NEH

National Endowment for the Humanities

Division of Education Programs

Guidelines and Application Instructions

Application Deadline: May 1

Teacher-Scholar Program for Elementary and Secondary School Teachers

National Endowment for the Humanities in Partnership with a Fund Established by DeWitt Wallace, Founder of Reader's Digest.

THE NEH/READER'S DIGEST TEACHER-SCHOLAR PROGRAM
FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS

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THE NEH/READER'S DIGEST TEACHER-SCHOLAR PROGRAM

FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS

The Purpose of the Program

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

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

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

The Endowment hopes to make one award in each state, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. The stipend of each award is designed to replace the teacher's academic-year salary or supplement sabbatical pay up to the amount of the academic-year salary. The maximum award from NEH will be $27,500, plus a grant of $500 to purchase books for the teacher's school. In addition, a $500 honorarium will be provided for a mentor should the recipient elect to work with an expert in the field of his or her study.

The Program's Intellectual Focus

The Teacher-Scholar Program focuses on academic study of the humanities, with particular emphasis on history, English and American literature, and foreign languages and literature. An applicant's study plan should establish an intellectual rationale for the project and include intensive examination of significant primary and secondary humanities texts. To assure access to appropriate resources during the study period, an applicant may also wish to establish a working relationship with nearby scholars, academic libraries, archives, or museums. An applicant may plan to enroll in as many as two college courses or other educational programs during the tenure of the award (provided such course work is directly relevant to the proposed project), or work independently with or without an academic mentor. In either case, the focus of the project should be the applicant's plan for independent academic study in a humanities discipline.

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

Example I

A teacher whose training was in American literature is now responsible for a wide range of English courses, including her school's advanced placement class. She proposes a study of Shakespeare's work, focusing on the relation of the plays to their cultural milieu. She wants to look closely, though not exclusively, at those plays she has taught and is likely to teach again. She plans the study in two phases. In the first, she will concentrate on acquiring a deeper understanding of Renaissance culture in general. During this period she will enroll in a "History of Elizabethan England" course at a nearby college and read from a supplementary bibliography of works on the social, cultural, and intellectual history of the times. In the second phase she will focus on a close reading of Hamlet, Romeo and Juliet, The Taming of the Shrew, Antony and Cleopatra, and King Lear, concentrating on the relationship of these works to their cultural milieu. In addition to the plays themselves, she will read from a focused bibliography of secondary works on the plays. For her own use she will annotate the plays with background information about relevant aspects of the cultural milieu. Throughout the year, she will attend performances of the plays and view videotapes and films available at her local library. At the end of her course of study she will advise the school library on key works in Elizabethan history and literature that should be purchased with the $500 grant accompanying

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her stipend. In her final report she will summarize the specific ways in which the year of study has improved her understanding of Shakespeare's plays and how this enhanced understanding will affect her teaching. In addition she will outline plans for sharing the results of her study with other teachers.

Example II

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

Example III

A high school social studies teacher whose primary responsibility is tenth-grade world history proposes to study the history and culture of Islam so that he can teach the history of the Middle East, Africa, and Asia more effectively. The teacher secures permission to use the local college library and arranges to consult periodically with the history department's Middle Eastern scholar. During the first half of his independent study project, he will study the rise and spread of Islam, concentrating on the following topics: Muhammad, the Koran, Muslim theology, the Caliphate, Ali, Shi'ism, and the establishment of Islam

as a world religion. In the second part of his project, he will build upon his reading and research by studying Islamic literature, art, and architecture. In addition to visiting several museums to examine Islamic art and working with a scholar, he will read important secondary texts such as Hodgson's The Venture of Islam (3 vols.), and Pickthall's The Meaning of the Glorious Koran. In his final report he will list the books his school library purchased on his recommendation and detail how he plans to work with other teachers to revise the world history courses in his school.

Example IV

A middle-school social studies teacher proposes to undertake a one-year study of the ideas and politics of the American founding period. The study will emphasize the roots of the Constitution in European and American political philosophy, the debates surrounding the framing and ratification of the Constitution, and important political developments during the early national period. The teacher will begin the project by consulting with a scholar noted for his work on eighteenth-century political thought and by examining Locke, Montesquieu, and other sources from England, France, and Scotland that offer insight into the arguments posed in the Declaration of Independence. Next, after briefly examining the Articles of Confederation and several secondary studies of that plan of government, she will focus on the work of the Constitutional Convention and the ratification debates. She will first read Farrand's The Records of the Federal Convention of 1787 and Madison's Notes of Debates in the Federal Convention, July 17 - September 17. Then she will begin an in-depth study of The Federalist and Storing's edition of The Antifederalist Papers. She will then focus on the efforts of the First Congress to draft a Bill of Rights and to implement the new plan of government. In the last phase, she will turn to the issues of constitutional interpretation about which the Jeffersonians differed with Hamilton and Marshall. During most of the year, the teacher will be in residence at a major research university, where she will audit relevant graduate seminars, use the library and collections, and prepare a list of books for her school library to purchase with the $500 grant accompanying her award. Her final report will be a historical essay on political and intellectual developments during the founding period that could be useful to teachers and advanced high school students.

Conditions of Eligibility

Teachers may apply for a teacher-scholar award if they

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

b. have completed at least three years of full-time teaching, not necessarily consecutive, at the time of application and intend to return to teaching for at least two years after completing the project;

c. are U.S. citizens or are foreign nationals who have been residents of the United States or its territories for at least three years immediately preceding the application date. (American citizens teaching American students full-time in countries other than the U.S. may also apply. While applications from teachers in the fifty-three states and jurisdictions will be grouped for review on the basis of institutional not residential address, proposals from teachers abroad will be considered with those from the jurisdiction in which the applicant claims permanent residence. Applications from teachers abroad who claim no permanent U.S. residence will be considered with those from the jurisdiction in which the applicant last resided.)

Applicants should note:

a. Only one submission per applicant is allowable.

b. Collaborative proposals, i.e., proposals from more than one teacher, are not eligible.

c. Applicants who are not successful in one year's competition are encouraged to submit a revised application the following year. However, applicants must reapply each year with the current application forms.

Evaluation Criteria

The criteria for evaluating each application are

a. the significance and intellectual quality of the proposed study plan;

b. the organization, rigor, and feasibility of the proposed study plan;

c. the likely impact of the study experience on the applicant's school and school district;

d. the quality and availability of the academic and cultural resources needed to carry out the study plan;

e. evidence that the applicant is an outstanding teacher of the humanities; and

f. evidence that the applicant is well prepared to carry out significant independent study.

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

Application Review

Applications are reviewed by outside experts, who are asked to evaluate proposals against the criteria listed above. Their assessments are 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, taking into account the advice provided by the reviewers, the division staff, and the National Council, will make the final decision.

Stipends, Tenure, and Conditions of Award

The following conditions will apply to each award.

1. The award will support one academic year of full-time study and is intended to replace the applicant's academic-year salary. The tenure period will begin in September, sixteen months after the application deadline in May. Teachers may complement the stipend with sabbatical leave pay or other grants for independent study, so long as the NEH award and the sabbatical leave pay or grant support together do not exceed the teacher's annual salary. Stipends for the awards will be based on the applicant's academic-year salary at the time of the award--December of the year preceeding the tenure period--minus sabbatical pay or other grant funds, up to $27,500. (Calculations based on the applicant's salary are not to include fringe benefits.)

2. In addition, $500 will be awarded to the teacher's school for the purchase of books relevant to the teacher-scholar's area of study.

3. Up to $500 will be available as a stipend for an expert in the teacher-scholar's field of study should the teacher-scholar decide to consult such an expert.

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

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

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

Example I

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

Example II

Another teacher will earn $30,000 in the school year. The teacher's district also underwrites sabbatical study by contributing 50 percent of the teacher's salary. The teacher is eligible for the following financial support under the Teacher-Scholar Program:

    $30,000   (salary)
    -15,000   (salary underwritten by district)
    $15,000   (Teacher-Scholar award)

Example III

A third teacher will earn $32,000 in the school year. The teacher's district has no sabbatical support program, but the teacher receives a $4,000 fellowship from a local foundation with a commitment to improving the public schools. Because the sum of the teacher's two sources of support is less than her salary, the teacher is eligible to receive the full $27,500 from the Teacher-Scholar Program:

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$ 4,000    (foundation grant)
+27,500    (Teacher-Scholar award)
$31,500    (total support)
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Note: Each award would be supplemented by an additional $500 to purchase books for the school library and another $500, if requested, for a mentor.

CALENDAR

May 1	Deadline for submitting eleven copies of the completed application to the Endowment.
December 1	Successful applicants notified.
January 15	Teacher-Scholars complete acceptance forms.
February 1	Public announcement of awards.
Sixteen months after the application date	Tenure periods begin.
Three months after completion of project	Final reports due to the Endowment.

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

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

GENERAL INSTRUCTIONS

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

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

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

Responses should be typed, using double spacing for the Independent Study Plan and single spacing for everything else. The pages of the study plan should be numbered.

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

a. The completed data cards from the inside back cover of this booklet.

b. The original copy of the Application Cover Sheet, unattached and signed by the principal, headmaster, or head of school.

c. Three additional, unattached copies of the Application Cover Sheet.

d. The original copy of the application with a copy of the Application Cover Sheet and ten additional copies of the application, each copy arranged and stapled together in the following order

>- The Application Cover Sheet,
>- The Biographical Information Form,
>- The Independent Study Plan.

In addition, an applicant should arrange for two confidential letters of recommendation to be submitted directly to the Endowment by the respondents. Since letters of reference must comment on the

applicant's ability to complete the proposed academic work, a copy of the study plan should be provided to the individuals preparing the letters. One of these letters must be from the applicant's school principal, headmaster, or immediate supervisor. The other may either be from someone inside the applicant's school, such as a colleague in the same department, or from someone outside the school, such as a scholar who can comment on the applicant's academic interests and abilities.

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

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

National Endowment for the Humanities
Washington, D.C.

The following pages include:

—Instructions for Completing the Application Cover Sheet
—The Application Cover Sheet
—Field of Project Categories and Codes

Please read the instructions before completing applicable questions. Please print or type.

Purpose: The National Endowment for the Humanities uses a single cover sheet for all of its programs. This cover sheet gathers information that is necessary in one of two ways:

(1) The information is necessary for efficient consideration of the application during the review process and in the administration of the grant if an award is made.

(2) The information is *required of the Endowment* in various reports to Congress, other federal agencies, and the public. The Endowment must provide reports that involve statistical information or descriptions that can be obtained quickly from the cover sheet. Information is recorded in a computer, which stores the data for subsequent compilation and reporting.

Please read the instructions for each question carefully. Answer each question by typing or printing your reply. Please verify your answers to be certain that they are correct and complete.

You will find it helpful to complete the cover sheet last, after all other parts of the application have been prepared.

Privacy Act: The following notice is furnished in compliance with the Privacy Act of 1974:

The information is solicited under the authority of the National Foundation on the Arts and Humanities Act of 1965, as amended, 20 U.S.C. 956. This information is needed to process the grant application and for statistical research and analysis of trends. The routine uses which may be made of this information are: general administration of the grant review process; statistical summaries; congressional oversight; and analysis of trends. Failure to provide any of the requested information will result in the delay or rejection of the application.

INSTRUCTIONS FOR COMPLETING THE APPLICATION COVER SHEET

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

Block 1--Applicant

Item a. Enter your name and preferred mailing address.

Item b. In the space provided, enter the number corresponding to your preferred form of address:
1-Mr.   3-Miss   5-Dr.
2-Mrs.   4-Ms.

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

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

Item e. If possible, indicate the code for the appropriate major field from the list of Field of Project Categories and Codes on the reverse side of the Application Cover Sheet.

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

Blocks 2, 4, and 5

These blocks have been preprinted with the appropriate information.

Block 3

Check the appropriate box.

Block 6--Project Funding

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

Block 7--Field of Project

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

Block 8--Descriptive Title of Project

Enter a brief title that clearly identifies your project and its humanities content. This title should be informative to a nonspecialist. NEH is obliged to be as clear as possible to the public about awards it makes. The "descriptive title" will be used for this purpose whenever possible, but the Endowment staff may assign a different working title to the project.

Block 9--Description of Project

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

Block 10--Other Funding Sources

This block has been preprinted.

Block 11--Institutional Data

Item a. Fill in the name and address of your school. Awards are based on institutional, not residential address except for teachers in schools abroad. Awards to teachers abroad will be based on residential address in the United States.

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

Item c. This block has been preprinted.

Block 12--Federal Debt Status

The individual named in Block 1 shall certify that he or she is not delinquent in repayment of any federal debt. Federal debt is defined as an amount of money or property that has been determined by an appropriate agency official to be owed to the

United States from any person, organization, or entity, and is interpreted to include such debts as guaranteed student loans, FHA loans, SBA loans, Department of Education institutional loans, and all other federally-backed loans and debts. Delinquent means any account 30 days past due.

In cases where the applicant is delinquent on a federal debt, a statement may be attached explaining the circumstances.

NOTE: Federal law provides criminal penalties of up to $10,000 or imprisonment of up to five years, or both, for anyone knowingly providing false information to an agency of the U.S. government. 18 U.S.C. Section 1001.

NEH APPLICATION COVER SHEET

1. Individual applicant or project director

a. Name and mailing address

Name _____
(last)　　　　　　(first)　　　　　　(initial)

Address _____

_____

_____
(city)　　　　　　(state)　　　　　　(zip code)

b. Form of address: ⬚

c. Social
Security # _____ Date of birth _____
(mo day yr)

d. Telephone number
Office: _____ / _____　Home: _____ / _____
(area code)　　　　　　(area code)

e. Major field of applicant
or project director _____ ⬚
(code)

f. Citizenship ☐ U.S.
☐ Other _____
(specify)

2. Type of applicant

a. ☒ by an individual　**b.** ☐ through an org./institute
If **a**, indicate an institutional affiliation, if applicable, on line 11a.
If **b**, complete block 11 below and indicate here:
c. Type
d. Status

3. Type of application

a. ☐ new　　　　　**c.** ☐ renewal
b. ☐ revision and resubmission　**d.** ☐ supplement
If either **c** or **d**, indicate previous grant number:

_____

4. Program to which application is being made

Teacher-Scholar Program ⬚

Endowment Initiatives: _____
(code)

5. Requested grant period

From: __September 1990__　To: __June 1991__
(month year)　　　　　(month year)

6. Project funding

a. Outright funds　　　$ _____
b. Federal match　　　$ _____
c. Total from NEH　　　$ Up to $28,500
d. Cost sharing　　　　$ _____
e. Total project costs　$ _____

7. Field of project ⬚

8. Descriptive title of project

9. Description of project (do not exceed space provided)

10. Will this proposal be submitted to another government agency or private entity for funding?

(if yes, indicate where and when): Not applicable

11. Institutional data

a. Institution or organization.

_____
(name)

_____
(city)　　　　　　　　　　(state)

b. Name of principal or headmaster:

_____
(last)　　　　　(first)　　　　　(initial)

_____
(title)

_____
(signature)　　　　　　　(date)

c. Name and mailing address of the institutional grant administrator
Not applicable

_____
(last)　　　　　(first)　　　　　(initial)

_____

_____

_____
(city)　　　　　(state)　　　　　(zip code)

Telephone: _____ Form of address ⬚
(area code)

12. Federal debt status

I certify that I am not delinquent on repayment of any federal debt.

This institution certifies that it is not delinquent on repayment of any federal debt.

Not applicable

_____
(signature, person named in Block 1)

_____
(signature, authorizing official named in Block 11b)

Note: Federal law provides criminal penalties of up to $10,000 or imprisonment of up to five years, or both, for knowingly providing false information to an agency of the U.S. government 18 U.S.C Section 1001

For NEH use only
Date received
Application #
Initials

Field of Project Categories and Codes

The following categories and codes should be used to complete blocks 1d and 7 of the NEH Application Cover Sheet. If no exactly appropriate category is provided, please select the larger category that would include the more precise one. (This listing is strictly for use by the NEH staff to help retrieve information about applications and grants by subject matter field. The listing is not comprehensive and *is not meant to define the disciplines of the humanities.* For that definition and advice about eligibility for Endowment awards, please consult elsewhere in these application materials. The hierarchical arrangement is for convenience.

Anthropology L1

Archaeology U6

Archival Management/Conservation I1

Arts, History and Criticism MA

Architecture: History & Criticism U3
Art: History and Criticism M1
Dance: History & Criticism M3
Film: History & Criticism M4
Music: History & Criticism M5
Theater: History & Criticism M2

Communications P2

Composition & Rhetoric P1
Journalism P4
Media P3

Education H1

Ethnic Studies K1

Asian American K5
Black/Afro-American K4
Hispanic American K3
Jewish K6
Native American K2

History A1

African A2
American A3
Ancient AC
British A4
Classical A5
European A6
Far Eastern A7
Latin American A8
Near Eastern A9
Russian AA
South Asian AB

Humanities U8

Interdisciplinary U1

African Studies GI
American Studies G3
Area Studies GH
Asian Studies G5
Classics G7
Folklore/Folklife R1
History/Philosophy of Science,
   Technology or Medicine GA
International Studies GG
Labor Studies G4
Latin American Studies GJ
Medieval Studies G8
Regional Studies GF
Renaissance Studies G9
Rural Studies GC
Urban Studies G2
Western Civilization GB
Women's Studies G1

Languages C1

Ancient CC
Asian CA
Classical C2
Comparative C9
English CE
French C3
German C4
Italian C5
Latin American C6
Near Eastern CB
Slavic C7
Spanish C8

Law/Jurisprudence Q1

Library Science H3

Linguistics J1

Literature D1

African DK
American DE
Ancient DC
Asian DA
British DD
Classical D2
Comparative D9
French D3
German D4
Latin American D6
Literary Criticism DI
Near Eastern DB
Slavic D7
Spanish D8

Museum Studies/Historic Preservation L2

Philosophy B1

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

Religion E1

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

Social Science U2

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

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

BIOGRAPHICAL INFORMATION

Last Name _____ First _____ Initial ___

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

Applicant's Signature _____ Date _____

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

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

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

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

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

TYPE: Public___Private__

LOCATION: Urban____ Suburban____ Rural____

LEVEL OF SCHOOL:
   Elementary School K-6 _____
   Middle School   7-8 _____
   High School   9-12_____
   Other (describe)   _____

ENROLLMENT:
   Fewer than 100   __
      100 to 249   __
      250 to 499   __
      500 to 999   __
    1,000 to 2,499   __
    2,500 or more   __

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

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

INSTRUCTIONS FOR PREPARING THE INDEPENDENT STUDY PLAN

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

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

The plan should be typed double spaced and should not exceed eight pages, including the timeline and the one-page bibliography, which may be typed single spaced.

Statement of Purpose

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

Detailed Description

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

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

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

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

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

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

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

Anticipated Outcome

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

Bibliography

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

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

TITLE SHEET FOR INDEPENDENT STUDY PLAN

(Please type or use black ink.)

Last Name_____First Name_____Initial____

Title of Study Plan _____

_____

    Present your independent study plan in accordance with the
following outline and attach it to this title sheet. You should
submit no more than eight pages of material. The plan, including
Statement of Purpose and Anticipated Outcome, should be limited to
no more than seven double-spaced pages plus a one-page bibliography
which may be single spaced.

    A. Statement of Purpose (not to exceed one page)

    B. Detailed Plan (not to exceed five pages)

    C. Anticipated Outcomes (not to exceed one page)

    D. Bibliography (not to exceed one page)

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

LETTER OF RECOMMENDATION (1)

HEAD OF SCHOOL OR IMMEDIATE SUPERVISOR

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

Applicant's   State/Jurisdiction
Name_____ of School_____

Telephone Number   School_____   Home_____

Title of
Project_____

Respondent's (Principal, Headmaster, or Immediate Supervisor)
Name_____ Title_____

School Address_____

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

B. Evaluation (Use an additional sheet to comment on the applicant's ability as a teacher and a scholar of the humanities, the likely impact of the study experience on the school, and the applicant's ability to carry out the proposed independent study plan. Do not include job performance appraisals or other kinds of supporting material.)

_____   _____
Signature (in black ink)   Date

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

GUIDELINES FOR WRITING LETTERS OF RECOMMENDATION

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

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

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

Please evaluate the applicant with regard to the following criteria and add any other comments that might be helpful:

a. evidence that the applicant is an outstanding teacher of the humanities,

b. the quality of the applicant's work as a scholar or interpreter of the humanities,

c. the likely impact of the study experience on the applicant's school and school district, and

d. evidence that the applicant is well prepared to carry out significant independent study.

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

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

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

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

LETTER OF RECOMMENDATION (2)

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

Applicant's   State/Jurisdiction
Name_____of School_____

Telephone Number   School_____   Home_____

Title of
Project_____

Respondent's Name_____ Title_____

Institution and Address_____

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

B. Evaluation (Use an additional sheet to comment on the
applicant's ability as a teacher and a scholar of the humanities,
the likely impact of the study experience on the school, and the
applicant's ability to carry out the proposed independent study
plan. Do not include job performance appraisals, or other kinds of
supporting material.)

_____   _____
Signature (in black ink)   Date

29

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

GUIDELINES FOR WRITING LETTERS OF RECOMMENDATION

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a. evidence that the applicant is an outstanding
    teacher of the humanities,

b. the quality of the applicant's work as a scholar or
    interpreter of the humanities,

c. the likely impact of the study experience on the
    applicant's school and school district, and

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    significant independent study.

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

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

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

CHECKLIST FOR A COMPLETE APPLICATION

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

_____ The completed data cards from the inside back cover of this booklet.

_____ The original copy of the Application Cover Sheet, unattached and signed by the principal, headmaster, or head of school.

_____ Three additional, unattached copies of the Application Cover Sheet.

_____ The original copy of the application with a copy of the Application Cover Sheet and ten additional copies of the application, each copy arranged and stapled together in the following order:

> The Application Cover Sheet
> The Biographical Information Form
> The Independent Study Plan (including a one-page bibliography)

REMINDER: ALL OF THE ABOVE MATERIALS SHOULD BE SUBMITTED TOGETHER IN ONE PACKAGE, POSTMARKED NO LATER THAN MAY 1. TWO LETTERS OF RECOMMENDATION SHOULD BE SUBMITTED SEPARATELY BY THEIR WRITERS ON OR BEFORE THE SAME DATE.

All material should be mailed to:

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

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The National Endowment for the Humanities is an independent grant-making agency established by Congress in 1965 to support research, education, and public projects in the humanities.

The Endowment supports work in the humanities through programs administered by five divisions--Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs-- and two offices--Challenge Grants and Preservation.

The Humanities

In the act establishing the Endowment, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Work in the creative or performing arts--such as painting, sculpting, acting, directing, composing or performing music, and writing fiction or poetry--is not eligible for support by the National Endowment for the Humanities. Persons interested in support in these areas should write or call the National Endowment for the Arts. Critical, historical, and theoretical studies of the arts, however, are eligible for NEH support.

Studies in the social and natural sciences that are historical or philosophical in approach, or that attempt to cast light on questions of interpretation or criticism traditionally in the humanities, are also eligible for NEH support.

Special Initiatives

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

The Foundations of American Society

Within its existing programs, the Endowment continues to encourage study, research, and discussion about the history, culture, and principles of the American founding, an emphasis that began with the NEH initiative on the bicentennial of the U.S. Constitution. Proposals may deal directly with the events and achievements of the founding, including the ratification of the new Constitution, the establishment of the federal government, and the works of philosophy, politics, literature, and art that were produced during this founding period. They may also treat later events, achievements, and works that have resulted or developed from the founding or that reflect or respond to its concerns and principles.

The Columbian Quincentenary

As part of the international observance of the 500th anniversary of Christopher Columbus's voyage of discovery to the New World, NEH invites proposals for original scholarship on related topics and for the dissemination of both new and existing scholarship. Topics may include the expansion of European civilization through the efforts of the Spanish and Portuguese crowns and the establishment of new societies and new forms of cultural expression through encounters among native American, European, and African peoples. Proposals may also explore the ideas--political, religious, philosophical, scientific, technological, and aesthetic--that shaped the processes of exploration, settlement, and cultural conflict and transformation set into motion by Columbus's momentous voyage.

EQUAL OPPORTUNITY

The Code of Federal Regulations, Title 45, Part 1110, implements provisions of Title VI of the Civil Rights Act of 1964, and, along with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, provides that the National Endowment for the Humanities is responsible for ensuring compliance with and enforcement of public laws prohibiting discrimination because of race, color, national origin, sex, handicap, and age in programs and activities receiving federal assistance from the National Endowment for the Humanities. Any person who believes he or she has been discriminated against in any program, activity, or facility receiving federal assistance from the Endowment should write immediately to the director, Office of Equal Opportunity, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W. Washington, D.C. 20506.

NOTE: If a proposed project relates to American Indians, Aleuts, Eskimos, or native Hawaiian people and artifacts, the applicant should obtain from the Endowment a copy of its Code of Ethics concerning native Americans. The code establishes certain standards of conduct in research, publication, and public programs involving native American peoples.

E89-4

Program Year _____ **NEH/Reader's Digest Teacher-Scholar Program Data Card**

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

Institutional Affiliation:

School _____
Street _____
City/State/Zip _____

Home Address:

_____
_____
_____

Telephone Numbers (with area codes):

School _____
Home _____

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

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

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

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

1. _____

2. _____

3. _____