work for Western European and American thought and literature.

New York:
American Council of Learned Societies — APPROVED MATCH $295,000.00
New York, NY 10017 — RT-20922 (Research Programs)
PROJ.DIR.: Douglas Greenberg
PROJECT TITLE: The American National Biography
PROJECT DESCRIPTION:
To support the preparation of The American National Biography in 20 volumes.

American Council of Learned Societies — APPROVED OUTRIGHT $12,000.00
New York, NY 10017 — APPROVED MATCH $4,000.00
PROJ.DIR.: Jason H. Parker — RX-21028-88 (Research Programs)
PROJECT TITLE: Conference on Education and Society in Late Imperial China
PROJECT DESCRIPTION:
To support a research conference on education and society in late Imperial China, 1664-1911.

Columbia University — APPROVED OUTRIGHT $6,000.00
New York, NY 10027 — APPROVED MATCH $12,500.00
PROJ.DIR.: Barry Bergdoll — RX-21020-88 (Research Programs)
PROJECT TITLE: Symposium: Germany and the Development of American Architecture
PROJECT DESCRIPTION:
To support an international conference to explore German contributions to American architecture from the mid-19th century to the present, with particular emphasis on the work of Walter Gropius and Mies van der Rohe.

Social Science Research Council — APPROVED OUTRIGHT $10,000.00
New York, NY 10158 — APPROVED MATCH $2,400.00
PROJ.DIR.: Frederick E. Wakeman — RX-21046-88 (Research Programs)
PROJECT TITLE: Coffee and the Origins of Unity and Diversity in Latin America
PROJECT DESCRIPTION:
To support an international conference in Bogota, Colombia, that will explore the relations between coffee economies and forms of social, political and cultural life in Latin American countries between the mid-18th and early-20th centuries.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

OHIO

Columbus:
Ohio State University Research Foundation — APPROVED OUTRIGHT $30,000.00
Columbus, OH 43212 — RO-21677-88 (Research Programs)
PROJ.DIR.: William M. Sumner
PROJECT TITLE: An Archaeological Study of Proto-Elamite Civilization in Anshan, Iran
PROJECT DESCRIPTION:
To support the research for a monograph on the elite architecture of a late-4th millenium urban center, 3400-2800 B.C., near Anshan, Iran, comparable to Sumer and Susa in the growth of urban civilization.

PENNSYLVANIA

Philadelphia:
University of Pennsylvania — APPROVED OUTRIGHT $20,000.00
Philadelphia, PA 19104 — APPROVED MATCH $6,000.00
PROJ.DIR.: Robert H. Dyson — RX-21026-88 (Research Programs)
PROJECT TITLE: Cypriot Ceramics: Reading the Prehistoric Record
PROJECT DESCRIPTION:
To support an international conference that will enable archaeologists who are pottery specialists to examine and analyze newly and previously excavated Cypriot ware from 4000 to 1000 B.C.

TEXAS

Austin:
University of Texas, Austin — APPROVED OUTRIGHT $10,000.00
Austin, TX 78712 — APPROVED MATCH $1,000.00
PROJ.DIR.: Thomas G. Palaima — RX-21033-88 (Research Programs)
PROJECT TITLE: Research Conference on Aegean Seals
PROJECT DESCRIPTION:
To support an international conference that will focus on Cretan and Greek seals and sealings to gain insight into the cultures of these civilizations during three distinct periods from 1850 to 1200 B.C.

San Antonio:
University of Texas, San Antonio — APPROVED OUTRIGHT $10,000.00
San Antonio, TX 78285 — APPROVED MATCH $73,983.00
PROJ.DIR.: Richard E. W. Adams — RO-21814-88 (Research Programs)
PROJECT TITLE: The Regional Maya Lowlands Archaeological Project
PROJECT DESCRIPTION:
To support the beginning of a regional archaeological survey of the Rio Azul area, a group of Mayan settlements in the northeastern corner of Guatemala that flourished between 1000 B.C. and A.D. 900.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

UTAH

Salt Lake City:
University of Utah — APPROVED MATCH $212,150.00
Salt Lake City, UT 84112 — RT-20886 (Research Programs)
PROJ.DIR.: Mrs. Lola Atiya
PROJECT TITLE: The Coptic Encyclopedia
PROJECT DESCRIPTION:
To support continuing work on The Coptic Encyclopedia, which covers all aspects of Egyptian Coptic culture, civilization, and human geography from Roman times to the contemporary period.

VIRGINIA

Blacksburg:
Virginia Polytechnic Inst. & State Univ. — APPROVED OUTRIGHT $9,000.00
Blacksburg, VA 24061 — RX-21037-88 (Research Programs)
PROJ.DIR.: Roger Ariew
PROJECT TITLE: Pierre Duhem: Historian and Philosopher of Science
PROJECT DESCRIPTION:
To support an international conference on Pierre Duhem, 1861-1916, a French historian, scientist, and philosopher of science.

Williamsburg:
College of William and Mary — APPROVED OUTRIGHT $20,000.00
Williamsburg, VA 23185 — APPROVED MATCH $5,000.00
PROJ.DIR.: Dale E. Hoak — RX-21012-88 (Research Programs)
PROJECT TITLE: "The World of William and Mary"
PROJECT DESCRIPTION:
To support an international conference that will focus on the political, intellectual, economic, and cultural currents involved in the accession of King William and Queen Mary to the English throne.

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NEH-88-055-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

CALIFORNIA

Berkeley:
University of California, Berkeley — APPROVED OUTRIGHT $20,000.00
Berkeley, CA 94720 — APPROVED MATCH $10,000.00
PROJ.DIR.: Hubert L. Dreyfus — RX-21065-88 (Research Programs)
PROJECT TITLE: International Conference on the Influence of the Philosophy of Martin Heidegger in Varied Domains
PROJECT DESCRIPTION:
To support an international conference on the influence of Heidegger on diverse areas of contemporary thought and culture.

DELAWARE

Winterthur:
Winterthur Museum — APPROVED OUTRIGHT $10,000.00
Winterthur, DE 19735 — APPROVED MATCH $5,000.00
PROJ.DIR.: Catherine E. Hutchins — RX-21045-88 (Research Programs)
PROJECT TITLE: Everyday Life in the Early Republic, 1788-1828
PROJECT DESCRIPTION:
To support an interdisciplinary conference that will examine everyday life in the early American republic from 1788-1828.

DISTRICT OF COLUMBIA

Washington:
George Washington University — APPROVED OUTRIGHT $15,000.00
Washington, DC 20052 — APPROVED MATCH $2,000.00
PROJ.DIR.: Lois G. Schwoerer — RX-21052-88 (Research Programs)
PROJECT TITLE: "The Glorious Revolution", 1688-89: Changing Perspectives
PROJECT DESCRIPTION:
To support an international conference to reevaluate the effects of England's "Glorious Revolution" of 1688-89 in light of important new research.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

ILLINOIS

Chicago:

Loyola University, Chicago — APPROVED OUTRIGHT $20,000.00
Chicago, IL 60626 — APPROVED MATCH $7,000.00
PROJ.DIR.: John Sallis — RX-21008-88 (Research Programs)
PROJECT TITLE: Heidegger: Phenomenology, Ontology, Poetics--Contemporary Perspectives
PROJECT DESCRIPTION:
To support an international conference on Heidegger to focus on the large body of his work that has appeared since 1975.

University of Chicago — APPROVED OUTRIGHT $100,000.00
Chicago, IL 60637 — APPROVED MATCH $35,000.00
PROJ.DIR.: Russell Hardin — RO-21652-88 (Research Programs)
PROJECT TITLE: The Constitution of Democracy
PROJECT DESCRIPTION:
To support an interdisciplinary project designed to understand, through comparison and analysis, the working of the American Constitution and other constitutions throughout the world.

DeKalb:

Northern Illinois University — APPROVED OUTRIGHT $10,000.00
DeKalb, IL 60115 — APPROVED MATCH $2,000.00
PROJ.DIR.: Allan Kulikoff — RX-21049-88 (Research Programs)
PROJECT TITLE: Conference on Women and the Transition to Capitalism in Rural America: 1760-1920
PROJECT DESCRIPTION:
To support an interdisciplinary conference on women and the transition to capitalism in rural America between the years 1760 and 1920.

Evanston:

Northwestern University — APPROVED OUTRIGHT $7,000.00
Evanston, IL 60201 — APPROVED MATCH $10,000.00
PROJ.DIR.: John S. Bushnell — RX-21058-88 (Research Programs)
PROJECT TITLE: Conference on Russia's Great Reforms, 1861-74
PROJECT DESCRIPTION:
To support a conference that will discuss the Great Reforms that took place in Russia between 1861 and 1874.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

INDIANA

Notre Dame:
University of Notre Dame — APPROVED OUTRIGHT $10,000.00
Notre Dame, IN 46556 — APPROVED MATCH $10,000.00
PROJ.DIR.: Mark D. Jordan — RX-21010-88 (Research Programs)
PROJECT TITLE: Ad Litteram: Authoritative Texts and their Medieval Readers
PROJECT DESCRIPTION:
To support an international conference to explore ways in which certain central, authoritative texts were read in the 12th and 13th centuries.

IOWA

Iowa City:
University of Iowa — APPROVED OUTRIGHT $19,000.00
Iowa City, IA 52242 — APPROVED MATCH $3,975.00
PROJ.DIR.: Phillip D. Cummins — RX-21011-88 (Research Programs)
PROJECT TITLE: Iowa Ideas Conference
PROJECT DESCRIPTION:
To support an international conference to analyze and assess philosophical theories of ideas in the 17th and 18th centuries.

MASSACHUSETTS

Cambridge:
Harvard University — APPROVED OUTRIGHT $71,928.00
Cambridge, MA 02138 — APPROVED MATCH $20,000.00
PROJ.DIR.: Wolfhart P. Heinrichs — RT-20930-88 (Research Programs)
PROJECT TITLE: Encyclopaedia of Islam
PROJECT DESCRIPTION:
To support work on the Encyclopaedia of Islam, which covers the history and culture of all countries in which Islam has played an important role.

Williamstown:
Williams College — APPROVED OUTRIGHT $15,000.00
Williamstown, MA 01267 — APPROVED MATCH $5,000.00
PROJ.DIR.: George E. Marcus — RX-21059-88 (Research Programs)
PROJECT TITLE: Symposium on Democratic Theory
PROJECT DESCRIPTION:
To support a conference on American democratic theory that will examine assumptions about the place of reason and emotion in politics, the role of class, gender and race, and the relationships between citizens and their leaders.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

MICHIGAN

Ann Arbor:
University of Michigan — APPROVED OUTRIGHT $14,000.00
Ann Arbor, MI 48109 — APPROVED MATCH $6,500.00
PROJ.DIR.: Penelope Crawford — RX-21038-88 (Research Programs)
PROJECT TITLE: Mozart's Piano Concertos: Festival and Symposium
PROJECT DESCRIPTION:
To support an international conference devoted to Mozart's piano concertos from the perspectives of their time and place of composition; form, style and compositional process; performance practices; and relevant sources.

Detroit:
Wayne State University — APPROVED OUTRIGHT $ 5,000.00
Detroit, MI 48202 — APPROVED MATCH $9,000.00
PROJ.DIR.: Jacob Lassner — RX-21043-88 (Research Programs)
PROJECT TITLE: The Hebrew Bible: Sacred Text and Literature
PROJECT DESCRIPTION:
To support an interdisciplinary conference that will allow participants to articulate current concerns in the area of biblical scholarship.

NEW HAMPSHIRE

Hanover:
Dartmouth College — APPROVED OUTRIGHT $18,000.00
Hanover, NH 03755 — APPROVED MATCH $4,000.00
PROJ.DIR.: James H. Tatum — RX-21002-88 (Research Programs)
PROJECT TITLE: The Ancient Novel: Classical Paradigms and Modern Perspectives
PROJECT DESCRIPTION:
To support an international conference that will focus on the ancient novelists of Greece and Rome, their readership in the ancient and modern worlds, and their place in literary history.

NEW JERSEY

New Brunswick:
Rutgers University, New Brunswick — APPROVED OUTRIGHT $70,000.00
New Brunswick, NJ 08854 — APPROVED MATCH $60,371.00
PROJ.DIR.: Jocelyn P. Small — RT-20888-88 (Research Programs)
PROJECT TITLE: Computer Index of Classical Iconography
PROJECT DESCRIPTION:
To support the addition of information regarding new American acquisitions of classical objects with mythological scenes to the data base of the Index of Classical Iconography.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

NEW YORK

Ithaca:
Cornell University — APPROVED OUTRIGHT $10,000.00
Ithaca, NY 14853 — RX-21034-88 (Research Programs)
PROJ.DIR.: Peter Uwe Hohendahl
PROJECT TITLE: Heinrich Heine and the West: A Critical Dialogue
PROJECT DESCRIPTION:
To support an international, interdisciplinary research conference that will examine the significance of Heinrich Heine's work for Western European and American thought and literature.

New York:
American Council of Learned Societies — APPROVED MATCH $295,000.00
New York, NY 10017 — RT-20922 (Research Programs)
PROJ.DIR.: Douglas Greenberg
PROJECT TITLE: The American National Biography
PROJECT DESCRIPTION:
To support the preparation of The American National Biography in 20 volumes.

American Council of Learned Societies — APPROVED OUTRIGHT $12,000.00
New York, NY 10017 — APPROVED MATCH $4,000.00
PROJ.DIR.: Jason H. Parker — RX-21028-88 (Research Programs)
PROJECT TITLE: Conference on Education and Society in Late Imperial China
PROJECT DESCRIPTION:
To support a research conference on education and society in late Imperial China, 1664-1911.

Columbia University — APPROVED OUTRIGHT $6,000.00
New York, NY 10027 — APPROVED MATCH $12,500.00
PROJ.DIR.: Barry Bergdoll — RX-21020-88 (Research Programs)
PROJECT TITLE: Symposium: Germany and the Development of American Architecture
PROJECT DESCRIPTION:
To support an international conference to explore German contributions to American architecture from the mid-19th century to the present, with particular emphasis on the work of Walter Gropius and Mies van der Rohe.

Social Science Research Council — APPROVED OUTRIGHT $10,000.00
New York, NY 10158 — APPROVED MATCH $2,400.00
PROJ.DIR.: Frederick E. Wakeman — RX-21046-88 (Research Programs)
PROJECT TITLE: Coffee and the Origins of Unity and Diversity in Latin America
PROJECT DESCRIPTION:
To support an international conference in Bogota, Colombia, that will explore the relations between coffee economies and forms of social, political and cultural life in Latin American countries between the mid-18th and early-20th centuries.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

OHIO

Columbus:
Ohio State University Research Foundation — APPROVED OUTRIGHT $30,000.00
Columbus, OH 43212 — RO-21677-88 (Research Programs)
PROJ.DIR.: William M. Sumner
PROJECT TITLE: An Archaeological Study of Proto-Elamite Civilization in Anshan, Iran
PROJECT DESCRIPTION:
To support the research for a monograph on the elite architecture of a late-4th millenium urban center, 3400-2800 B.C., near Anshan, Iran, comparable to Sumer and Susa in the growth of urban civilization.

PENNSYLVANIA

Philadelphia:
University of Pennsylvania — APPROVED OUTRIGHT $20,000.00
Philadelphia, PA 19104 — APPROVED MATCH $6,000.00
PROJ.DIR.: Robert H. Dyson — RX-21026-88 (Research Programs)
PROJECT TITLE: Cypriot Ceramics: Reading the Prehistoric Record
PROJECT DESCRIPTION:
To support an international conference that will enable archaeologists who are pottery specialists to examine and analyze newly and previously excavated Cypriot ware from 4000 to 1000 B.C.

TEXAS

Austin:
University of Texas, Austin — APPROVED OUTRIGHT $10,000.00
Austin, TX 78712 — APPROVED MATCH $1,000.00
PROJ.DIR.: Thomas G. Palaima — RX-21033-88 (Research Programs)
PROJECT TITLE: Research Conference on Aegean Seals
PROJECT DESCRIPTION:
To support an international conference that will focus on Cretan and Greek seals and sealings to gain insight into the cultures of these civilizations during three distinct periods from 1850 to 1200 B.C.

San Antonio:
University of Texas, San Antonio — APPROVED OUTRIGHT $10,000.00
San Antonio, TX 78285 — APPROVED MATCH $73,983.00
PROJ.DIR.: Richard E. W. Adams — RO-21814-88 (Research Programs)
PROJECT TITLE: The Regional Maya Lowlands Archaeological Project
PROJECT DESCRIPTION:
To support the beginning of a regional archaeological survey of the Rio Azul area, a group of Mayan settlements in the northeastern corner of Guatemala that flourished between 1000 B.C. and A.D. 900.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

UTAH

Salt Lake City:
University of Utah — APPROVED MATCH $212,150.00
Salt Lake City, UT 84112 — RT-20886 (Research Programs)
PROJ.DIR.: Mrs. Lola Atiya
PROJECT TITLE: The Coptic Encyclopedia
PROJECT DESCRIPTION:
To support continuing work on The Coptic Encyclopedia, which covers all aspects of Egyptian Coptic culture, civilization, and human geography from Roman times to the contemporary period.

VIRGINIA

Blacksburg:
Virginia Polytechnic Inst. & State Univ. — APPROVED OUTRIGHT $9,000.00
Blacksburg, VA 24061 — RX-21037-88 (Research Programs)
PROJ.DIR.: Roger Ariew
PROJECT TITLE: Pierre Duhem: Historian and Philosopher of Science
PROJECT DESCRIPTION:
To support an international conference on Pierre Duhem, 1861-1916, a French historian, scientist, and philosopher of science.

Williamsburg:
College of William and Mary — APPROVED OUTRIGHT $20,000.00
Williamsburg, VA 23185 — APPROVED MATCH $5,000.00
PROJ.DIR.: Dale E. Hoak — RX-21012-88 (Research Programs)
PROJECT TITLE: "The World of William and Mary"
PROJECT DESCRIPTION:
To support an international conference that will focus on the political, intellectual, economic, and cultural currents involved in the accession of King William and Queen Mary to the English throne.

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NEH-88-055-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

CALIFORNIA

Berkeley:
University of California, Berkeley — APPROVED OUTRIGHT $20,000.00
Berkeley, CA 94720 — APPROVED MATCH $10,000.00
PROJ.DIR.: Hubert L. Dreyfus — RX-21065-88 (Research Programs)
PROJECT TITLE: International Conference on the Influence of the Philosophy of Martin Heidegger in Varied Domains
PROJECT DESCRIPTION:
To support an international conference on the influence of Heidegger on diverse areas of contemporary thought and culture.

DELAWARE

Winterthur:
Winterthur Museum — APPROVED OUTRIGHT $10,000.00
Winterthur, DE 19735 — APPROVED MATCH $5,000.00
PROJ.DIR.: Catherine E. Hutchins — RX-21045-88 (Research Programs)
PROJECT TITLE: Everyday Life in the Early Republic, 1788-1828
PROJECT DESCRIPTION:
To support an interdisciplinary conference that will examine everyday life in the early American republic from 1788-1828.

DISTRICT OF COLUMBIA

Washington:
George Washington University — APPROVED OUTRIGHT $15,000.00
Washington, DC 20052 — APPROVED MATCH $2,000.00
PROJ.DIR.: Lois G. Schwoerer — RX-21052-88 (Research Programs)
PROJECT TITLE: "The Glorious Revolution", 1688-89: Changing Perspectives
PROJECT DESCRIPTION:
To support an international conference to reevaluate the effects of England's "Glorious Revolution" of 1688-89 in light of important new research.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

ILLINOIS

Chicago:
Loyola University, Chicago — APPROVED OUTRIGHT $20,000.00
Chicago, IL 60626 — APPROVED MATCH $7,000.00
PROJ.DIR.: John Sallis — RX-21008-88 (Research Programs)
PROJECT TITLE: Heidegger: Phenomenology, Ontology, Poetics--Contemporary Perspectives
PROJECT DESCRIPTION:
To support an international conference on Heidegger to focus on the large body of his work that has appeared since 1975.

University of Chicago — APPROVED OUTRIGHT $100,000.00
Chicago, IL 60637 — APPROVED MATCH $35,000.00
PROJ.DIR.: Russell Hardin — RO-21652-88 (Research Programs)
PROJECT TITLE: The Constitution of Democracy
PROJECT DESCRIPTION:
To support an interdisciplinary project designed to understand, through comparison and analysis, the working of the American Constitution and other constitutions throughout the world.

DeKalb:
Northern Illinois University — APPROVED OUTRIGHT $10,000.00
DeKalb, IL 60115 — APPROVED MATCH $2,000.00
PROJ.DIR.: Allan Kulikoff — RX-21049-88 (Research Programs)
PROJECT TITLE: Conference on Women and the Transition to Capitalism in Rural America: 1760-1920
PROJECT DESCRIPTION:
To support an interdisciplinary conference on women and the transition to capitalism in rural America between the years 1760 and 1920.

Evanston:
Northwestern University — APPROVED OUTRIGHT $7,000.00
Evanston, IL 60201 — APPROVED MATCH $10,000.00
PROJ.DIR.: John S. Bushnell — RX-21058-88 (Research Programs)
PROJECT TITLE: Conference on Russia's Great Reforms, 1861-74
PROJECT DESCRIPTION:
To support a conference that will discuss the Great Reforms that took place in Russia between 1861 and 1874.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

INDIANA

Notre Dame:
University of Notre Dame — APPROVED OUTRIGHT $10,000.00
Notre Dame, IN 46556 — APPROVED MATCH $10,000.00
PROJ.DIR.: Mark D. Jordan — RX-21010-88 (Research Programs)
PROJECT TITLE: Ad Litteram: Authoritative Texts and their Medieval Readers
PROJECT DESCRIPTION:
To support an international conference to explore ways in which certain central, authoritative texts were read in the 12th and 13th centuries.

IOWA

Iowa City:
University of Iowa — APPROVED OUTRIGHT $19,000.00
Iowa City, IA 52242 — APPROVED MATCH $3,975.00
PROJ.DIR.: Phillip D. Cummins — RX-21011-88 (Research Programs)
PROJECT TITLE: Iowa Ideas Conference
PROJECT DESCRIPTION:
To support an international conference to analyze and assess philosophical theories of ideas in the 17th and 18th centuries.

MASSACHUSETTS

Cambridge:
Harvard University — APPROVED OUTRIGHT $71,928.00
Cambridge, MA 02138 — APPROVED MATCH $20,000.00
PROJ.DIR.: Wolfhart P. Heinrichs — RT-20930-88 (Research Programs)
PROJECT TITLE: Encyclopaedia of Islam
PROJECT DESCRIPTION:
To support work on the Encyclopaedia of Islam, which covers the history and culture of all countries in which Islam has played an important role.

Williamstown:
Williams College — APPROVED OUTRIGHT $15,000.00
Williamstown, MA 01267 — APPROVED MATCH $5,000.00
PROJ.DIR.: George E. Marcus — RX-21059-88 (Research Programs)
PROJECT TITLE: Symposium on Democratic Theory
PROJECT DESCRIPTION:
To support a conference on American democratic theory that will examine assumptions about the place of reason and emotion in politics, the role of class, gender and race, and the relationships between citizens and their leaders.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

MICHIGAN

Ann Arbor:
University of Michigan — APPROVED OUTRIGHT $14,000.00
Ann Arbor, MI 48109 — APPROVED MATCH $6,500.00
PROJ.DIR.: Penelope Crawford — RX-21038-88 (Research Programs)
PROJECT TITLE: Mozart's Piano Concertos: Festival and Symposium
PROJECT DESCRIPTION:
To support an international conference devoted to Mozart's piano concertos from the perspectives of their time and place of composition; form, style and compositional process; performance practices; and relevant sources.

Detroit:
Wayne State University — APPROVED OUTRIGHT $ 5,000.00
Detroit, MI 48202 — APPROVED MATCH $9,000.00
PROJ.DIR.: Jacob Lassner — RX-21043-88 (Research Programs)
PROJECT TITLE: The Hebrew Bible: Sacred Text and Literature
PROJECT DESCRIPTION:
To support an interdisciplinary conference that will allow participants to articulate current concerns in the area of biblical scholarship.

NEW HAMPSHIRE

Hanover:
Dartmouth College — APPROVED OUTRIGHT $18,000.00
Hanover, NH 03755 — APPROVED MATCH $4,000.00
PROJ.DIR.: James H. Tatum — RX-21002-88 (Research Programs)
PROJECT TITLE: The Ancient Novel: Classical Paradigms and Modern Perspectives
PROJECT DESCRIPTION:
To support an international conference that will focus on the ancient novelists of Greece and Rome, their readership in the ancient and modern worlds, and their place in literary history.

NEW JERSEY

New Brunswick:
Rutgers University, New Brunswick — APPROVED OUTRIGHT $70,000.00
New Brunswick, NJ 08854 — APPROVED MATCH $60,371.00
PROJ.DIR.: Jocelyn P. Small — RT-20888-88 (Research Programs)
PROJECT TITLE: Computer Index of Classical Iconography
PROJECT DESCRIPTION:
To support the addition of information regarding new American acquisitions of classical objects with mythological scenes to the data base of the Index of Classical Iconography.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

NEW YORK

Ithaca:
Cornell University — APPROVED OUTRIGHT $10,000.00
Ithaca, NY 14853 — RX-21034-88 (Research Programs)
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October 1988 Research Grants
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Philadelphia, PA 19104 — APPROVED MATCH $6,000.00
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TEXAS

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Austin, TX 78712 — APPROVED MATCH $1,000.00
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San Antonio, TX 78285 — APPROVED MATCH $73,983.00
PROJ.DIR.: Richard E. W. Adams — RO-21814-88 (Research Programs)
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-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
October 1988 Research Grants
Reference Materials, Projects and Conferences

UTAH

Salt Lake City:
University of Utah — APPROVED MATCH $212,150.00
Salt Lake City, UT 84112 — RT-20886 (Research Programs)
PROJ.DIR.: Mrs. Lola Atiya
PROJECT TITLE: The Coptic Encyclopedia
PROJECT DESCRIPTION:
To support continuing work on The Coptic Encyclopedia, which covers all aspects of Egyptian Coptic culture, civilization, and human geography from Roman times to the contemporary period.

VIRGINIA

Blacksburg:
Virginia Polytechnic Inst. & State Univ. — APPROVED OUTRIGHT $9,000.00
Blacksburg, VA 24061 — RX-21037-88 (Research Programs)
PROJ.DIR.: Roger Ariew
PROJECT TITLE: Pierre Duhem: Historian and Philosopher of Science
PROJECT DESCRIPTION:
To support an international conference on Pierre Duhem, 1861-1916, a French historian, scientist, and philosopher of science.

Williamsburg:
College of William and Mary — APPROVED OUTRIGHT $20,000.00
Williamsburg, VA 23185 — APPROVED MATCH $5,000.00
PROJ.DIR.: Dale E. Hoak — RX-21012-88 (Research Programs)
PROJECT TITLE: "The World of William and Mary"
PROJECT DESCRIPTION:
To support an international conference that will focus on the political, intellectual, economic, and cultural currents involved in the accession of King William and Queen Mary to the English throne.

# # #

NEWS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-055-N

Noel Milan 202/786-0449 (office)
301/268-4309 (home)
John McGrath 202/786-0449 (office)
703/525-9478 (home)

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT ANNOUNCES CHARLES FRANKEL PRIZE

New Awards Will Recognize Contributions to Public Humanities Programs

WASHINGTON, Oct. 20 -- The National Endowment for the Humanities (NEH) today announced the Charles Frankel Prize, a new competition that will honor up to five individuals each year for bringing history, literature, philosophy and other humanities disciplines to general audiences.

U.S. citizens who have made contributions to the humanities through their books or work in public programs, museum exhibitions, films, television and radio productions or other programs aimed at the general public are eligible for the honor, which will carry a stipend of $5,000.

The prize is named for the late Charles Frankel, professor of philosophy, U.S. State Department official, and president and director of the National Humanities Center in North Carolina.

"Throughout his distinguished career, Charles Frankel embodied the best in scholarship and citizenship. His life and work serve to remind us of the vital role that the humanities play in the life of our nation," said NEH Chairman Lynne V. Cheney.

"With these awards we hope to honor outstanding individuals who have brought the public a greater understanding of the texts, themes and insights that the humanities offer," she added.

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Announcement of the Charles Frankel Prize competition follows the release of NEH's congressionally mandated report, Humanities in America, which describes a recent dramatic increase in the American public's interest in literature, history, philosophy and other humanities disciplines. Among its recommendations, the report urges recognition of scholars who provide high-quality programs for general audiences.

NEH is inviting nominations for the competition from organizations that conduct public humanities programs, including state humanities councils, museums, libraries, historical societies, public television and radio stations, and media production companies. Also invited to submit nominations are individuals who have served on the National Council on the Humanities, the Endowment's presidentially appointed board of 26 advisors.

Nominators, who may submit only one name for consideration, are being asked to submit a biographical summary of the candidate and a letter of no more than two pages describing his or her qualifications. The National Council on the Humanities will review nominations and make recommendations to the NEH Chairman. Final selections will be made by the Chairman, who, by law, makes decisions on all NEH awards.

The deadline for nominations is Dec. 19, 1988. NEH plans to announce the first of the Charles Frankel Prizes in March 1989 and to honor the recipients formally at a ceremony in Washington later in the year. Prize winners will also participate in a panel discussion held in conjunction with the honoring ceremony.

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Charles Frankel (1917-79) held many posts throughout his professional career, including professor of philosophy at Columbia University and at a number of European institutions, assistant secretary of state for educational and cultural affairs, chair of the U.S. delegation to the UNESCO General Conference and host of a network television series called "The World of Ideas." He was the author of many books and articles on philosophy, religion, education, government and other topics.

Frankel wrote and spoke often on the need for humanities scholars to become more involved in civic affairs. In a 1978 speech to a symposium on government and the humanities, he said: "Humanistic scholarship grows -- in the end it develops confidence, freshness, original ideas -- when it is fed not by its own professional concerns alone but by the doings of human beings outside the study.... And when humanistic scholars have been persuaded that they are really part of the larger community, they have also made the largest contributions to their own disciplines. Plato, Machiavelli, Erasmus, John Locke, Diderot, James Madison, Ralph Waldo Emerson are not remembered for being intellectual recluses."

Nominations should be mailed to the following address:

NOMINATION: Charles Frankel Prize
National Endowment for the Humanities
Washington, D.C. 20506

For more information, contact NEH's Office of Publications and Public Affairs at 202/786-0438.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education, preservation and public programs in the humanities.

# # #

NOTE: Single copies of Humanities in America are available from the Office of Publications and Public Affairs, National Endowment for the Humanities, Washington, D.C. 20506.

FACTS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-088-055-F

THE 1989 CHARLES FRANKEL PRIZE COMPETITION

PURPOSE: The Charles Frankel Prize recognizes scholars in the humanities who have brought to general audiences -- national, regional or local -- a greater understanding of the texts, themes and ideas of the humanities.

WHO IS ELIGIBLE: U.S. citizens who have records of scholarly achievement are eligible for the prize, as are scholars of other countries who have maintained resident alien status in the United States for at least the past three consecutive years. An advanced degree in the humanities is not a requirement. Nominees may be members of college or university faculties or administrations or they may be affiliated with museums, historical societies, radio or television stations, film production companies, or other educational institutions or organizations. They may also be independent scholars. They may not be paid employees of the federal government or state humanities councils.

QUALIFICATIONS: The Charles Frankel Prize will be awarded to persons who have made outstanding contributions to the public's understanding of the humanities. Such contributions might include: scholarly participation in the planning, scripting and production of a film or television documentary; planning or acting as curator for a major interpretive exhibition; designing and conducting reading-discussion programs for local libraries or community organizations; or writing a book that combines sound humanities scholarship with significant appeal for general audiences. The principal criteria for selection are the excellence of the contribution and the quality of the scholarship behind it.

NOMINATING PROCEDURES: Organizations that conduct public humanities programs, including museums, libraries, historical societies, public television and radio stations, film and video production companies and state humanities councils may nominate an individual for consideration. Also invited to submit nominations are individuals who have served on the National Council on the Humanities, the Endowment's presidentially appointed board of 26 advisors. NEH will accept only one nomination per organization or individual, and organizations may nominate members of their own staffs. Nominators should submit a letter describing the candidate's qualifications and a biographical summary of no more than two pages.

AWARDS: Up to five prizes will be awarded each year, beginning in 1989. The honor carries a stipend of $5,000, plus reimbursement for expenses to attend an honoring ceremony. Recipients will also participate in a special panel to be held in conjunction with the ceremony.

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SELECTION PROCESS: Nominations will be reviewed by members of the National Council on the Humanities, the Endowment's presidentially appointed board of 26 advisors, which will make recommendations to the NEH Chairman. By law, only the Chairman can make awards.

ABOUT CHARLES FRANKEL: Charles Frankel (1917-79) was a teacher, statesman and author known for his commitment to scholarship and public affairs. He was a professor of philosophy at Columbia University (1939-79), assistant secretary of state for educational and cultural affairs (1965-67) and president and director of the National Humanities Center at Research Triangle Park, N.C. (1977-79). Frankel also taught briefly at the University of Paris (1953-54) and the University of Dublin (1954), chaired the U.S. delegation to the UNESCO General Conference (1976), hosted the CBS-TV series "The World of Ideas" (1959) and served as the writer, host and narrator of the film "In Pursuit of Liberty" (1979). He authored 12 books, including The Case for Modern Man (1956), The Love of Anxiety and Other Essays (1965) and High on Foggy Bottom: An Outsider's Inside View of Government (1969), and he edited or contributed to several other volumes. Frankel also wrote scores of articles for scholarly journals and general interest publications such as Life and The New York Times Magazine.

IMPORTANT DATES: The deadline for receipt of nominations for the 1989 Charles Frankel Prize competition is Dec. 19, 1988. Winners will be announced publicly in March 1989, with an honoring ceremony and panel planned for August 1989.

MAILING ADDRESS: Send nominations to this address:

NOMINATION: Charles Frankel Prize
National Endowment for the Humanities
Washington, D.C. 20506

FURTHER DETAILS: Contact NEH's Office of Publications and Public Affairs at 202/786-0438.

# # #

NEWS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-056-N

Contact:	Office	Home
Mary Chunko	202/786-0449	703/528-0561

FOR IMMEDIATE RELEASE

COLLEGE TEACHERS AND SCHOLARS ENCOURAGED TO MAKE SUMMER PLANS NOW
Humanities Endowment Sponsors 64 Summer Seminars Nationwide

WASHINGTON, Nov. 4 -- The National Endowment for the Humanities (NEH) is inviting applications from college teachers, professionals at cultural organizations and independent scholars in the humanities for an opportunity to spend next summer with colleagues pursuing advanced study and research.

A number of America's most distinguished humanities scholars will offer NEH seminars on 64 different topics at 38 major research universities across the country. Many seminars are interdisciplinary, and participants need not be specialists in the particular subject of a seminar.

Twelve participants in each seminar will study such topics as English Romantic literature and art, American constitutionalism, philosophical approaches to law, Beethoven's string quartets, Gothic architecture, African history and literature, the influence of Buddhism in China and Japan and American history.

"This program serves those on the front lines of humanities education at two- and four-year colleges, museums, libraries and other cultural institutions," said NEH Chairman Lynne V. Cheney in announcing the competition for applicants to the program. "Year after year summer

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seminar participants have testified to the value of having the time and opportunity to reflect on important topics and to deepen their understanding of significant issues and ideas in the humanities."

Seminar participants, who will have access to the collections of a major library or museum, will discuss a body of common readings with fellow participants, prepare written work and pursue individual research projects.

Several of the seminars offered in summer 1989 deal with 19th-century Romanticism, a subject celebrated last year in a popular exhibition, "William Wordsworth and the Age of English Romanticism," which opened at the New York Public Library and visited several locations across the country.

Erik N. Sandgren, who teaches art at Chesapeake College in Maryland, participated in Professor James A.W. Heffernan's seminar on "English Romantic Literature and the Visual Arts" at Dartmouth College in 1987. "By clarifying historical issues," said Sandgren, "the seminar has helped me to crystallize a new approach to narrative in my painting. But most importantly, the value of the seminar extends beyond historical Romanticism into living issues." Heffernan's seminar will be offered again in summer 1989.

Since the program's inception 16 years ago, more than 13,500 teachers and scholars have attended Summer Seminars for College Teachers.

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Applications are invited for the seminars offered in the summer of 1989. Copies of a brochure describing each seminar and giving the address to which applications should be sent are available by writing to:

Summer Seminars for College Teachers, Room 316-MR
Division of Fellowships and Seminars
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington D.C. 20506.

For detailed information about the requirements and subject matter of individual seminars, please write to the seminar directors given on the attached list of Summer Seminars for 1989.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education, preservation and public programs in the humanities.

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[A complete list of the seminars offered in the summer of 1989 accompanies this release.]

FACTS

National Endowment for the Humanities

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

Public Affairs Office
Media Relations

(202) 786-0449

NEH-88-056-F

NEH Summer Seminars for College Teachers

PURPOSE OF THE PROGRAM

The Summer Seminars for College Teachers program enables teachers, professionals at cultural organizations and independent scholars to increase their knowledge of the subjects they study and teach by allowing them to work with distinguished scholars in the humanities. Participants have the opportunity to use the resources of a major library or research center and to pursue independent research projects related to the seminar topic. Seminar topics are broadly defined, and cross-disciplinary approaches are encouraged.

ELIGIBILITY

Summer Seminars for College Teachers are offered for teachers at four-year undergraduate and two-year colleges, as well as independent scholars who want to enrich their knowledge of the humanities. **Applications are encouraged from teachers at two-year and community colleges and from humanities scholars affiliated with libraries, museums and other cultural institutions.** Applicants must have completed their professional training by March 1, 1989. Those seeking support for work leading to an advanced degree are not eligible. An individual may apply to no more than two seminars in any one year, and college teachers who participated in an NEH Summer Seminar in 1987 or 1988 are not eligible.

DEADLINE AND AWARDS

Participants in the eight-week seminars receive a stipend of $3,500; those in six-week seminars receive $2,750. The stipend is intended to help cover travel to and from the seminar site, books, and research and living expenses. **The deadline for applications is March 1, 1989,** and awards will be announced on March 23, 1989. Applicants to a particular seminar should write to the seminar director.

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SELECTION PROCESS

Prospective applicants should contact the seminar directors for information and an application form before applying. Applications are sent directly to the appropriate seminar directors. The directors and their selection committees review the applications and select twelve participants based on the applicants' qualifications to do the work of the seminar and contribute to it; the conception, definition and organization of the applicants' proposed programs of personal study; and the quality of the applicants' previous work in the humanities. Specific information about available housing is provided by the seminar directors at the time of selection.

1989 SEMINARS

For more information and a list of the seminars offered in the summer of 1989 write to:

Summer Seminars for College Teachers, Room 316-MR
Division of Fellowships and Seminars
National Endowment for the Humanities
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

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NEH-88-056-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Summer Seminars for College Teachers, 1989
(organized by topic)

THE ARTS

Paleography and Codicology: Manuscript Books in the Middle Ages and Renaissance
June 12 to August 4, 1989
ROBERT BABCOCK and BARBARA SHAILOR
Beinecke Rare Book and Manuscript Library
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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Imitation, Influence, Inspiration: The Theory and Practice of Artistic Relations in the Renaissance
June 19 to August 11, 1989
LEONARD BARKAN
Department of English
Northwestern University
Evanston, Illinois 60208

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English Romantic Literature and the Visual Arts
June 19 to August 11, 1989
JAMES A. W. HEFFERNAN
Department of English
Dartmouth College
Hanover, New Hampshire 03755

- - -

Roman Art in Its Social Context
June 12 to August 4, 1989
Seminar Location: American Academy in Rome, Italy
ELEANOR WINDSOR LEACH
Department of Classical Studies
Indiana University
Bloomington, Indiana 47405

The Beethoven String Quartets: Their Development and Interpretation
June 26 to August 18, 1989
LEWIS LOCKWOOD
Department of Music
Harvard University
Cambridge, Massachusetts 02138

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Gothic in the Ile-de-France
June 19 to August 11, 1989
Seminar Location: Reid Hall, Paris, France
STEPHEN MURRAY
Department of Art History and Archaeology
c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

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ENGLISH AND AMERICAN LITERATURE

Yeats and His Circles
June 12 to August 4, 1989
DANIEL F. ALBRIGHT
Department of English
Morey Hall, River Campus Station
University of Rochester
Rochester, New York 14627

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Shakespeare and Politics
June 12 to August 4, 1989
PAUL A. CANTOR
Department of English
Wilson Hall
University of Virginia
Charlottesville, Virginia 22903

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Narrative in Fiction and Film
June 12 to July 21, 1989
SEYMOUR B. CHATMAN
Department of Rhetoric
University of California
Berkeley, California 94720

Romantic Literary Careers
June 12 to August 4, 1989
JEROME CHRISTENSEN
English Department
Johns Hopkins University
Baltimore, Maryland 21218

- - -

American Literature: Portraits in Black and White
June 12 to August 4, 1989
MICHAEL G. COOKE
Department of English
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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Lyric and History: Theoretical and Interpretive Readings
June 12 to August 4, 1989
PAUL H. FRY
Department of English
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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The New Historicism: The Example of Shakespeare
June 12 to July 21, 1989
STEPHEN GREENBLATT
Department of English
University of California
Berkeley, California 94720

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Chaucer's Troilus and Criseyde and the Literature of Love, Ovid to Boccaccio
June 12 to August 4, 1989
ROBERT HANNING
Department of English
c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

Culture and Society in England, 1840-1900: An Interdisciplinary Approach
June 12 to July 21, 1989
ROGER B. HENKLE and L. PERRY CURTIS
Department of English
Brown University
Providence, Rhode Island 02912

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The Emergence of Children's Fairy Tales, 1840-1920
June 19 to August 11, 1989
ULRICH C. KNOEPFLMACHER
Department of English
Princeton University
Princeton, New Jersey 08544

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Robert Penn Warren and the American Imagination
June 19 to August 11, 1989
R. W. B. LEWIS
Department of English
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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Modern American Poetry: New Perspectives
June 19 to August 11, 1989
ARTHUR WALTON LITZ
Department of English
Princeton University
Princeton, New Jersey 08544

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English Romanticism and Gender
June 19 to August 11, 1989
ANNE K. MELLOR
Department of English
University of California
405 Hilgard Avenue
Los Angeles, California 90024-1504

ENGLISH AND AMERICAN LITERATURE
(continued)

Social Change in Early Modern Britain and the Rise of the Novel
June 12 to August 4, 1989
JOHN RICHETTI
Department of English
Bennett Hall
University of Pennsylvania
Philadelphia, Pennsylvania 19104

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American Indian Literatures: Oral and Written
June 19 to August 11, 1989
A. LAVONNE BROWN RUOFF
Department of English
Box 4348
University of Illinois
Chicago, Illinois 60680

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Literature and Politics in Seventeenth-Century England
June 19 to July 28, 1989
JOHN M. WALLACE
Department of English
University of Chicago
1050 East 59th Street
Chicago, Illinois 60637

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FOREIGN AND COMPARATIVE LITERATURE

The Golden Age *Comedia* on Stage
June 12 to August 4, 1989
JOHN J. ALLEN
Department of Spanish and Italian
POT 1115
University of Kentucky
Lexington, Kentucky 40506

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Critical Approaches to Twentieth-Century Spanish Poetry
June 12 to July 21, 1989
ANDREW P. DEBICKI
Hall Center for the Humanities
University of Kansas
Lawrence, Kansas 66045-2967

The Oral Tradition in Literature
June 19 to August 11, 1989
JOHN MILES FOLEY
Center for Studies in Oral Tradition
University of Missouri
Columbia, Missouri 65211

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The Question of Postmodernism in Literature
June 26 to August 4, 1989
IHAB HASSAN
Center for Twentieth-Century Studies
Box 413
University of Wisconsin
Milwaukee, Wisconsin 53201

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Modernity and its Discontents: Film, Literature and Myth in the Weimar Republic
June 19 to August 11, 1989
ANTON KAES
Department of German
University of California
Berkeley, California 94720

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African Novelists
June 19 to July 28, 1989
BERNTH OLOF LINDFORS
Department of English
University of Texas
Austin, Texas 78712

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The Imaginary Voyage in Eighteenth-Century French Fiction
June 19 to August 11, 1989
GEORGES MAY
Department of French
c/o NEH Summer Seminars
53 Wall Street
Box 2145, Yale Station
New Haven, Connecticut 06520

The Prosaics of the Russian Novel: Theory and Practice
June 19 to August 11, 1989
GARY SAUL MORSON
Department of Slavic Languages and Literatures
Northwestern University
Evanston, Illinois 60208

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Literature and Music
June 26 to August 4, 1989
STEVEN PAUL SCHER
Department of German
Dartmouth College
Hanover, New Hampshire 03755

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The Poetics of Sign and Discourse in Medieval Literature
June 19 to August 11, 1989
EUGENE A. VANCE
Research and Education
The Newberry Library
60 West Walton Street
Chicago, Illinois 60610

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HISTORY

American Cultural History: Biography, Texts, Cities
June 12 to August 4, 1989
THOMAS BENDER
Department of History
19 University Place
New York University
New York, New York 10003

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Creative Adaptations: Peoples and Cultures of America, 1607-1763
June 19 to August 11, 1989
TIMOTHY H. BREEN
Department of History
Northwestern University
Evanston, Illinois 60208

Church and Religion in Imperial Russia: 1700-1917
June 12 to August 4, 1989
GREGORY L. FREEZE
Department of History
Brandeis University
Waltham, Massachusetts 02254

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Group Loyalties in Modern Western Societies
June 12 to July 21, 1989
RICHARD HERR
Department of History
University of California
Berkeley, California 94720

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American Urban History: Cities and Neighborhoods
June 12 to August 4, 1989
KENNETH T. JACKSON
Department of History
c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

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The Woman Question in an Age of Revolutions: Europe and America, 1750-1880
July 10 to August 18, 1989
KAREN OFFEN
Institute for Research on Women and Gender
Stanford University
Stanford, California 94305

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The Family in Classical and Hellenistic Greece
June 12 to July 21, 1989
SARAH B. POMEROY
Department of Classical Studies
City University of New York
Graduate Center
33 West 42nd Street
New York, New York 10036

HISTORY
(continued)

The Political Mythology of Racism
June 12 to August 4, 1989
LEONARD M. THOMPSON
Department of History
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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The Historian as Detective
June 12 to August 4, 1989
ROBIN W. WINKS
Department of History
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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Urban History: Places and Process
June 19 to August 11, 1989
OLIVIER ZUNZ
Department of History
Randall Hall
University of Virginia
Charlottesville, Virginia 22903

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PHILOSOPHY AND RELIGION

Metaphysics, Morality, and Moral Theory
June 12 to August 4, 1989
E. MAYNARD ADAMS
Department of Philosophy
University of North Carolina
Chapel Hill, North Carolina 27599

New Directions in the Philosophy of Law: Civil Liability and Individual Responsibility
June 12 to August 4, 1989
JULES L. COLEMAN
Law School
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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The Greek Encounter with Judaism in the Hellenistic Period
June 12 to August 4, 1989
Seminar Location: Yeshiva University, New York
LOUIS H. FELDMAN
c/o Annenberg Research Institute
420 Walnut Street
Philadelphia, Pennsylvania 19106

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Philosophy of Biology in Historical and Cultural Contexts
July 3 to August 11, 1989
MARJORIE G. GRENE and RICHARD M. BURIAN
Department of Philosophy
Virginia Polytechnic Institute and
State University
Blacksburg, Virginia 24061

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Buddhism and Culture: China and Japan
June 19 to August 11, 1989
WILLIAM R. LAFLEUR and STEPHEN F. TEISER
Department of East Asian Languages and Cultures
Royce Hall, Room 290
University of California
Los Angeles, California 90024

- - -

Naturalistic Epistemology
June 12 to July 21, 1989
LARRY LAUDAN
Department of Philosophy
University of Hawaii
Honolulu, Hawaii 96822

Virtues and Their Vicissitudes: Changing Concepts of Human Virtue
June 26 to August 18, 1989
AMELIE O. RORTY
Radcliffe College
10 Garden Street
Cambridge, Massachusetts 02138

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Nietzsche's Philosophical Thought and Its Interpretation
June 12 to August 4, 1989
RICHARD SCHACHT
Department of Philosophy
105 Gregory Hall
University of Illinois
810 South Wright Street
Urbana, Illinois 61801

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What is Enlightenment? An Eighteenth-Century Question and Its Twentieth-Century Implications
June 12 to August 4, 1989
JAMES W. SCHMIDT
University Professors Program
Boston University
745 Commonwealth Avenue
Boston, Massachusetts 02215

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The Philosophical Implications of Cognitive Science
June 19 to August 11, 1989
STEPHEN P. STICH
Department of Philosophy, B002
University of California, San Diego
La Jolla, California 92093

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History Writing in Ancient Greece, the Near East, and Israel: A Comparative Study
June 12 August 4, 1989
JOHN VAN SETERS
Department of Religious Studies
101 Saunders Hall CB #3225
University of North Carolina
Chapel Hill, North Carolina 27599

POLITICS AND SOCIETY

Humor in Cross-Cultural Perspective
June 26 to August 4, 1989
STANLEY BRANDES
Department of Anthropology
University of California
Berkeley, California 94720

Modern French Politics
June 12 to August 4, 1989
Seminar Location: Paris, France
BERNARD E. BROWN
Center for European Studies
City University of New York
Graduate Center
33 West 42nd Street
New York, New York 10036

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American Constitutionalism in Comparative Perspective
June 12 to August 4, 1989
DONALD P. KOMMERS
Law School
University of Notre Dame
Notre Dame, Indiana 46556

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Power and Class in Africa
June 12 to August 4, 1989
Seminar Location: CUNY Graduate Center, New York
IRVING LEONARD MARKOVITZ
Department of Political Science
Queens College
City University of New York
Flushing, New York 11367

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From the Silk Route to Afghanistan: Approaches to the Study of Central Asia
June 12 to July 21, 1989
EDAN NABY and RICHARD N. FRYE
History Department
612 Herter Hall
University of Massachusetts
Amherst, Massachusetts 01003

Anthropological Approaches to Law
June 12 to August 4, 1989
LAWRENCE ROSEN
Department of Anthropology
Princeton University
Princeton, New Jersey 08544

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American Journalism in Historical Perspective
June 19 to August 11, 1989
MICHAEL S. SCHUDSON
Department of Communications
University of California, San Diego
La Jolla, California 92093

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Understanding Culture through Visual Media
June 12 to August 4, 1989
ANDREI SIMIC
Department of Anthropology
University of California
Berkeley, California 94720

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Jazz: A Comparative View
June 12 to July 21, 1989
JOHN F. SZWED
Department of Anthropology
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

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Generations, Cycles and Modernity
June 12 to August 4, 1989
EDWARD A. TIRYAKIAN
Center for International Studies
Duke University
Durham, North Carolina 27706

Political Cultures
June 12 to August 4, 1989

AARON WILDAVSKY
Survey Research Center
2538 Channing Way
University of California
Berkeley, California 94720

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FACTS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-057-F

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The National Endowment for the Humanities (NEH) is an independent federal agency that supports research, education, preservation and public programs in the humanities.

The Endowment's Mission

Created by Congress with the passage of the National Foundation on the Arts and the Humanities Act of 1965, NEH provides grants to individuals and institutions for projects in the humanities. These include research and educational opportunities for college professors, independent scholars and elementary and secondary school teachers, the writing and publication of scholarly texts, translations of important works in the humanities, museum exhibitions, television and radio programs and a variety of other programs to make the humanities accessible to the general public. Other activities include special projects undertaken at the direction of Congress, such as a study of humanities education in elementary and secondary schools that resulted in the NEH report, American Memory, published in 1987, and a study of the state of the humanities in the nation, Humanities in America, released in September 1988.

What Are the Humanities?

"Humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, include the study of history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

How the Endowment Is Administered

The Endowment is directed by a Chairman, who is appointed by the President and approved by the U.S. Senate for a term of four years. Advising the Chairman is a National Council of 26 distinguished private citizens, also presidentially appointed, who each serve six-year terms. The current NEH Chairman is Lynne V. Cheney, who was unanimously confirmed by the Senate and sworn in on May 23, 1986.

Competition and the Review Process

The Endowment awards grants on a competitive basis. In the most recent fiscal year, NEH funded approximately one out of every four applications received. Funding decisions are made on the basis of the application's merit and the significance of the project.

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Competition and the Review Process (continued)

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality of the proposed projects. Nearly 1,000 scholars and professionals in the humanities serve on approximately 150 panels throughout the course of a year. The judgment of panelists is often supplemented by individual reviews solicited from specialists who have extensive knowledge of an application's subject area.

The advice of the panels and outside reviewers is assembled by the Endowment staff, who comment on matters of fact or policy or significant issues that would otherwise be missing from the review. These materials are then presented to the National Council on the Humanities, which meets four times a year to advise the Chairman about the funding of applications. The Chairman takes the National Council's advice into consideration and makes the final decision on each grant.

The Endowment's Programs

The Endowment awards grants through five divisions -- Education Programs, Fellowships and Seminars, General Programs, Research Programs and State Programs -- and two offices, the Office of Challenge Grants and the Office of Preservation.

From its creation through the end of Fiscal Year 1988, the Endowment awarded $1.8 billion for more than 38,000 fellowships and grants. Some of these grants have required one-to-one matching funds from private-sector donors and have been matched by more than $180 million in non-federal contributions. Grants made by the NEH Challenge Grants Program, requiring $3 or $4 in matching funds for each federal dollar, have generated more than $708 million in non-federal support for America's libraries, colleges, museums and other eligible humanities institutions since the program began in 1977.

For Fiscal Year 1989, ending Sept. 30, 1989, the Endowment received an appropriation of $153 million in program and operating funds.

Jefferson Lecture and Charles Frankel Prize

In 1972 the Endowment established the Jefferson Lecture in the Humanities, the highest honor the federal government bestows for distinguished intellectual and public achievement in the humanities. The 18th Jefferson Lecture will be delivered in Washington, D.C., on May 3, 1989, by novelist Walker Percy. In 1988 the NEH established the Charles Frankel Prize to recognize up to five persons a year for outstanding contributions to the public's understanding of the humanities. The first Charles Frankel Prizes will be announced in March 1989.

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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

NEH-88-058-N

Contact:	Office	Home
John McGrath	202/786-0449	703/525-9478
Mary Chunko	202/786-0449	703/528-0561

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT LOOKS FOR "TEACHER-SCHOLARS"

Program Gives School Teachers Grants for Year-Long Independent Study

WASHINGTON, Nov. 14 -- Outstanding elementary and secondary school teachers will be given new opportunities to enrich their knowledge of history, literature, languages and other humanities disciplines under a grant program offered by the National Endowment for the Humanities (NEH) in partnership with a fund established by DeWitt Wallace, founder of Reader's Digest.

The Endowment is now accepting applications for the NEH/Reader's Digest Teacher-Scholar Program, which supports sabbaticals for teachers for one academic year of independent study in the humanities. The program allows for one teacher to be selected from each state, Puerto Rico, the U.S. Virgin Islands and the District of Columbia.

Now in its second year, the Teacher-Scholar program provides stipends up to $27,500 to replace teachers' salaries or to supplement sabbatical pay up to the amount of their academic year salaries.

"The Teacher-Scholar program gives excellent teachers the chance to grow intellectually and to renew their commitment to teaching," said NEH Chairman Lynne V. Cheney. "The year of intensive study helps teachers to return to their classrooms revitalized with new knowledge and new enthusiasm for the subjects they teach."

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The fund established by the founder of Reader's Digest has contributed $1.5 million to pay approximately one-third of the Teacher-Scholar program's costs for three years.

NEH is inviting elementary and secondary school teachers to submit proposals for significant independent study of the humanities subjects they teach. Applicants must obtain official application forms and submit a thoroughly planned course of study focusing on important primary and secondary texts in the humanities. The plan may involve work with a mentor. As many as two college courses may be taken during the year of the award.

Proposed projects will be judged on their intellectual quality, the significance of the topic and materials to be studied and the relevance of the plan to the applicant's teaching responsibilities.

The deadline for applications is May 1, 1989. Grant-funded study could begin as early as September 1990. Application forms and additional information are available by writing:

NEH Reader's Digest Teacher-Scholar Program
Division of Education Programs, Room 302-MR
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
Telephone: 202/786-0377

The National Endowment for the Humanities is an independent federal agency that support education, scholarship, research and public programs in the humanities.

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NOTE TO EDITORS: The winners of the first Teacher-Scholar competition -- one from each state, Puerto Rico, the Virgin Islands and the District of Columbia -- will be announced in January 1989.

NEWS

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

Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-059-N

Contact:	Office	Home
John McGrath	202/786-0449	703/525-9478
Karen Myers	202/786-0449	301/474-7856

FOR IMMEDIATE RELEASE

NEH ANNOUNCES $10.2 MILLION IN GRANTS FOR MEDIA PROJECTS
Awards Will Support Film, TV and Radio Projects in 12 States and D.C.

WASHINGTON, Nov. 29 -- The National Endowment for the Humanities (NEH) today announced grants totaling more than $10.2 million to support work on documentaries, historical and literary dramatizations, interview programs and other media projects in the humanities.

The funds are allowing universities, public television and radio stations and other nonprofit organizations in 12 states and the District of Columbia to conduct a total of 53 projects. The projects, which bring together humanities scholars and experienced media professionals, are designed to expand public understanding of disciplines such as history, literature, cultural anthropology and music history.

Projects announced today represent all of NEH's media grants for Fiscal Year 1988.

[NEH has awarded one or more grants in your area. Please see the enclosed list.]

"These film, television and radio projects help to bring the best of humanities scholarship and learning to American audiences," said NEH Chairman Lynne V. Cheney. "They can make informative, enriching and thoughtful material available to millions."

In September NEH released Humanities in America, a congressionally mandated report written by Cheney, which describes a dramatic increase in public interest in literature, history, philosophy and other humanities

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disciplines. Among its recommendations, the report urges continued efforts to provide the public with high-quality films and television and radio programs in the humanities.

NEH provides funding for media projects in three categories: planning grants, which support the development of plans or program outlines defining concepts, themes and format; scripting grants, which support the writing of scripts or program treatments; and production grants, which support the costs of single programs, pilot programs or series.

A number of the grants announced today are supporting work on biographies for television or radio. Literary figures such as Edgar Allan Poe, Marcel Proust and Tennessee Williams, as well as President U.S. Grant, labor leader Eugene Debs, composer Duke Ellington and baseball player-turned-evangelist Billy Sunday are among the subjects of Endowment-funded biographical projects.

NEH media grants also are funding work on documentaries and dramatizations examining historical topics as diverse as the Japanese attack on Pearl Harbor, the decline of peasant culture in mid-19th-century France, slave trade in the early days of the United States, the anti-Nazi underground in wartime Germany and the post-revolutionary clash between New England farmers and merchants known as Shays' Rebellion. Literary projects include a film adaptation of Dante's Divine Comedy and a radio dramatization of Gustave Flaubert's Madame Bovary.

Four projects examine the U.S. Constitution and the Bill of Rights from historical and contemporary perspectives. Among these is "Simple Justice," a five-part television miniseries on the history of the Supreme Court decision Brown vs. Board of Education. A number of other projects focus on black American history and culture, including a film dramatization of poet James Weldon Johnson's collection of folk sermons, God's Trombones. Among the projects on music history are a series of radio documentaries on first- and second-generation American musicians and a two-hour film for television on the life and work on Johann Sebastian Bach.

The National Endowment for the Humanities is an independent federal agency that supports scholarship, education, preservation and public programs in the humanities.

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NOTE TO EDITORS: A complete list of all 1988 NEH grants for media projects announced today accompanies this release.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Media Projects
November 1988

ALABAMA

Birmingham:
Wolfe-Carter Productions, Inc. APPROVED OUTRIGHT $541,010.00
Birmingham, AL 35223 GN-23472-88 (General Programs)
PROJ.DIR.: William C. Carter
PROJECT TITLE: Marcel Proust: The Making of a Writer
PROJECT DESCRIPTION:
To support production of a one-hour documentary film on the life and work of Marcel Proust, 1871-1922.

CALIFORNIA

Berkeley:
New Images Productions, Inc. APPROVED OUTRIGHT $1,000,880.00
Berkeley, CA 94710 APPROVED MATCH $500,000.00
PROJ.DIR.: Avon Kirkland GN-23434-88 (General Programs)
PROJECT TITLE: Simple Justice
PROJECT DESCRIPTION:
To support production of five one-hour television programs for a dramatic miniseries based on SIMPLE JUSTICE, Richard Kluger's history of the Supreme Court decision BROWN VS. BOARD OF EDUCATION.

San Anselmo:
Viewfinder Films, Inc. APPROVED OUTRIGHT $6,000.00
San Anselmo, CA 94960 GN-23398-88 (General Programs)
PROJ.DIR.: Jean M. Mudge
PROJECT TITLE: Edgar Allan Poe: Architect of Dreams
PROJECT DESCRIPTION:
To support the revision of a script for a one-hour documentary film about the life and work of Edgar Allan Poe.

San Francisco:
Film Arts Foundation APPROVED OUTRIGHT $20,000.00
San Francisco, CA 94107 GN-23411-88 (General Programs)
PROJ.DIR.: Louise S. Cox
PROJECT TITLE: Gullah Tides
PROJECT DESCRIPTION:
To support planning for a one-hour film documentary, GULLAH TIDES, on the Afro-American culture of the Sea Islands of South Carolina and Georgia.

Film Arts Foundation APPROVED OUTRIGHT $20,000.00
San Francisco, CA 94103 GN-23534-88 (General Programs)
PROJ.DIR.: Graham R. Parkes
PROJECT TITLE: The Life and Work of Friedrich Nietzsche
PROJECT DESCRIPTION:
To support planning for a three-part television drama on the life and work of philospher Friedrich Nietzsche.

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San Francisco: (continued)
Film Arts Foundation — APPROVED OUTRIGHT $356,918.00
San Francisco, CA 94103 — GN-23573-88 (General Programs)
PROJ.DIR.: James S. Culp
PROJECT TITLE: The China Call
PROJECT DESCRIPTION:
To support production of a one-hour documentary film about the American missionary experience in China during the 20th century.

Santa Monica:
KCRW Foundation — APPROVED OUTRIGHT $65,820.00
Santa Monica, CA 90405 — GN-23499-88 (General Programs)
PROJ.DIR.: Marjorie R. Leet
PROJECT TITLE: Tell Me A Story
PROJECT DESCRIPTION:
To support production and promotion of 13 half-hour radio programs in an ongoing series that features interviews with American authors, who also read their short stories during the programs.

DISTRICT OF COLUMBIA

Washington:
Crossways, Inc. — APPROVED OUTRIGHT $23,646.00
Washington, DC 20006 — GN-23510-88 (General Programs)
PROJ.DIR.: Candyce Martin
PROJECT TITLE: The Sagers' West
PROJECT DESCRIPTION:
To support script revisions for a dramatic miniseries about the Sager family who emigrated and settled in the Pacific Northwest between 1844 and 1848.

Film America, Inc. — APPROVED OUTRIGHT $100,015.00
Washington, DC 20009 — APPROVED MATCH $99,999.00
PROJ.DIR.: Karen Thomas — GN-23419-88 (General Programs)
PROJECT TITLE: The First Freedom
PROJECT DESCRIPTION:
To support production of a one-hour documentary film about the history and legacy of the Virginia Statute for Religious Freedom.

George Washington University — APPROVED OUTRIGHT(S) $15,000.00
Washington, DC 20052 — GN-23120-87 (General Programs)
PROJ.DIR.: Joan Chung-wen Shih
PROJECT TITLE: China: Change and Continuity
PROJECT DESCRIPTION:
To support script revision for a one-hour documentary film on the Tang dynasty of China, 618-906, as the pilot of a nine-part series on China's cultural history.

National Public Radio — APPROVED OUTRIGHT $20,030.00
Washington, DC 20036 — APPROVED MATCH $205,000.00
PROJ.DIR.: Dean Boal — GN-23428-88 (General Programs)
PROJECT TITLE: History and Criticism of the Arts on Radio
PROJECT DESCRIPTION:
To support production of a series of feature modules on art history and criticism to be distributed on National Public Radio's daily arts magazine, PERFORMANCE TODAY.

Unicorn Projects, Inc.
Washington, DC 20015
PROJ.DIR.: Ray A. Hubbard
PROJECT TITLE: Pyramid
PROJECT DESCRIPTION:
To complete production of a one-hour animated documentary television program based on David Macaulay's book PYRAMID.

APPROVED OUTRIGHT(S) $80,045.00
GN-22299-86 (General Programs)

MARYLAND

Adelphi:

University of Maryland Foundation, Inc.
Adelphi, MD 20783
PROJ.DIR.: Mitchell Lifton
PROJECT TITLE: Samuel Beckett's WAITING FOR GODOT
PROJECT DESCRIPTION:
To support production of a television adaptation of Samuel Beckett's WAITING FOR GODOT, directed by the author and followed by a discussion of the nature of theatrical texts in the era of television.

APPROVED OUTRIGHT $389,384.00
GN-23392-88 (General Programs)

MASSACHUSETTS

Amherst:

Hampshire College
Amherst, MA 01002
PROJ.DIR.: Jerome Liebling
PROJECT TITLE: The History of Bluegrass Music: A Documentary
PROJECT DESCRIPTION:
To support the planning of a one-hour documentary on the history of bluegrass music and the legacy of one of its most influential players, Bill Monroe.

APPROVED OUTRIGHT $20,000.00
GN-23341-88 (General Programs)

Boston:

Civil Rights Project, Inc.
Boston, MA 02118
PROJ.DIR.: Henry E. Hampton
PROJECT TITLE: Panic and Promise: America's Depression Years, 1929-41
PROJECT DESCRIPTION:
To support the production of a pilot film and the research and development of one treatment for a nine-part series on the era of the Great Depression.

APPROVED OUTRIGHT $350,000.00
APPROVED MATCH $75,000.00
GN-23406-88 (General Programs)

WGBH Educational Foundation
Boston, MA 02134
PROJ.DIR.: Eva J. Burch
PROJECT TITLE: Dramatic Treatment Development: DIVINE COMEDY
PROJECT DESCRIPTION:
To support planning for a three-hour dramatic film adapted from Dante's DIVINE COMEDY.

APPROVED OUTRIGHT $20,000.00
GN-23544-88 (General Programs)

WGBH Educational Foundation
Boston, MA 02134
PROJ.DIR.: Peter S. McGhee
PROJECT TITLE: TV Series, THE TROUBLES
PROJECT DESCRIPTION:
To support the rescripting of a completed six-part film series, THE TROUBLES, produced by Thames Television, which examines Irish history and the ongoing Anglo-Irish conflict from the 16th century to 1979.

APPROVED OUTRIGHT $40,320.00
GN-23548-88 (General Programs)

Cambridge:

Cambridge Documentary Films, Inc. APPROVED OUTRIGHT $19,948.00
Cambridge, MA 02139 GN-23556-88 (General Programs)
PROJ.DIR.: Renner Wunderlich
PROJECT TITLE: A Dramatic Biographical Film of the Life of Eugene Debs
PROJECT DESCRIPTION:
To support planning for a 90-minute film about the life of Eugene Debs, 1855-1926.

Lara Classics, Inc. APPROVED OUTRIGHT $25,000.00
Cambridge, MA 01239 GN-23415-88 (General Programs)
PROJ.DIR.: Pamela C. Berger
PROJECT TITLE: The Revolt of the Shepherds
PROJECT DESCRIPTION:
To support script revision for a feature-length dramatic film that would recount the events leading to a mid-13th-century uprising of shepherds in and around Bourges, France.

Present Stage, Inc. APPROVED OUTRIGHT $37,656.00
Cambridge, MA 02139 GN-23525-88 (General Programs)
PROJ.DIR.: Laurie S. Block
PROJECT TITLE: History of Physical Fitness in America
PROJECT DESCRIPTION:
To support script development for a one-hour documentary film that traces the history of Americans' interest in physical fitness.

Somerville:

Calliope Film Resources, Inc. APPROVED OUTRIGHT $750,872.00
Somerville, MA 02144 APPROVED MATCH $50,000.00
PROJ.DIR.: Randall Conrad GN-23440-88 (General Programs)
PROJECT TITLE: The Regulators
PROJECT DESCRIPTION:
To support the production of a 90-minute drama based on Shays' Rebellion, the postrevolutionary clash between New England farmers and merchants that tested the institutions of the new republic.

Filmmaker's Collaborative APPROVED OUTRIGHT $20,000.00
Somerville, MA 02143 GN-23351-88 (General Programs)
PROJ.DIR.: Carl P. Nagin
PROJECT TITLE: Abode of Illusion: The World of Chang Ta-Ch'ien
PROJECT DESCRIPTION:
To support planning for a one-hour documentary film on the life and work of Chinese painter and forger Chang Ta-Ch'ien, 1899-1983.

MISSISSIPPI

University:

University of Mississippi APPROVED OUTRIGHT $114,132.00
University, MS 38677 GN-23408-88 (General Programs)
PROJ.DIR.: Ronald W. Bailey
PROJECT TITLE: The Amistad Incident: A Dramatic Film Portrayal
PROJECT DESCRIPTION:
To support the writing of a script for a 90- to 120-minute dramatic film on the Amistad Incident.

University: (continued)
University of Mississippi — APPROVED OUTRIGHT $12,000.00
University, MS 38677 — GN-23409-88 (General Programs)
PROJ.DIR.: William R. Ferris
PROJECT TITLE: A Film Adaptation of William Faulkner's Novel AS I LAY DYING
PROJECT DESCRIPTION:
To support revision of a script for a 90-minute film adaptation of William Faulkner's AS I LAY DYING.

NEW JERSEY

Ocean Grove:
Community Heritage Film Group — APPROVED OUTRIGHT $20,000.00
Ocean Grove, NJ 07756 — GN-23540-88 (General Programs)
PROJ.DIR.: Jennifer Boyd
PROJECT TITLE: Billy Sunday, the Baseball Evangelist
PROJECT DESCRIPTION:
To support planning for a one-hour documentary film biography of Billy Sunday, the baseball player turned evangelist, who was one of the leading voices of the evangelical churches in the United States from 1895 to 1935.

NEW YORK

Long Island:
CUNY Res. Fdn./La Guardia Community College — APPROVED OUTRIGHT $82,124.00
Long Island, NY 11101 — GN-23566-88 (General Programs)
PROJ.DIR.: Richard K. Lieberman
PROJECT TITLE: Fiorello H. La Guardia Radio Series
PROJECT DESCRIPTION:
To support production of eight 30-minute radio programs about the political career of Fiorello H. La Guardia and the history of New York City during the 1930s and 1940s.

New York:
American Asian Cultural Exchange — APPROVED OUTRIGHT $315,350.00
New York, NY 10012 — APPROVED MATCH $82,500.00
PROJ.DIR.: Shirley Sun — GN-23580-88 (General Programs)
PROJECT TITLE: Stilwell in China
PROJECT DESCRIPTION:
To support production of a 90-minute documentary film examining the career of General Joseph Stilwell in China with emphasis on American-Chinese relations during World War II.

American Studies Film Center — APPROVED OUTRIGHT $300,600.00
New York, NY 10011 — APPROVED MATCH $50,000.00
PROJ.DIR.: Thomas P. Johnson — GN-23500-88 (General Programs)
PROJECT TITLE: "Pearl Harbor: Surprise and Remembrance" A 90-Minute PBS Special
PROJECT DESCRIPTION:
To support production of a 90-minute documentary film on Pearl Harbor and the coming of the Pacific war.

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New York: (continued)

Brooklyn Academy of Music, Inc. APPROVED OUTRIGHT $150,762.00
New York, NY 11217 APPROVED MATCH $250,000.00
PROJ.DIR.: Barbara S. Miller GN-23432-88 (General Programs)
PROJECT TITLE: THE MAHABHARATA: The Great Story of Mankind
PROJECT DESCRIPTION:
To support production of a six-hour dramatic film for television based on the Sanskrit epic, THE MAHABHARATA.

Department of Overseas Missions APPROVED OUTRIGHT $75,870.00
New York, NY 10115 GN-23581-88 (General Programs)
PROJ.DIR.: George M. Miller
PROJECT TITLE: GOD'S TROMBONES FILM PROJECT
PROJECT DESCRIPTION:
To support the writing of a script for a 90-minute dramatic television program examining James Weldon Johnson's GOD'S TROMBONES.

Global Village Video Resource Center, Inc. APPROVED OUTRIGHT $380,300.00
New York, NY 10013 GN-23513-88 (General Programs)
PROJ.DIR.: John L. Reilly
PROJECT TITLE: The Beckett Project
PROJECT DESCRIPTION:
To support production of a one-hour film documentary on the life and work of Samuel Beckett.

International Cultural Programming APPROVED OUTRIGHT $20,000.00
New York, NY 10025 GN-23479-88 (General Programs)
PROJ.DIR.: Catherine A. Tatge
PROJECT TITLE: Tennessee Williams Revisited
PROJECT DESCRIPTION:
To support the planning for a one-hour documentary film on the life and work of Tennessee Williams.

Laboratory for Icon and Idiom, Inc. APPROVED OUTRIGHT $70,493.00
New York, NY 10003 APPROVED MATCH $5,000.00
PROJ.DIR.: Sandra P. Schulberg GN-23554-88 (General Programs)
PROJECT TITLE: Chant D'Aromes/Song of Flowers: Commerce, Customs, and Politics in 19th-Century Southern France
PROJECT DESCRIPTION:
To support the writing of a script for a feature-length film on the decline of peasant culture and the development of tourism and the perfume industry in southern France in the mid-19th century.

Lancit Media Visions, Inc. APPROVED OUTRIGHT $115,300.00
New York, NY 10019 GN-23541-88 (General Programs)
PROJ.DIR.: Cecily Truett
PROJECT TITLE: Slave Runner: The Career of Nathaniel Gordon
PROJECT DESCRIPTION:
To support the writing of a script for a 90-minute television drama on the life and times of Captain Nathaniel Gordon, American slave trader, 1826-62.

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New York: (continued)

Mabou Mines Development Foundation, Inc. APPROVED OUTRIGHT $36,500.00
New York, NY 10009 GN-23442-88 (General Programs)
PROJ.DIR.: William Raymond
PROJECT TITLE: "Cold Harbor," A Dramatic Film About Ulysses S. Grant and Interpretations of History
PROJECT DESCRIPTION:
To support the writing of a script, adapted from the stage play COLD HARBOR, for a 90-minute film that will examine the life and times of Ulysses S. Grant and the processes by which historical events are interpreted.

Metropolitan Arts, Inc. APPROVED OUTRIGHT $117,146.00
New York, NY 10014 GN-23332-88 (General Programs)
PROJ.DIR.: Andrea Simon
PROJECT TITLE: Seeds of a Century: Art and Politics in Vienna, 1880-1937
PROJECT DESCRIPTION:
To support the writing of two scripts for a proposed miniseries of three two-hour historical dramas tracing the lives and ideas of selected artists, writers, philosophers, and politicians in Vienna, Austria, from the 1880s to 1938.

Music Project for Television, Inc. APPROVED OUTRIGHT(S) $54,950.00
New York, NY 10022 GN-22971-87 (General Programs)
PROJ.DIR.: Mordecai H. Bauman
PROJECT TITLE: The Stations of Bach: The Life and Work of Johann Sebastian Bach
PROJECT DESCRIPTION:
To support production of a two-hour film for television on the life and work of Johann Sebastian Bach.

New York Center for Visual History APPROVED OUTRIGHT $300,600.00
New York, NY 10012 GN-23550-88 (General Programs)
PROJ.DIR.: Lawrence Pitkethly
PROJECT TITLE: Joseph Brodsky: A Maddening Space
PROJECT DESCRIPTION:
To support the production of a one-hour documentary on the life and work of Nobel Prize-winning poet Joseph Brodsky

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New York Foundation for the Arts APPROVED OUTRIGHT $227,402.00
New York, NY 10038 APPROVED MATCH $75,000.00
PROJ.DIR.: Hava K. Beller GN-23429-88 (General Programs)
PROJECT TITLE: The Restless Conscience: A Documentary on the Underground German Resistance
PROJECT DESCRIPTION:
To support production of a 90-minute film exploring the motivating principles and activities of a small group of individuals within wartime Germany who comprised the anti-Nazi underground.

Public Art Films, Inc. APPROVED OUTRIGHT $50,000.00
New York, NY 10022 GN-23377-88 (General Programs)
PROJ.DIR.: Tony Silver
PROJECT TITLE: The Comics and America
PROJECT DESCRIPTION:
To support the writing of one script for "Comic Strips," a proposed three-part, three-hour television series exploring aspects of the form, content, and cultural impact of American comic strips and books.

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New York: (continued)

Songwriters Hall of Fame — APPROVED OUTRIGHT $212,750.00
New York, NY 10022 — GN-23503-89 (General Programs)
PROJ.DIR.: Robert S. Levi
PROJECT TITLE: Duke Ellington: Reminiscing in Tempo
PROJECT DESCRIPTION:
To support production of a one-hour film analyzing Duke Ellington's career as a composer and orchestra leader.

Southern Voices Productions — APPROVED OUTRIGHT $20,000.00
New York, NY 10021 — GN-23522-88 (General Programs)
PROJ.DIR.: Rachel McPherson
PROJECT TITLE: Southern Voices
PROJECT DESCRIPTION:
To support planning for a series of six one-hour dramatic television adaptations of southern literary works.

VOICES — APPROVED OUTRIGHT $20,000.00
New York, NY 10012 — GN-23313-88 (General Programs)
PROJ.DIR.: Everett C. Frost
PROJECT TITLE: Hoerspiel USA
PROJECT DESCRIPTION:
To support planning for a 13-part radio series of one- and two-hour programs presenting English-language productions of radio dramas written by 20th-century German authors.

Ways of Knowing, Inc. — APPROVED OUTRIGHT $750,600.00
New York, NY 10023 — GN-23482-88 (General Programs)
PROJ.DIR.: Gene Searchinger
PROJECT TITLE: Four Films on Language
PROJECT DESCRIPTION:
To support the production of four one-hour films on the nature of language and the discipline of linguistics.

World Music Institute, Inc. — APPROVED OUTRIGHT $40,300.00
New York, NY 10001 — GN-23560-88 (General Programs)
PROJ.DIR.: Rebecca S. Miller
PROJECT TITLE: Old Traditions--New Sounds
PROJECT DESCRIPTION:
To support production of the final seven programs in a 13-part series of 30-minute radio documentaries focusing on the immigrant experience and the surviving cultural heritage of first- and second-generation American musicians.

NORTH CAROLINA

Research Triangle Park:

National Humanities Center — APPROVED OUTRIGHT $401.00
Research Triangle Park, NC 27709 — APPROVED MATCH $60,000.00
PROJ.DIR.: Wayne J. Pond — GN-23413-89 (General Programs)
PROJECT TITLE: "Soundings:" A Radio Project in the Humanities
PROJECT DESCRIPTION:
To support production of 52 weekly half-hour radio programs featuring conversations with fellows and visitors to the National Humanities Center.

Wilmington:
American Frontier Film Project, Inc. APPROVED OUTRIGHT $20,000.00
Wilmington, NC 28403 GN-23589-88 (General Programs)
PROJ.DIR.: Robert B. Toplin
PROJECT TITLE: The American Frontier
PROJECT DESCRIPTION:
To support planning for a series of eight one-hour documentary television programs on the American frontier experience.

PENNSYLVANIA

Harrisburg:
WITF APPROVED OUTRIGHT $160,666.00
Harrisburg, PA 17105 GN-23396-88 (General Programs)
PROJ.DIR.: Stewart Cheifet
PROJECT TITLE: The Origins and Framing of the American Constitution
PROJECT DESCRIPTION:
To support the production of a one-hour television documentary on the development of the American Constitution, focusing on the basic ideas, issues, and historical circumstances involved in its creation.

Pittsburgh:
Metropolitan Pittsburgh Public Broadcasting APPROVED MATCH $175,000.00
Pittsburgh, PA 15213 GN-22815 (General Programs)
PROJ.DIR.: Catherine H. Anderson
PROJECT TITLE: Visions of the Constitution
PROJECT DESCRIPTION:
To support the production of one program in a five-part series focusing on scholars, judges, politicians, and American citizens whose lives and work reflect diverse visions of the U.S. Constitution.

Metropolitan Pittsburgh Public Broadcasting APPROVED OUTRIGHT $300,795.00
Pittsburgh, PA APPROVED MATCH $25,000.00
PROJ.DIR.: R. Kirk Morris GN-23431-88 (General Programs)
PROJECT TITLE: W. Eugene Smith: Through a Lens, Darkly
PROJECT DESCRIPTION:
To support production of a 90-minute documentary on the life and work of American photojournalist W. Eugene Smith, 1918-78.

TEXAS

Dallas:
North Texas Public Broadcasting/KERA-TV APPROVED OUTRIGHT $67,807.00
Dallas, TX GN-23248-88 (General Programs)
PROJ. DIR.: Patricia P. Perini
PROJECT TITLE: The Fiction of Eudora Welty
PROJECT DESCRIPTION:
To support the writing of a script for a 90-minute film that will explore the fiction of Eudora Welty.

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VIRGINIA

Annandale:
Educational Film Center — APPROVED OUTRIGHT $597,477.00
Annandale, VA 22003 — GN-23484-88 (General Programs)
PROJ.DIR.: Ruth S. Pollak
PROJECT TITLE: TRAITOR IN MY HOUSE: A Drama of Conflicting Loyalties During the Civil War, Based on Historical Chronicles
PROJECT DESCRIPTION:
To support production of a one-hour drama about a 13-year-old Confederate girl, Louise Van Lew, who had to choose between her southern values and those of her beloved guardian aunt, Elizabeth Van Lew, a spy for the Union.

WASHINGTON

Seattle:
Globe Radio Repertory — APPROVED OUTRIGHT $81,498.00
Seattle, WA 98105 — GN-23314-88 (General Programs)
PROJ.DIR.: John P. Siscoe
PROJECT TITLE: MADAME BOVARY--A Radio Dramatization
PROJECT DESCRIPTION:
To support production of 13 half-hour radio programs dramatizing Gustave Flaubert's MADAME BOVARY.

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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

NEH-88-060-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS $2.5 MILLION TO 26 INSTITUTIONS NATIONWIDE

Awards Will Support Cultural Projects for the General Public

WASHINGTON, December 9 -- New grants from the National Endowment for the Humanities (NEH) will enable local libraries, historical societies, universities, regional theater companies and other cultural organizations to sponsor a variety of activities designed to deepen the public's understanding of the humanities.

Projects to be offered in communities throughout the United States include reading and discussion groups, adult education courses, public conferences, exhibitions and a variety of other activities.

Institutions in 17 states and the District of Columbia will receive up to $2.5 million in outright and matching NEH grants to undertake projects designed for the general public. These projects in literature, history, philosophy, music history and other humanities fields bring together scholars, librarians and archivists, educators and other professionals concerned with public programming.

[NEH has awarded one or more grants in your area. Please see the attached list.]

"Projects such as these have contributed to the American public's increasing interest in the humanities," said NEH Chairman Lynne V. Cheney in announcing the awards. "From traveling exhibitions that address issues of concern to all Americans to discussion groups geared toward local

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communities, these grants make excellent humanities scholarship available to general audiences nationwide."

Humanities in America, a recent report to Congress written by NEH Chairman Cheney, noted that "the remarkable blossoming of the humanities in the public sphere is one of the least noted, though most important, cultural developments of the last few decades."

Several of the projects supported by the new grants commemorate the 500th anniversary of Columbus' voyages and the settlement of the New World. A few of these Columbian Quincentenary projects are described below.

* A series of public events that explore the Jewish role in the discovery, conquest and settlement of the New World will be developed by the **University of Michigan, Ann Arbor.**

* An exhibition, interpretive catalog, lectures and a traveling exhibition about Portuguese contributions to the Age of Exploration, including the discovery of Brazil in 1500, will be launched by the **Brazilian** Cultural **Foundation** in New York City.

* Three years of programs that explore the interactions--in music and related humanities fields--among nations, events and ideas preceding the Columbian voyages and through the scientific revolution will be created by the **Waverly Consort** in New York City.

* An international conference, an exhibition with interpretive catalog and public lectures on how New World discoveries influenced European ideas about civilization are being planned by the **John Carter Brown Library** in Providence, R.I.

* A series of 120 reading and discussion groups, a slide-tape and a videotape program, a conference and supporting literature about European exploration of the New England coast in the 15th and 16th centuries will be sponsored by the **Maine Library Association.**

An NEH grant will allow the American **Library Association** to mark the 200th anniversary of another important event in history, the French Revolution. The association has been offered $374,839 to create a

traveling exhibition, interpretive materials and reading and discussion programs on the history and significance of the revolution. The exhibition is expected to visit 28 sites across the United States.

Many of the projects supported by the new grants focus on regional or local topics and institutions. Some of these projects are described below.

* 640 reading and discussion sessions about southern literature will be held in Alabama libraries under the aegis of **Auburn University** in Auburn, Ala.

* A series of public forums and publications designed to enrich the public's understanding of the humanities as depicted in the seasonal offerings at a regional theater will be offered by the **Connecticut Players Foundation/Long Wharf Theatre** in New Haven.

* Educational programs and exhibitions on Chicago dialects and the contribution of Chicago's myriad populations to American English will be sponsored by the **Chicago Public Library**.

* A symposium, 11 community forums and a publication exploring the history and culture of the six northwestern states celebrating their centennials during 1989-90 will be launched by the **Montana Historical Society**.

* A humanities forum examining the historical, cultural and intellectual issues raised by plays produced by the **Huntington Theatre Company** in Boston will be offered by the company.

* Scholar-led Chautauquas and daytime lectures and workshops that explore the history of the expansion of the American West from 1842 to 1896 will be sponsored by the **Wyoming Chautauqua Society** in five Rocky Mountain states.

The National Endowment for the Humanities is an independent federal agency that supports education, scholarship, research and public programs in the humanities.

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NEH-88-060-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects
and Projects in Libraries and Archives

December 1988

ALABAMA

Auburn:
Auburn University — APPROVED OUTRIGHT $246,514.00
Auburn, AL 36849 — GL-20854-88 (General Programs)
PROJ.DIR.: Leah R. Atkins
PROJECT TITLE: Read Alabama!
PROJECT DESCRIPTION:
To support 640 reading and discussion sessions in Alabama libraries about southern literature.

ARIZONA

Tucson:
Arizona Theatre Company — APPROVED OUTRIGHT $220,000.00
Tucson, AZ 85702 — GL-20852-88 (General Programs)
PROJ.DIR.: Rolly Kent
PROJECT TITLE: Behind the Scenes: Theater and Tradition
PROJECT DESCRIPTION:
To support reading and film discussion programs, a lecture series and a two-day conference about dramatic literature and tradition and the relationship between the theater and literature, philosophy, history and art.

COLORADO

Boulder:
University of Colorado, Boulder — APPROVED OUTRIGHT $15,112.00
Boulder, CO 80309 — GP-21494-88 (General Programs)
PROJ.DIR.: Frederick W. Lange
PROJECT TITLE: Before Columbus: Precolumbian Cultural Traditions from Isthmian America
PROJECT DESCRIPTION:
To support the planning of a traveling photographic exhibit of Isthmian Precolumbian cultural artifacts.

CONNECTICUT

Danbury:
Aston Magna Foundation for Music, Inc. — APPROVED OUTRIGHT $74,295.00
Danbury, CT 06811 — GP-21454-88 (General Programs)
PROJ.DIR.: Raymond Erickson
PROJECT TITLE: Aston Magna Academy Public Outreach Program
PROJECT DESCRIPTION:
To support seven multidisciplinary programs that will examine the social and cultural history and context for classical music programs.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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and Projects in Libraries and Archives

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CONNECTICUT (continued)

New Haven:
Connecticut Players Fnd./Long Wharf Theatre APPROVED OUTRIGHT $59,304.00
New Haven, CT 06511 GP-21462-88 (General Programs)
PROJ.DIR.: James D. Luse
PROJECT TITLE: Offstage Perspective Program
PROJECT DESCRIPTION:
To support a series of public forums and publications designed to enrich the public's understanding of the humanities as depicted in the seasonal offerings at a regional theater.

DELAWARE

Wilmington:
Delaware Library Association APPROVED OUTRIGHT $147,860.00
Wilmington, DE 19806 GL-20859-88 (General Programs)
PROJ.DIR.: Truth H. Schiffhauer
PROJECT TITLE: Soil, Soul and Sea: Delmarva Reading Discussions
PROJECT DESCRIPTION:
To support scholar-led reading and discussion programs on six themes in 40 libraries in Maryland, Virginia and Delaware.

DISTRICT OF COLUMBIA

Washington:
National Council on the Aging, Inc. APPROVED OUTRIGHT $128,350.00
Washington, DC 20024 APPROVED MATCH $24,930.00
PROJ.DIR.: Sylvia R. Liroff GP-21479-88 (General Programs)
PROJECT TITLE: We Got There on the Train: Railroads in the Lives of the American People
PROJECT DESCRIPTION:
To support planning for 60 scholar-led reading and discussion groups on railroad history in six western and northern states.

ILLINOIS

Chicago:
American Library Association APPROVED OUTRIGHT $374,839.00
Chicago, IL 60611 GL-20850-88 (General Programs)
PROJ.DIR.: Peggy Barber
PROJECT TITLE: Printing and the French Revolution
PROJECT DESCRIPTION:
To support a traveling exhibition, interpretive materials and reading and discussion programs on the history and significance of the French Revolution.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Public Humanities Projects
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ILLINOIS (continued)

Chicago (continued):
American Library Association — APPROVED OUTRIGHT $37,963.00
Chicago, IL 60611 — GL-20851-88 (General Programs)
PROJ.DIR.: JoAn S. Segal
PROJECT TITLE: Promoting Humanities Programming in Historically Black Colleges and Universities and Their Communities
PROJECT DESCRIPTION:
To support a workshop for librarians and scholars at historically black colleges and universities that will assist them in planning and conducting humanities programs for the general public.

Chicago Public Library — APPROVED OUTRIGHT $14,704.00
Chicago, IL 60611 — GL-20895-88 (General Programs)
PROJ.DIR.: J. Ingrid Lesley
PROJECT TITLE: America's Polyglot City: Contributions of Ethnic and Racial Groups to Chicago's Urban Linguistic Story
PROJECT DESCRIPTION:
To support planning for educational programs and exhibitions on Chicago dialects and the contribution of Chicago's myriad populations to American English.

MAINE

Augusta:
Maine Library Association — APPROVED OUTRIGHT $116,949.00
Augusta, ME 04210 — GL-20869-88 (General Programs)
PROJ.DIR.: Julia R. Walkling
PROJECT TITLE: The Land of Norumbega: Outreach Programs in Maine Libraries
PROJECT DESCRIPTION:
To support a series of 120 reading and discussion groups, a slide-tape and a videotape program, a conference and ancillary literature about European exploration of the New England coast in the 15th and 16th centuries.

Portland:
Portland Stage Company — APPROVED OUTRIGHT $57,830.00
Portland, ME 04104 — GP-21486-88 (General Programs)
PROJ.DIR.: Richard Hamburger
PROJECT TITLE: Understanding Through Exploration: The Humanities at Portland Stage
PROJECT DESCRIPTION:
To support postperformance discussions, cable television programs, essays and study guides about the issues and concerns raised by the plays produced during two mainstage seasons of a regional theater company.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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MASSACHUSETTS

Boston:
Huntington Theatre Company — APPROVED OUTRIGHT $50,535.00
Boston, MA 02115 — APPROVED MATCH $25,000.00
PROJ.DIR.: Robin Littauer — GP-21456-88 (General Programs)
PROJECT TITLE: Huntington Humanities Forum
PROJECT DESCRIPTION:
To support postperformance lecture-discussions and scholarly essays examining the historical, cultural and intellectual issues raised by plays produced by the Huntington Theater over two seasons.

MICHIGAN

Ann Arbor:
University of Michigan, Ann Arbor — APPROVED OUTRIGHT $18,539.00
Ann Arbor, MI 48109 — GP-21496-88 (General Programs)
PROJ.DIR.: Judith L. Elkin
PROJECT TITLE: Planning Public Events on the Theme: Jews in the Discovery of the New World
PROJECT DESCRIPTION:
To support the planning of a series of public programs that explore the Jewish role in the discovery, conquest and settlement of the New World.

MONTANA

Helena:
Montana Historical Society — APPROVED OUTRIGHT $135,964.00
Helena, MT 59620 — GP-21478-88 (General Programs)
PROJ.DIR.: Jennifer J. Thompson
PROJECT TITLE: Centennial West: Celebrations of the Northern States' Heritage
PROJECT DESCRIPTION:
To support a symposium, 11 community forums and a publication exploring the history and culture of six northwestern states celebrating their centennials during 1989-90.

NEW YORK

New York:
92nd Street YM-YWHA — APPROVED OUTRIGHT $40,295.00
New York, NY 10128 — APPROVED MATCH $15,000.00
PROJ.DIR.: Omus Hirshbein — GP-21482-88 (General Programs)
PROJECT TITLE: Schubertiade Public Humanities Project
PROJECT DESCRIPTION:
To support development of a program book, a symposium, a public master class and a gallery exhibition exploring the work and contextual history of composer Franz Schubert.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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December 1988

NEW YORK (continued)

New York (continued):
Asia Society, Inc. APPROVED OUTRIGHT $150,295.00
New York, NY 10021 GP-21453-88 (General Programs)
PROJ.DIR.: Anthony J. Kane
PROJECT TITLE: China and Beyond: Creating an Understanding of Asia for the American Public
PROJECT DESCRIPTION:
To support local and regional interpretive public programs on the history and cultures of the Asia-Pacific region.

Brazilian Cultural Foundation, Inc. APPROVED OUTRIGHT $75,000.00
New York, NY 10017 APPROVED MATCH $100,000.00
PROJ.DIR.: Iza C. Sessler GL-20856-88 (General Programs)
PROJECT TITLE: Portugal-Brazil: The Age of Atlantic Discoveries
PROJECT DESCRIPTION:
To support an exhibition, an interpretive catalog, lectures and a traveling exhibition about Portuguese contributions to the Age of Exploration, including the discovery of Brazil in 1500.

Festival of Indonesia Foundation APPROVED OUTRIGHT $20,210.00
New York, NY 10016 GP-21466-88 (General Programs)
PROJ.DIR.: Ted M. G. Tanen
PROJECT TITLE: Public Programs for the Festival of Indonesia
PROJECT DESCRIPTION:
To support the planning of public programs on the history and culture of Indonesia that will complement exhibitions and performances.

New York Public Library APPROVED OUTRIGHT $20,000.00
New York, NY 10018 GL-20874-88 (General Programs)
PROJ.DIR.: Diantha D. Schull
PROJECT TITLE: Women as a Force in United States History
PROJECT DESCRIPTION:
To support planning for an interpretive exhibition and educational programs, including lectures and panel discussions, on the history of women in the United States.

Waverly Consort, Inc. APPROVED OUTRIGHT $20,295.00
New York, NY 10025 GP-21499-88 (General Programs)
PROJ.DIR.: Michael Jaffee
PROJECT TITLE: The Waverly Consort Quincentenary Humanities Program
PROJECT DESCRIPTION:
To support planning for three years of programs that explore the interactions--in music and related humanities fields--among nations, events and ideas preceding the Columbian voyages and through the scientific revolution.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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NORTH CAROLINA

Winston-Salem:
Wake Forest University — APPROVED OUTRIGHT $105,990.00
Winston-Salem, NC 27109 — GP-21498-88 (General Programs)
PROJ.DIR.: Robert L. Utley
PROJECT TITLE: We the People: Conclusion "The Principles of the American Political Order & Post-Constitutional Currents of Thought"
PROJECT DESCRIPTION:
To support a series of lectures, a continuing education course and other presentations examining the thought of the Constitution's framers in light of competing ideas about man, nature and politics that have emerged since 1789.

RHODE ISLAND

Providence:
John Carter Brown Library — APPROVED OUTRIGHT $10,500.00
Providence, RI 02912 — GL-20866-88 (General Programs)
PROJ.DIR.: Norman Fiering
PROJECT TITLE: America and the European Consciousness: The Impact of the New World on the Old, 1492-1750
PROJECT DESCRIPTION:
To support planning of an international conference, an exhibition with interpretive catalog and public lectures on how New World discoveries influenced European ideas about civilization.

TENNESSEE

Nashville:
Fisk University — APPROVED OUTRIGHT $15,000.00
Nashville, TN 37208 — GL-20861-88 (General Programs)
PROJ.DIR.: Jessie C. Smith
PROJECT TITLE: The Chicago Renaissance - Themes in the Black Experience
PROJECT DESCRIPTION:
To support the planning of a series of programs comparing the Chicago Renaissance, 1935-50, to the Harlem Renaissance.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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TEXAS

Alpine:
Sul Ross State University — APPROVED OUTRIGHT $21,024.00
Alpine, TX 79832 — GP-21490-88 (General Programs)
PROJ.DIR.: Earl H. Elam
PROJECT TITLE: Planning for Symposia for Columbian Quincentenary
PROJECT DESCRIPTION:
To support the establishment of a planning committee, the development of a planning conference and the mounting of postplanning conference activities for three symposia on the Columbian Quincentenary in the Big Bend region.

Dallas:
Dallas Opera — APPROVED OUTRIGHT $10,810.00
Dallas, TX 75201 — APPROVED MATCH $10,000.00
PROJ.DIR.: Roger G. Pines — GP-21502-88 (General Programs)
PROJECT TITLE: International Symposium on the Adaptation of Great Literature to Performance Media
PROJECT DESCRIPTION:
To support a symposium on the problems of adapting literature to other artistic media, the symposium will coincide with an international premiere of Dominick Argento's opera The Aspern Papers.

WYOMING

Cheyenne:
Wyoming Chautauqua Society — APPROVED OUTRIGHT $130,120.00
Cheyenne, WY 82009 — APPROVED MATCH $36,000.00
PROJ.DIR.: Lou L. Burton — GP-21500-88 (General Programs)
PROJECT TITLE: Westward the Course of Empire: A Chautauqua for the Rockies
PROJECT DESCRIPTION:
To support planning for scholar-led Chautauqua presentations and daytime lectures and workshops in five Rocky Mountain states that will explore the history of the expansion of the American West from 1842 to 1896.

# # #

NEWS

National Endowment for the Humanities
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Washington, D.C. 20506

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NEH-88-061-N

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For Immediate Release

HUMANITIES ENDOWMENT ANNOUNCES $15.5 MILLION IN CHALLENGE GRANTS
Funds Will Help to Raise $53.2 Million for 35 Institutions Nationwide

WASHINGTON, Dec. 15 -- The National Endowment for the Humanities (NEH) has awarded $15.5 million in challenge grants to 35 educational and cultural institutions in 23 states, NEH Chairman Lynne V. Cheney announced today.

Cheney said that this year's NEH challenge grants will help endow college and university faculty positions, support library acquisitions, and expand institutions' capabilities for public programming in the humanities. Funds will also be used to construct or renovate facilities for exhibiting or maintaining collections of humanities materials.

"This diverse group of institutions shares a commitment to providing excellent programs in the humanities, whether the primary audience is scholars, students or the general public," Cheney said.

"Today's awards not only recognize excellence, they challenge grantees to generate new sources of funding to strengthen and improve their offerings in the humanities," she added.

First-time grantees must match each dollar from NEH with three dollars in donations from non-federal donors; institutions receiving a second NEH challenge grant must raise four times the amount offered by the Endowment.

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The combined NEH and matching funds will provide a total of $68.7 million in new financial support for work in the humanities.

These awards bring the total number of challenge grants awarded since the program began in 1977 to 938. The total federal money offered in NEH challenge grants to date is more than $257 million.

Cumulatively, the combined federal dollars and private matching funds made available to humanities institutions and organizations through this program will exceed $1 billion by the end of the fund-raising campaigns that begin with the current grants. Campaigns typically extend over four years.

Among the awards announced today are challenge grants to the public libraries of Los Angeles and Milwaukee. Museums and historical organizations receiving NEH challenge grants include Winterthur Museum, Winterthur, Del.; Latah County Historical Society, Moscow, Idaho; Portland Museum, Louisville, Ky.; Baltimore Museum of Industry, Baltimore, Md.; Plimouth Plantation, Inc., Plymouth, Mass.; Minnesota Historical Society, St. Paul; St. Louis Science Center, St. Louis, Mo.; Montshire Museum of Science, Hanover, N.H.; Chemung County Historical Society, Elmira, N.Y.; Middle Oregon Historical Society, Warm Springs; Vermont Folklife Center, Middlebury; and Outagamie Historical Society, Inc., Appleton, Wis.

Colleges receiving 1988 NEH challenge grants are Saint Leo College, Saint Leo, Fla.; Augustana College, Rock Island, Ill.; Boston College,

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Boston, Mass; St. John's College, Annapolis, Md.; Williams College, Williamstown, Mass.; Kalamazoo College, Kalamazoo, Mich.; and Potsdam College of the State University of New York.

Challenge grants were also awarded to the following universities: Xavier University of Louisiana, New Orleans; Brandeis University, Waltham, Mass.; University of Missouri, Columbia; State University of New York at Purchase; Ohio University, Athens; the University of Oregon, Eugene; University of South Carolina, Spartanburg; University of Texas Medical Branch, Galveston; and Prairie View A&M University, Prairie View, Texas. In addition, the University Press of Mississippi, the University of Washington Press, and the Center for the Study of Southern Culture at the University of Mississippi all received NEH challenge grants.

Other institutions awarded challenge grants are the Moravian Archives, Winston-Salem, N.C., and the Dallas Institute of Humanities and Culture, Dallas, Texas.

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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NOTE TO EDITORS AND WRITERS: This release is accompanied by a fact sheet on the NEH Challenge Grants program and a detailed list, state by state, of the 35 grant-winning institutions with grant descriptions, grant amounts and media contacts with telephone numbers.

NEH-88-061-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Challenge Grants
December 1988

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
CALIFORNIA			
Los Angeles Public Library Los Angeles, CA 90071 Media Contact: Thomas E. Alford (213) 612-3333 DESCRIPTION: To support the enrichment of humanities collections through immediate acquisitions and the establishment of an endowment fund.	$1,000,000	$3,000,000	$4,000,000
DELAWARE			
Winterthur Museum Winterthur, DE 19735 Media Contacts: Janice Roosevelt or Lynn Davis (302) 888-4696 DESCRIPTION: To support the costs of constructing an exhibition facility so that significant humanities scholarship can reach a broader public audience.	$1,000,000	$4,000,000	$5,000,000
FLORIDA			
Saint Leo College Saint Leo, FL 33574 Media Contact: Bernard S. Parker (904) 588-8244 DESCRIPTION: To support development of humanities collections in the library and an endowment fund to increase acquisitions.	$133,333	$400,000	$533,333
IDAHO			
Latah County Historical Society Moscow, ID 83843 Media Contact: Mary Reed (208) 882-1004 DESCRIPTION: To support the costs of rehabilitation and remodeling of a recently donated building that will double the square-footage presently available to the Society.	$40,000	$120,000	$160,000
ILLINOIS			
Augustana College, Rock Island Rock Island, IL 61201 Media Contact: Judith Clayton (309) 794-7473 DESCRIPTION: To support the costs of constructing a new library building and establishing an endowment to maintain library services and increase acquisitions.	$500,000	$2,000,000	$2,500,000

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Challenge Grants
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INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
KENTUCKY			
Portland Museum Louisville, KY 40212 Media Contact: Caroline Aiken (502) 776-7678 DESCRIPTION: To support the endowment of humanities programs.	$200,000	$600,000	$800,000
LOUISIANA			
Xavier University of Louisiana New Orleans, LA 70125 Media Contact: John Pecoul (504) 483-7575 DESCRIPTION: To support the building of a new library and the endowment of humanities programs.	$450,000	$1,800,000	$2,250,000
MARYLAND			
Saint John's College, Main Campus Annapolis, MD 21404 Media Contact: Nancy Osius (301) 263-2371, Ext. 239 DESCRIPTION: To support the endowment of two faculty chairs, one in ancient and the other in modern thought.	$500,000	$2,000,000	$2,500,000
Baltimore Museum of Industry Baltimore, MD 21230 Media Contact: Jane Vallery-Davis (301) 727-4808 DESCRIPTION: To support the restoration and expansion of the museum building and the endowment of three staff positions: curator, librarian and education coordinator.	$525,000	$1,575,000	$2,100,000
MASSACHUSETTS			
Boston College Chestnut Hill, MA 02167 Media Contact: Patricia Delaney (617) 552-3350 DESCRIPTION: To support the endowment of library acquisitions to strengthen collections in the humanities.	$700,000	$2,800,000	$3,500,000
Plimoth Plantation, Inc. Plymouth, MA 02360 Media Contact: Sarah Mann (508) 746-1622, Ext. 221 DESCRIPTION: To support the costs of construction of a Visitor and Education Center.	$500,000	$2,000,000	$2,500,000

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Challenge Grants
December 1988

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
MASSACHUSETTS (continued)			
Brandeis University Waltham, MA 02254 Media Contact: Bessie K. Hahn (617) 736-4700 DESCRIPTION: To support an endowment for library acquisitions in the humanities.	$800,000	$2,400,000	$3,200,000
Williams College Williamstown, MA 01267 Media Contact: Mark C. Taylor (413) 597-2177 DESCRIPTION: To support the endowment of programs and activities at the recently established Center for the Humanities and Social Sciences.	$250,000	$1,000,000	$1,250,000
MICHIGAN			
Kalamazoo College Kalamazoo, MI 49007 Media Contact: Timothy Light (616) 383-8454 DESCRIPTION: To support the endowment of a chair in Japanese language and literature and library acquisitions in that field.	$600,000	$2,400,000	$3,000,000
MINNESOTA			
Minnesota Historical Society St. Paul, MN 55101 Media Contact: Tim O'Donnell (612) 296-4566 DESCRIPTION: To support the costs of constructing a new Minnesota History Center that will offer greatly enlarged museum galleries, increased accessiblility to the Society's collections and expanded educational programs.	$1,000,000	$4,000,000	$5,000,000
MISSISSIPPI			
University Press of Mississippi Jackson, MS 39211 Media Contact: Richard M. Abel (601) 982-6205 DESCRIPTION: To support the establishment of a revolving fund and endowment for increased activity in the publication of humanities books.	$75,000	$225,000	$300,000
Center for the Study of Southern Culture University, MS 38677 Media Contact: William R. Ferris (601) 232-5993 DESCRIPTION: To support the renovation of Barnard Observatory to provide improved and expanded facilities for the Center's humanities programs.	$600,000	$2,400,000	$3,000,000

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Challenge Grants
December 1988

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
MISSOURI			
University of Missouri Columbia, MO 65211 Media Contact: Thomas W. Shaughnessy (314) 882-4701 DESCRIPTION: To support an endowment for library acquisitions in the humanities and for the preservation of significant humanities materials.	$500,000	$1,500,000	$2,000,000
St. Louis Science Center St. Louis, MO 63110 Media Contact: Judy Jasper (314) 289-4419 DESCRIPTION: To support the costs of constructing a new museum complex in which the study of the humanities will be promoted.	$1,000,000	$3,000,000	$4,000,000
NEW HAMPSHIRE			
Montshire Museum of Science Hanover, NH 03755 Media Contact: David Goudy (603) 643-5672 DESCRIPTION: To support the construction of new facilities for humanities programs.	$75,000	$225,000	$300,000
NEW YORK			
Chemung County Historical Society Elmira, NY 14901 Media Contact: Constance B. Barone (607) 734-4167 DESCRIPTION: To support the costs of renovating the musuem building, particularly areas designated for humanities programming.	$150,000	$450,000	$600,000
Potsdam College of the State University of New York Potsdam, NY 13676 Media Contact: Helen Chapple (315) 267-2115 DESCRIPTION: To support the endowment of a visiting professorship in the humanities and a humanities seminar.	$210,000	$630,000	$840,000
State University of New York at Purchase Purchase, NY 10577 Media Contacts: Laura J. Evans (914) 253-5077 or Sheldon Grebstein (914) 253-5010 DESCRIPTION: To support the endowment of Hebrew and Jewish studies programs.	$275,000	$825,000	$1,100,000

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Challenge Grants
December 1988

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
NORTH CAROLINA			
Moravian Archives Winston-Salem, NC 27101 Media Contact: Thomas J. Haupert (919) 722-1742 DESCRIPTION: To support the endowment of a permanent, part-time position for a translator of documents.	$25,000	$75,000	$100,000
OHIO			
Ohio University Athens, OH 45701 Media Contact: Gary Hunt (614) 593-2709 DESCRIPTION: To support the development of the library's humanities collections, the cataloging of important but unprocessed humanities books and the preservation of the most threatened humanities materials.	$750,000	$3,000,000	$3,750,000
OREGON			
University of Oregon, Eugene Eugene, OR 97403 Media Contact: Gaye Vandermyn (503) 686-3111 DESCRIPTION: To support the endowment of Humanities Center activities and library acquisitions and the costs of expanding the library building.	$1,000,000	$3,000,000	$4,000,000
Middle Oregon Historical Society Warm Springs, OR 97761 Media Contact: Duane H. King (503) 553-1161 DESCRIPTION: To support the construction of a museum to house collections that reflect the rich heritage of the Confederated Tribes of Warm Springs and educational programming for tribal members and the general public.	$500,000	$1,500,000	$2,000,000
SOUTH CAROLINA			
University of South Carolina at Spartanburg Spartanburg, SC 29303 Media Contact: Jan Yost (803) 599-2209 DESCRIPTION: To support the improvement of library humanities resources.	$100,000	$300,000	$400,000
TEXAS			
Dallas Institute of Humanities and Culture Dallas, TX 75201 Media Contact: Gail G. Thomas (214) 871-2440 DESCRIPTION: To support costs of renovating the facility and the creation of an endowment for the Institute's programs.	$500,000	$1,500,000	$2,000,000

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Challenge Grants
December 1988

INSTITUTION, ADDRESS, MEDIA CONTACT AND GRANT DESCRIPTION	NEH GRANT	PRIVATE SECTOR MATCH	TOTAL TO INSTITUTION
TEXAS (continued)			
Prairie View A&M University Prairie View, TX 77446 Media Contact: Benjamin Berry (409) 857-4116 DESCRIPTION: To support an endowment for library development in the humanities.	$182,500	$547,500	$730,000
University of Texas Medical Branch, Galveston Galveston, TX 77550 Media Contact: Vicki Saito (406) 761-2618 DESCRIPTION: To support the endowment of activities and programs of the Institute for the Medical Humanities.	$500,000	$1,500,000	$2,000,000
VERMONT			
Vermont Folklife Center Middlebury, VT 05753 Media Contact: Jane C. Beck (802) 388-4964 DESCRIPTION: To support the expansion of educational programming capabilities in the humanities, financial stability and the building of an endowment.	$175,000	$525,000	$700,000
WASHINGTON			
University of Washington Press Seattle, WA 98145 Media Contact: Patricia Smith (206) 543-8271 DESCRIPTION: To support an endowment fund and a revolving capital fund for the support of humanities projects.	$250,000	$750,000	$1,000,000
WISCONSIN			
Outagamie County Historical Society, Inc. Appleton, WI 54912 Media Contact: Donald R. Hoke (414) 735-9370 DESCRIPTION: To support the endowment of four new humanities positions.	$250,000	$750,000	$1,000,000
Milwaukee Public Library Milwaukee, WI 53233 Media Contact: Jerry Peters (414) 278-3572 DESCRIPTION: To support the cost of renovation of the humanities department and the improvement of access to catalogs, indices and bibliographies.	$137,500	$412,500	$550,000

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FACTS

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Public Affairs Office
Media Relations
(202) 786-0449

NEH-88-061-F

NEH CHALLENGE GRANTS
December 1988

The Purpose

The challenge grants program helps institutions and organizations working in the humanities to raise additional support from private and non-federal public sources to make long-term improvements in the programmatic quality, administrative effectiveness and financial stability of their humanities activities. The attached descriptions of this year's awards show how challenge grant funds may be used for a variety of purposes that contribute to an institution's long-term plan for strengthening its programs in the humanities.

The Challenge

Each dollar the Endowment offers to an institution receiving a challenge grant for the first time must, in turn, generate at least three non-federal dollars. Second-time grantees must raise four non-federal dollars for every dollar of NEH funds. Matching money must come from new sources or represent increased contributions by existing donors, usually over a four-year fund-raising campaign. The NEH grant is both a challenge and an honor: It challenges the recipient institution to make a strong case to its donors and, at the same time, helps in the fund-raising effort by recognizing the institution's success in the nationwide competition for these awards.

Humanities Institutions

Recipients of challenge grants are museums, historical societies, colleges and universities, libraries and the great variety of non-profit institutions and organizations whose humanities activities play a vital role in American cultural life. The Endowment received 139 applications for the most recent challenge grants review. This year's recipients include 12 museums and historical societies, 10 universities, seven four-year colleges, two university presses, one research library, two public libraries and one other cultural organization.

Some Statistics

The Endowment has awarded 938 challenge grants since the program began in 1977. Total federal money offered in challenge grants to date is more than $257 million. Cumulatively, combined federal and non-federal funding made available to humanities institutions through this program will be more than $1 billion by the end of the fund-raising campaigns that begin with the current grants.

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