

National
Endowment
for the
Humanities

Education
Programs
1974





EDUCATION PROGRAMS

of the

NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

1974

Dear Colleague:

This general form of address belies a specific inquiry. The Division of Education Programs of the National Endowment for the Humanities is eager to learn from you what areas of humanistic work we ought to encourage and foster. The following booklet will give you an idea of our present scope and interests. What we seek now are new directions and ideas.

As you know, the National Endowment for the Humanities is an independent Federal agency charged with the responsibility of supporting the humanities throughout the country. In this enterprise you are a principal constituent. While the Endowment reaches a wider public through film, television, museums and libraries, it is in our educational institutions, nevertheless, where the humanities are given the most serious and sustained attention. Therefore, it is essential for us to understand the needs of the humanities in our institutions of learning.

Please consider this request in personal and particular terms. As administrator, scholar and teacher, if you had our resources, what would you strive to see done? Are the current collaborative efforts among humanistic disciplines worthwhile? What part should the social sciences play in such collaborations? Which important areas of study have been neglected? Is there something we ought to be doing in regard to education in the arts? What kinds of relationships should be sought among institutions of education and between them and other cultural institutions?

These are the kinds, but not the limit, of questions we have in mind. The Endowment is in a period of considerable growth. If its expansion is not to get out of hand, we must do everything possible now to settle on certain ventures and principles.

I would be most grateful if you would take the time to advise us on this problem, which we share. Many thanks and best wishes.

Yours sincerely,

ROGER ROSENBLATT

Director

Division of Education Programs

But when we talk of knowing Greek and Roman antiquity, for instance, which is the knowledge people have called the humanities, I for my part mean a knowledge which is something more than a superficial humanism, mainly decorative. . . . I mean more than a knowledge of so much vocabulary, so much grammar, so many portions of authors in the Greek and Latin languages. I mean knowing the Greeks and Romans, and their life and genius, and what they were and did in the world; what we get from them, and what is its value. That, at least, is the ideal; and when we talk of endeavoring to know Greek and Roman antiquity, as a help to knowing ourselves and the world, we mean endeavoring so to know them as to satisfy this ideal, however much we may still fall short of it.

Matthew Arnold

This booklet contains a description of the Education Programs of the National Endowment for the Humanities. It is intended for anyone seeking funds for an organized project or program at any level of humanities education. What follows is a brief history of the National Endowment, and of its Division of Education Programs, a statement of the purposes of the Division, a description of its organization, its procedures, its schedule of receiving and reviewing applications, and a statement of the guidelines of eligibility for each of its programs.

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THE NATIONAL ENDOWMENT

The National Endowment for the Humanities is an independent federal agency whose purpose is to serve all areas and levels of humanistic study in the United States. The Endowment came into being on September 29, 1965, when it was authorized by Congress in response to an increased awareness on the parts of educators, legislators, and the general public that the humanities, and the arts, needed sustained and widespread federal support. At the time of its founding the National Endowment for the Humanities was conjoined with the National Endowment for the Arts under the National Foundation on the Arts and the Humanities. The two Endowments remain separate organizations, with different purviews, but together continue to comprise the joint Foundation.

The Act which authorized the Endowment was shaped largely according to the findings of a National Commission on the Humanities organized in 1963. This twenty-member Commission accomplished its work through a combined effort of the American Council of Learned Societies, the Council of Graduate Schools in the United States, and the United Chapters of Phi Beta Kappa. It published its report in 1964, in which the establishment of the Endowment was recommended. The report specifically spoke for the value of the humanities in relationship to people's lives, and it was this relationship which Congress emphasized when it made the Endowment a reality.

In authorizing the formation of the Endowment, Congress was not simply saying that federal money ought to be given to the humanities; it was also making a significant statement about our national well-being. Here the Congress was responding not to a particular crisis, that is a crisis ordinarily perceived, but rather to a general truth which rarely reaches demonstrable proportions before it becomes history. In short, it gave official recognition to the fact that the understanding of the humanities is a source of national welfare, strength, pride, indeed, defense, and that federal encouragement of humanistic pursuits is itself a good sign, as it goes to the concern for the continuing enrichment of the human spirit and secures the knowledge which must inform our collective and individual judgments.

At the time the Endowment was established, a National Council on the Humanities was organized as its advisory body. The National Council is composed of twenty-six distinguished private citizens appointed

for terms of six years by the President. Its principal duties are to advise the Chairman of the Endowment, who also serves as Chairman of the Council, on policies and programs, and to review applications for grants, recommending acceptance, rejection, modification or deferment. Briefly, the procedure for each Division of the Endowment is to guide the proposals received, to secure independent expert evaluations of them, to place the proposals before the Council and, finally, before the Chairman. The Council meets four times a year, in February, May, August, and October.

On November 18, 1965 the President announced the appointment of Barnaby Keeney as the first Chairman of the National Endowment for the Humanities and of the National Council on the Humanities, effective from July 1, 1966, following Dr. Keeney's resignation from the presidency of Brown University. The President appointed Dr. Henry Allen Moe, then President Emeritus of the John Simon Guggenheim Memorial Foundation, to serve as Chairman until Dr. Keeney could take office. Members of the National Council on the Humanities were appointed in January 1966, and the Council's first meeting took place on March 3.

With Dr. Keeney's arrival in July, 1966, programs were delineated, staff was hired, and Council organization fixed. An Office of Planning and Analysis was established, as well as three operating divisions: Fellowships; Research and Publication; and Education and Special Projects. Subcommittees of the National Council on the Humanities corresponding to these divisions were established, a pattern which continues into the present. Subsequently, the Division of Education Programs and Special Projects was divided into a Division of Education and a Division of Public Programs, the latter of which now also administers State and Community Programs. There are now four Divisions within the National Endowment: Research, Fellowships and Stipends, Public Programs, and Education Programs. Through its Office of Planning, the Endowment handles proposals for projects which do not fall readily within the scope of its other divisions.

On July 3, 1970, Dr. Keeney's term as Chairman expired. Wallace B. Edgerton, now President of the Institute of International Education, and the Endowment's Deputy Chairman since 1966, served as Acting Chairman until December 9, 1971. On that date the President appointed Dr. Ronald Berman, a Shakespearean scholar and professor of English at the University of California at San Diego, as Chairman.

EDUCATION PROGRAMS

The Division of Education Programs seeks to help educational institutions improve instruction and make more effective use of resources in the humanities. The Division is intended to serve educational institutions at all levels and of various kinds, and seeks proposals designed to explore and promote the widest range of humanistic capabilities. It is particularly concerned with supporting programs of organized study in the humanities, of long or short duration, which will help develop or strengthen humanistic education within an institution, discover or sustain relationships among different humanistic disciplines or subjects, and otherwise encourage humanistic pursuits which will be worthy in themselves and will enhance the life of the institutions which house them.

The suggestion of organized study in the humanities often seems to be a contradiction of terms. It is something of a cliché to argue that study in the humanities is an enterprise for individuals, and that an organization of humanistic studies, in whatever form, digresses from and possibly injures the intellectual life of the disciplines. Like other clichés, this argument is partly grounded in experience. Two divisions of the Endowment, Research and Fellowships, recognize its validity, and address their work to foster the best in individual humanities scholarship.

The Division of Education Programs has a different orientation. In a sense, it capitalizes on the successes of individual scholarship and looks principally to the application of scholarship to teaching. Needless to say, these lines blur, and the symbiosis between teaching and scholarship is a continuous process; but the problem which forms the center of the Division's activity is how humanistic study of the highest quality may be made known to the greatest number of people engaged in formal study. The first Annual Report of the Endowment listed as one of its three major objectives, "the improvement of the teaching of the humanities in schools, colleges and universities, and also among the public at large in order to infuse our present activities with the wisdom that is the product of the humanistic outlook." The Report added, "This is probably the most important of the objectives of the Endowment."

How well one goes about this task depends on how deliberately one can develop a set of informed discriminations about the work at hand. The work at hand is enormous, partly because there are few areas of knowledge in our language as imprecisely defined as the humanities.

Congress acknowledged the size of this difficulty when it originally attempted to provide a catalogue of disciplines and studies eligible for the Endowment's consideration (see p. 9). Though the list was lengthy, it did not answer many questions about the Endowment's possible range of interests, questions with which the Division of Education Programs still deals, e.g.: How does training in the arts relate to the humanities? Where do the humanities begin for elementary and secondary school children?

At the beginning of its operations, the Division saw its task as one of promoting a broad range of innovative educational activities. During its first years of making awards, a great number of curricular innovations were given high priority by the Division, as were projects which involved structural innovations such as exchange programs, joint colloquia, joint research and planning, and the like. "If there is a theme," read the fifth Annual Report, "it is innovation. If there is a particular method, it is encouragement of educators to share and extend their resources." These were also the years (1968-71) when ethnic studies began to burgeon in American higher education, and the Division was particularly eager to see that such programs were funded widely throughout the country, and given the best chance to establish themselves.

During the same period many schools, colleges, and universities abandoned their required programs in the liberal arts in pursuit of broad experimentation and intellectual freedom and invention on the parts of students. Some of these ventures flourished. Others failed seriously, and some institutions are now attempting to rebuild traditional curricula and enhance traditional courses, such as those in foreign languages. The improvement of traditional course work is as much a part of the Division's concern as the encouragement of totally new enterprises. There is no contradiction, nor can there be, in wishing to see the humanities take hold in a variety of ways and places.

The Division of Education Programs wishes to support what may be determined to be the most interesting and practicable programs in humanities education. If such programs be innovative, their excitement derives from the newness of the ventures and the promise of their becoming established and known. If such programs be traditional, their excitement derives from their confirmed potential for excellence. The Division encourages both types of proposals equally, under the assumption that the uses of the imagination are no more limited to innovation than are conventional sense and sound judgment to tradition.

THE EXTENT OF "HUMANITIES"

In the act of Congress that established the Endowment, the term "humanities" is defined as including, "but not limited to, language, both modern and classical; linguistics, literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, theory, and practice of the arts; and the study and application of the humanities to the human environment with particular attention to the relevance of the humanities to the current conditions of national life."

As for the social sciences, the Endowment is authorized to support social science projects that have humanistic aspects. In general, this means interdisciplinary ventures involving social science projects that employ the methods or share the concerns of the humanities. The Division of Education Programs welcomes proposals for such projects. However, the purpose of the Endowment is to promote knowledge and understanding. It does not, therefore, support programs of social action, and those applicants seeking support for such programs should consult other appropriate federal agencies.

DIVISION ORGANIZATION AND PROCEDURES

The Division of Education Programs is organized into two main programs, Education Projects grants, and Institutional grants. These programs, and their subdivisions, are described below. In addition, there are experimental programs currently under way in the Division—Humanities Institutes grants and Cultural Institutions grants—also described below. If successful, these experiments will shortly become programs of the Division as well. Staff members of the Division who may be contacted regarding Education programs are listed at the back of this booklet.

Any application or inquiry received by the Division is given the personal attention of a member of the professional staff. Those applicants who send in their applications close to the deadline date, without first having consulted the staff, are often at a competitive disadvantage when the applications are reviewed. A number of problems—eligibility questions, the correct format of the application, budgetary matters and the like—can be resolved by preliminary contact with the staff.

The Division welcomes the opportunity to offer guidance to those in the process of applying, and recommends, therefore, that applicants adhere to the following schedule:

Initial inquiry (at least eight weeks before the deadline date). The applicant should give the staff member a general idea of what his proposal will entail. If there is a question of eligibility, the staff member will work with the applicant either to secure the eligibility of the proposal, or to advise the applicant on what other Division of the Endowment, or perhaps what other federal agency, might be a more appropriate recipient. If the application is clearly eligible for consideration, the staff member will supply the applicant with application instructions.

Preliminary draft (at least four weeks before the deadline date). The applicant should mail in a single copy of a draft of the full application. Staff will make suggestions concerning the content, format, and completeness of the application.

Formal application (by the deadline date). Twelve copies of the application complete with sixteen copies of the face sheet will be logged in by the staff.

Once the application is complete, the applicant is so notified by the Director of the Division. Ordinarily, a panel of ten to twelve outside evaluators—educational administrators and distinguished scholars and teachers trained in fields represented by the applications—is then convened. Each application is given the detailed scrutiny of three panelists and is also evaluated by the panel as a whole. The Division staff does not participate in these evaluations except insofar as to arrange the schedule of the proposals considered, and to provide whatever information may be required by the panelists.

After the applications have been rated by the panels, they are brought before the Education Committee of the National Council for Council consideration. The staff presents the Council Committee members with the panel ratings, and with its own comments and clarifications where appropriate. The Committee members then vote on each application, either to award, reject, modify, or defer. These decisions are brought before the entire National Council, and are voted again. The final stage of the procedure is the consideration of the Chairman. The Chairman, having taken all previous deliberations into account, makes the final decision on every proposal and notifies the applicant.

PROGRAMS OF THE DIVISION

EDUCATION PROJECTS GRANTS

The purpose of this program is to promote the development and testing of imaginative approaches to education in the humanities by supporting demonstration projects that can be completed within a specified period of time. Most projects are planned and implemented by small groups, last one or two years, and are concerned with the enrichment of courses or programs, the training of faculty in new approaches to their disciplines, and the educational uses of libraries and other cultural institutions. The Division particularly seeks projects that show promise of serving as models for other institutions. The average size of Projects grants is \$45,000. In recent years funds have been available for only one-sixth of the applications received.

Recently a university received \$31,000 to design and test a program of humanistic study in a pre-medical curriculum. Principally through a two-semester course, the applicant brought together experienced faculty from seven departments in the liberal arts and from the medical school to develop and test readings and classwork on issues of health care. Since this project is one of the first to connect disciplined study of the humanities to medical training at the undergraduate level, it provides a model for consideration by universities which in the past have felt that such concerns must be addressed in post-baccalaureate training or not at all. This university's characteristics are similar to many and, thus, its experience is likely to be broadly applicable.

Although the program will consider a wide variety of proposals it is especially interested in:

- interdisciplinary programs
- collaborative efforts among institutions of higher education, between schools and universities, and between two-year colleges and universities
- projects that foster humanistic concerns in professional training
- curriculum development projects that offer promise of broad applicability
- projects in areas that appear to be neglected yet in which there seems to be wide interest. (Examples of this last category include comparative studies in history and in literature, classics, philosophy and law, studies of different groups in American society, undergradu-

ate introductory programs, the training of graduate students in teaching their disciplines to undergraduate students, and the use of various media in educational programs.)

Elementary and secondary schools are also eligible for Endowment support through this program. In general, the best elementary and secondary school projects are those conducted in cooperation with faculty members in humanities departments of nearby colleges and universities. Many good projects are designed to improve instruction through the development of better curriculum materials that draw on recent humanistic scholarship or the resources of local cultural institutions, such as museums and libraries. Projects that attempt to improve instruction through short-term training institutes for elementary and secondary teachers are also eligible for consideration, but those projects must include well-defined courses of study in the humanities, and must focus on the substance of the humanities as well as pedagogical techniques.

Projects involving the preparation of basic texts or the alteration of the format of already existing materials usually are not eligible for consideration. However, projects for the design and testing of new programs in fields which have been neglected and in which there is demonstrable national or regional interest are eligible for support.

For example, one applicant received \$50,000 to develop an elementary school Latin program specifically adapted to an urban setting. The project director had already done research which indicated that the study of Latin by 6th grade students significantly improved performance in English vocabulary usage and reading comprehension. Support from NEH enabled the project director to design workbooks and teachers' manuals, and to test the materials in a large city school system where arrangements had been secured in advance. On the basis of the project's success, dozens of other school systems have expressed interest in adopting the materials. There are indications as well that a commercial publisher is interested in the venture, and that inexpensive materials may be made available to a great many schools.

CRITERIA FOR REVIEW

1. Would the project encourage thoughtful study of the humanities? Would it foster an appreciation and understanding of the complexity of the humanistic tradition?

2. Would the project employ a disciplined approach to the study of

the humanities? Would it equip students adequately with modes of thought and scholarly methods appropriate for humanistic disciplines?

3. Is the proposal internally consistent? Are its means and ends clearly defined? Would the project use the bibliography of the humanities as an effective means toward its ends?

4. Does the proposed project director possess the experience and qualifications necessary for the satisfactory completion of the project?

5. Is the audience of the project clearly specified, and would the project be appropriate for that audience?

6. How would the project influence the educational programs of other institutions?

PROCEDURES

Potential applicants are encouraged to contact the Education Projects program of the Division well in advance of an application deadline so that the staff of the program may offer advice on how to proceed. The staff may suggest that an applicant submit a preliminary proposal before filing a formal application. A formal application should include:

1. The reasons for proposing the project at this time, including a careful delineation of the audience for whom the project is designed, and a brief description of how the project was conceived.

2. A detailed description of the project, including syllabi, bibliographies, and instructional materials and methods.

3. The full curricula vitae of the proposed project director and staff members who will participate in the project.

4. A careful review of the plans for dissemination of the project, including an appraisal of the likelihood of influence in specific places.

5. A complete budget, by main categories, that contains an institutional commitment of at least 10% of the total costs of the project.

6. A complete and specific description of the plans for evaluation of the project, including criteria.

INSTITUTIONAL GRANTS

Institutional grants are designed to support programs that will strengthen the humanities curriculum and thus effect general institutional changes. Such programs will be pervasive and long-run, rather than specific and of limited duration. It is primarily this factor that distinguishes such grants from those made in the Projects category.

Institutional grants are of three kinds: Planning, Program, and Development. Any two- or four-year institution of higher education is eligible for these grants. As with Projects grants, competition is severe, and it should be noted that the majority of successful applications for Program or Development grants come from institutions previously awarded Planning grants. This represents an endorsement of the proven efficacy of Planning grants in formulating coherent and persuasive programs, rather than an indication of official Endowment policy.

Institutional grants are awarded to serve the needs of institutions in their particular contexts. The programs supported are not, therefore, designed primarily as models to be applied elsewhere, although this may be one of their peripheral results. (Potential for replication is usually a mark of a Projects proposal.) Ordinarily an institution will be eligible for no more than one grant in each of the three categories.

CRITERIA FOR REVIEW

1. Is there a principally humanistic orientation to the program proposed?
2. Does the program show promise of arousing student interest in the humanities and of increasing enrollments, particularly in disciplines where some waning of interest has been discernible in recent years?
3. Would it effect probable improvement of teaching in the humanities, and consequently, encouragement of the learning role of the faculty?
4. Is there a correlation of library holdings, bibliographies, syllabi, and course patterns towards more effective learning in the humanities?
5. Would the program promote improvement in such academic skills as discriminating reading, effective writing, and purposeful solution of research or study problems?

PLANNING GRANTS

In assessing the state of the humanities at an institution of higher learning, faculty and administrators may conclude that revision or expansion is called for. Brainstorming sessions may result in the formulation of a plan calculated to revitalize or enrich the study of the humanities at that institution. Before making a heavy commitment to a new curriculum in terms of staffing and allocation of institutional resources, however, it is generally useful to test the viability of the proposed curriculum on a small scale. The purpose of a Planning grant is to enable an institution which has developed a tentative but concrete plan addressed to curricular needs in the humanities to test that curriculum on a pilot basis and to evaluate the pilot activity with an eye toward necessary revision, refinements, and further development.

Plans for the enhancement of studies of the humanities may take a variety of forms. For example, a university dissatisfied with the fragmentation inherent in its distribution requirements may propose to replace the separate courses with a single interdisciplinary program. A four-year liberal arts college may feel that student interest and faculty strength in non-Western studies merit the development of a new program in that field. A professional school may wish to institute a humanities program as part of the standard curriculum. A community college may feel that vocationally oriented students need to be exposed to humanities instruction which will be meaningful to them in their careers. An art school may see a need to offer humanities courses which, rather than being transplants from typical liberal arts curricula, will relate more directly to the work done in the studio.

Evaluators of Planning grant applications are concerned less with the novelty of a new program than with the appropriateness and potential value of the program for the particular institution in meeting the needs of its own students. The proposal should therefore provide evidence of a thorough analysis of the specific problems relating to humanities instruction in the institution, along with a cogent rationale of the potential long-term value of the proposed curriculum for that institution.

A typical Planning year will begin with a period of refinement of the proposed plan for curricular reform and, if necessary, faculty retraining, followed by a trial offering of one or more new courses as the first step toward implementation of the full curriculum. The Planning period may include travel to other institutions to observe comparable humanities

programs, faculty workshops, and consultant visits; it normally concludes with an intensive period of both external and internal evaluation of the pilot effort and with the formulation of a strategy for developing the full curriculum.

Preliminary planning efforts—the determination of the specific goals, themes, and structure of the curriculum, as well as the drawing up of concrete and fairly specific descriptions of courses, plans for department involvement, definitions of student requirements, and so forth—should precede application for Planning support. An institution still in the process of holding faculty meetings to explore alternative approaches, or one which has decided on a new approach but has yet to develop a fairly specific design for implementing a new curriculum, should postpone submitting a request for Planning support until such spadework has been completed and a trial run is ready to begin.

The proposal should be written simply and directly, focusing upon the background, goals, and content of the plan. It should describe the origins of the plan and give the names and backgrounds of the administrators and of the faculty to be centrally involved during the pilot effort. The proposal should outline any proposed change in the structure of the humanities curriculum and should describe the substance of the curriculum in some detail. A schedule of activities to be undertaken in the Planning period, with an indication of the specific tasks to be accomplished by each person requesting released time, should be provided. It is important that the proposal make clear the ways in which the new curriculum as a whole, as well as each of its components, would serve the instructional needs in the humanities at the institution. The proposal must include provision for a thorough evaluation—both internal and external—of the pilot program. The narrative portions of Planning proposals usually run from ten to twenty pages in length, accompanied by the budget, faculty vitae, and other appropriate appendices.

NEH funding under a Planning grant may not exceed \$30,000, available over a twelve- to eighteen-month period. The Endowment will assume no more than 80% of the total costs. The institution should show clear need for support, provide evidence of careful planning, and demonstrate a capacity for judicious use of funds and for facing realistically the question of continuing support for the planned activity after Endowment funding ends. Planning grants may cover the costs of released time and travel for faculty members to enable them to devise and test new courses, the employment of consultants, planning semi-

nars, clerical assistance, and supplies, as well as other costs necessary in refining and testing a sound plan for curriculum development in the humanities. Indirect costs (set at the institution's established rate negotiated with the federal government) may be included in the budget request. The Endowment will not provide basic support for ongoing operations such as remodeling of the physical plant, the purchase of equipment, faculty salaries for teaching established courses, student scholarships, or field trips. Since aspects of the curriculum which involve the performing arts are outside the purview of the Endowment, expenditures for musical productions and the like are not allowable items in the budget. A detailed total budget should indicate the percentage of those costs (at least 20% of the total) which will be assumed by the institution. All grants are, of course, subject to federal audit.

Planning grants are not renewable. If, at the close of the Planning period, an institution is convinced that its curriculum is ready for full-scale implementation, it may apply for a Program grant if its plans have become focused on a particular program within the humanities curriculum, or for a Development grant if the pilot Planning effort has proven its effectiveness as a model for institution-wide reform of the entire humanities curriculum. A Planning grant is not to be considered simply as support for the preparation of a subsequent proposal. The accomplishments made possible by the award of a Planning grant should be considered valuable in themselves; many Planning periods are successful in securing the redirection of an institution's own resources in such a way as to preclude the need for further support.

PROGRAM GRANTS

A Humanities Program is defined as a group of related courses or an ordered program of studies in the humanities focusing upon a particular area of study. For example, a Program grant might address a specific region, culture or historical era, or it might reform humanities instruction on a particular level of the curriculum such as freshman year studies. A Program grant is distinguished from a Development grant by the scope of its proposed activity: a Program grant addresses itself to a single aspect of the institution's humanities curriculum, while a Development grant encompasses the full range of instruction in the humanities at the institution.

The following are examples of the kinds of activities supported by typical Program grants. One university is beginning a series of interdisciplinary and interdepartmental courses pertaining to the various forms and uses of oral literature. Over a three-year period, the university will offer ten new courses in oral literature and will update and broaden library holdings related to the new program. A community college is developing a two-year interdisciplinary humanities program covering major historical periods. The program involves members of the departments of English, history, philosophy, music and art, and offers students a wide range of independent study possibilities. A four-year college has begun a program which explores the culture of the American Southwest. Interdisciplinary courses are being designed by faculty from the departments of art history, English, history, economics, philosophy, political science and archaeology. Essential features of the program include faculty enrichment and consultations with recognized scholars who are assisting faculty to develop and evaluate the program. Another university has established an interdisciplinary and cross-cultural series of courses dealing with the interrelationships between literature and the visual arts, film and music. The institution is offering introductory and advanced courses for general students, specialized courses for potential majors in the program area, and colloquia for graduate students.

Program grants are awarded to institutions which intend to include the proposed program in the permanent humanities curriculum of the institution. Broad and extensive revision of an existing program may be eligible for support, but basic support for the continuation of an established program in its current form or with limited revision and expansion is considered to be the responsibility of the institution. Since the focus of a Program grant is on curriculum development, major requests

for equipment or for non-curricular activities—such as lecture series, publications, student advising and tutoring—fall outside the purview of the grant.

Program grants are designed to support the development and implementation of programs which can provide solid evidence of their value in meeting curricular needs in the humanities. Thus, a program which is highly experimental to the extent that it would be unlikely to become part of the institution's permanent curriculum would not be competitive. In addition, applicants must be able to demonstrate full faculty and administrative support for the program in all curriculum areas affected by the grant. A program which is still in the experimental stage and has yet to be adopted by the administration for full-scale implementation may not be able to declare such support. The proposal must also demonstrate the institution's capacity to continue the program once Endowment funding has ended.

One particularly effective means of determining the strengths and weaknesses of a new program is to run a pilot of that program prior to submission of an application for Program support. The Division of Education Programs administers Planning grants for this purpose, and institutions which have reached an advanced stage in planning a new program but wish to offer it on a trial basis before making a full commitment to it in terms of staffing and budgetary allocations, are encouraged to consider applying for a Planning grant rather than a Program grant. If the pilot proves to be successful, the institution may then be able to present a stronger proposal for a Program grant.

Program grants will not ordinarily exceed \$180,000 available over a three-year period. Institutions applying must demonstrate that they are prepared to contribute to the costs of the program in an increasing or progressive ratio. In the first year, the Endowment will provide no more than 80% of total program costs. In the final year of the grant period, the institution should be carrying the greater part of the cost, and should be prepared to assume the full costs after the grant ends. A budget summary for each year should indicate the percentage of cost-sharing which will be assumed by the institution. The first-year budget should be as detailed and complete as possible. Should a grant be awarded, the Endowment will require a detailed budget at the beginning of the second and third years of the grant. The budget must always be prepared or approved by the university or college grants or contracts office. All grants are, of course, subject to federal audit.

Allowable costs are determined in accordance with a federal document (OMB Circular A-21) which is available in most university or college business offices. The most frequent types of costs supported include the salaries of faculty members who need to be released from other duties to design and offer new programs, graduate assistants helping to implement the new programs, secretarial services, expendable materials and supplies, additional library materials directly related to and essential to the new programs, and indirect costs (determined by a formula which has been negotiated between the institution and the Federal Government). The costs of remodeling, equipment, the printing of large amounts of material, and student financial assistance are not usually supported under this grant program.

The proposal, of some fifteen to twenty pages in length, should give the following information: (1) an explanation of the program's origin; (2) a description of the program for which support is requested, giving its subject matter, relation to other courses and curricula, and the number and types of students it is expected to attract; (3) syllabi and bibliographies of other materials essential to the conduct of the courses or program; (4) consideration of the adequacy of library resources and their need for supplementation; (5) the number and variety of faculty members who will be involved, with full resumés for each, and such evidence of their teaching competence as may be available; (6) estimate of need for the retraining of faculty members, if applicable, and plans for achieving this; (7) listing of any consultants that may be needed, giving their names where known, the task they will be expected to perform, the number of hours or days they will be devoting to the project and, in the budget, an identification of the rate of reimbursement.

DEVELOPMENT GRANTS

Development grants are intended to provide support for institutions desiring to bring about institution-wide reform in humanities instruction. Such grants are distinguishable from Program grants in that they anticipate the entire refurbishing of a humanities curriculum, as opposed to the addition to or expansion of a particular program within the curriculum. Any institution of higher education may submit an application for a Development grant to the endowment for up to five years of support, in an amount ranging from \$100,000 to \$200,000 per year.

To qualify for consideration, an institution must have completed a thorough analysis of its strengths and weaknesses in the humanities, and must produce a long-range plan which will maximize its resources while improving substantially and permanently its instruction in the humanities. Before preparing a Development grant application, an institution will generally have conducted a feasibility study or pilot program to test its plans, with or without the assistance of a Planning grant.

CRITERIA FOR REVIEW OF PROPOSALS

An application will be judged on the academic soundness and scope of proposed curricular changes; on the firmness of commitment by the institution to the implementation of the proposed curricular reform; on the thoroughness and feasibility of the development plan; on its suitability to the institution's students, history, faculty, and other resources; on the extent to which it promises to have a permanent and far-reaching impact on the teaching of the humanities; and on its potential usefulness as a model for similar institutional reforms.

As part of the review process, a site visit will be made to the applying institution by a member of the staff and two consultants. The site team's evaluation reports, along with the formal proposal, will be reviewed by a panel in line with normal Endowment review procedures (see pages 9 and 10).

AIM AND SCOPE OF AWARDS

While Development grants are ideally suited to colleges and universities whose focus has traditionally been the liberal arts, professional schools of engineering, medicine, and international relations have also

been awarded Development grants to design humanities courses of specific interest to their professional students. A school of medicine, for example, as part of the standard professional curriculum, is developing courses in history, philosophy, and literature which explore humanistic dimensions of the medical sciences. A school of engineering is devising an undergraduate program to explore humanistic perspectives in a technological society. Students in this program select one of six central themes, such as the environment or urban life, and devote their entire humanities and social science requirement to that theme during the four years. An NEH Development grant is enabling a graduate school of international relations to develop a program which draws on the heritage of the humanities to instill in students a better understanding of how historical, cultural, and intellectual forces shape the ways in which societies perceive themselves and their external interests.

A Development grant may also be used to revise the general education requirement in the humanities. With Endowment assistance one university is developing intensive, twelve-credit programs in the humanities, any one of which will satisfy the humanities requirement for graduation. Students engage in the study of humanistic activity in a short epoch of great cultural creativity in a single society, such as late fifth century Athens, Sung China or Elizabethan England. The student is freed from other academic obligations during the quarter in which he is participating in the program. Interdisciplinary programs of extended study equivalent to a major are being developed from these concentrated introductory offerings.

APPLICATION PROCEDURE

Applicants interested in the Development grant program are advised to submit a draft of the full proposal and a budget for review by a member of the Education Division staff at least four to six weeks before the formal application deadline. The proposal should provide:

1. General information on the institution—its size, location, characteristics of its student body, history, and other distinguishing features.
2. A general description of the current humanities curriculum and its relation to other aspects of the institution's curriculum.
3. A statement of the present condition of humanities instruction, with specific reference to weaknesses or deficiencies that now exist and

an explanation of why major restructuring and refurbishing of the curriculum is necessary. This statement should include a description of the humanities education a student currently receives at the applying institution, and a description of the education he will receive once the Development grant period is completed.

4. A detailed description of proposed changes in the humanities curriculum—in both structure and content—to correct the deficiencies of the current curriculum.

5. A detailed description of first-year activities, including names and qualifications of faculty and administrative officers participating in the grant program and their specific responsibilities, with a more general description of activities for subsequent years. If consultants or visiting faculty are to be employed, their specific role in the Development grant activities must be provided.

6. A detailed description of programs and courses to be developed through Endowment assistance, including the range of subject matter, approaches to be taken to course topics, instructional methods to be employed, and requirements of students taking the courses.

7. An explanation of the institution's plan for retooling its faculty to meet the demands of the new curriculum which will emerge from grant activities.

8. If additions are to be made to the faculty through NEH assistance, the institution must describe the means by which it will progressively absorb the new salary costs over the course of the grant period.

9. The intended impact of grant activities on enrollment patterns in the humanities, on faculty staffing, on allocation of institutional resources to humanities education, and on stimulating faculty development.

10. The plan of evaluation—both internal and external—to be carried out during the course of the grant.

11. The institution's plan for adopting as part of its permanent offerings courses and programs resulting from grant activities.

12. A budget summary for each year should indicate the percentage of cost sharing which will be assumed by the institution. The first year budget should be as detailed and complete as possible. Should a grant be awarded, the Endowment will require a detailed budget at the beginning of each of the years of the grant. The budget must always be prepared or approved by the university or college grants or contracts office. All grants are, of course, subject to federal audit.

SUPPORTING DOCUMENTS

A complete resumé of academic qualifications, teaching or administrative experience, and major scholarly interests is required of each faculty member and administrative officer who will participate in grant activities. In addition, such supporting documents as the following are strongly recommended: the catalog, long-range planning reports, a brief synopsis of recommendations and resolutions of faculty committees, a recent financial report of the institution, information on library resources in the humanities, and a statement showing the ratio of faculty holding rank as assistant professor or higher in humanities departments to the total number of same among all the departments of the institution.

SUBMISSION OF FORMAL APPLICATION

After a draft of the full proposal has been reviewed by a member of the Education Division staff, the applicant will receive instructions on what, if any, additional information or clarification is needed to complete the proposal. At that time the applicant will be mailed a set of instructions and forms for submitting the formal proposal to NEH.

When the formal application is submitted, the applicant is requested to attach a six- to eight-page summary, double-spaced, of the full proposal. This summary will be used in the review procedure.

PREPARATION OF BUDGET

The Endowment will provide up to 80% of total development costs in the first year of the grant. In subsequent years, the Endowment's share in total costs must decrease, so that by the final year the institution is providing the major portion of funds. To meet this budgetary requirement, most institutions gradually phase out obsolete, duplicated courses and programs, and adopt as part of their permanent offerings the curriculum resulting from the Development grant.

The Endowment will normally award Development grants through a combination of outright funds and a gifts and matching offer (see pages 27 through 28).

Allowable costs are determined in accordance with a federal document (OMB Circular A-21) which is available in most university or college business offices. The most frequent types of costs supported include the

salaries of faculty members who need to be released from other duties to design and offer new courses, graduate assistants helping to implement the new programs, secretarial services, expendable materials and supplies, additional library materials directly related to and essential to the new programs, travel expenses to observe similar programs at other institutions or to confer with appropriate scholars, and indirect costs (determined by a formula which has been negotiated between the institution and the Federal Government).

Institutions may also request support for faculty development, such as special workshops or seminars designed to enable faculty to develop fresh approaches to traditional subject matter and to integrate their areas of specialized training with related disciplines.

HUMANITIES INSTITUTES GRANTS

EXPERIMENTAL PROGRAM

In 1974, the Division will begin an experimental program of National Humanities Institutes to foster interdisciplinary study and training for university and college teachers and a limited number of graduate students. The institutes will provide opportunities for sustained consideration of a topic or theme spanning two or more disciplines, through a variety of programs emphasizing both teaching and research. Their purpose will be to advance the training of scholars and teachers in interdisciplinary study and to provide a basis for such scholars to establish or strengthen interdisciplinary studies in their own institutions.

The Humanities Institutes program will operate at the initiative of the Division of Education Programs. Unsolicited applications will not be considered during this initial experimental period.

CULTURAL INSTITUTIONS GRANTS

EXPERIMENTAL PROGRAM

Over the years the Projects program of the Division has supported various library and museum projects related to educational ventures, and will continue to do so. Now, however, the Division will also attempt to aid these cultural institutions in providing organized sequential educational programs designed both for students and the general public, and extending over considerable periods of time. Under this program cultural institutions will be able to offer educational programs that are intellectually distinctive, that make use of the strengths and character of particular institutions, and that appeal to an audience more diverse than that of traditional educational institutions.

As with Humanities Institutes, the Cultural Institutions program will begin in 1974 and, in its experimental period, operate at the initiative of the Division.

BICENTENNIAL ACTIVITIES

Projects which relate to the Bicentennial are eligible for consideration within any of the Division's programs. While the primary criterion for

review of Bicentennial-related projects is intellectual excellence, just as it is for projects which are not related to the Bicentennial, special attention will be given to projects whose focus is on new educational approaches to topics in the study of American culture.

GENERAL BUDGETARY INFORMATION

In general, Endowment funds may be used to cover the cost of released time for faculty who participate in a project, salaries of secretaries or assistants, travel expenses, fees for consultants, costs of library or other materials essential to the project, and institutional indirect costs. Endowment funds may not be used for extensive renovation of facilities, capital investment beyond the immediate needs of a project, or fellowship support.

GIFTS AND MATCHING GRANTS

Endowment grants can be of three types: outright grant, grants funded through the gifts and matching authority, or a combination of both types of funding.

If an applicant is offered a gifts and matching grant, as a supplement to an outright grant or as the sole form of Endowment support, the Endowment is offering to support a proposed program by accepting gifts for a portion of the amount offered and by matching these gifts with a pre-stated percentage of Federal money. As an example: a \$50,000 program could be funded by gifts of \$25,000 which may be matched with \$25,000 in Federal funds. The Endowment then administers the whole—the gifts plus the matching money—as a single grant in support of the project.

The Endowment cannot match a gift from the institution conducting the project for which the gift is intended, or from others involved in the project or their close relatives; also, the Endowment cannot match a gift from other Federal funds or from current or pending recipients of Endowment grants.

Prospective and actual applicants are encouraged to seek sources of gifts that may be matched for their projects, and to keep the Endowment informed of gift prospects. The availability of a gift, however, does not of itself assure Endowment support for a project, nor does receipt of a gift guarantee the addition of matching money from the Endowment.

The amount of Endowment funds available for matching gifts depends on an annual Congressional allocation of funds for that purpose and is only a small fraction of the regular Endowment funding. A gift for a particular project cannot be accepted by the Endowment until the National Council on the Humanities has made a recommendation to fund the project.

When an applicant receives a formal offer of support contingent upon the receipt of gift money for his project, the applicant institution may be designated as a collection agent for the accumulation of gifts, or, in other instances, should ask the donor to forward his gift directly to the Endowment. Such checks (gifts) should be made payable to the National Endowment for the Humanities, and the letter accompanying the gift should indicate what project the gift is for and whether the gift is dependent on matching by the Endowment. Gift letters should be addressed to: The Chairman, National Endowment for the Humanities, Washington, D.C. 20506.

The Endowment will specify the length of the period during which an offer of support with a gifts and matching grant will remain in effect and will determine whether extension of the period is warranted should gift money not be forthcoming within the period specified.

CALENDAR

The National Council on the Humanities meets four times a year, in February, May, August, and October, and the schedule for the programs of the Division is arranged to correspond with these meetings. The following calendar lists the application deadlines for the different programs, and the approximate dates when final decisions will be made available. Applicants are asked not to inquire as to the disposition of proposals during the reviewing process. All applicants are notified by the Chairman once the decisions have been reached.

<i>Application Deadline Dates:</i>	<i>Approximate Notification Dates:</i>
January 1st (Development and Program)	July
March 15th (Project and Planning)	October
July 1st (Program)	December

August 1st (Development)	April, following year
November 1st (Projects and Planning)	April, following year

STAFF DIRECTORY

The following is a brief list of those staff members of the Division of Education Programs who may be contacted for further information regarding Division programs.

Director of the Division: Roger Rosenblatt	(202) 382-5891
Deputy Director: Harold C. Cannon	(202) 382-8085
Assistant Director for Education Projects Grants: Richard Ekman	(202) 382-7081
Assistant Director for Planning and Program Grants: Harold C. Cannon	(202) 382-8085
Assistant Director for Development Grants: Susan Cole	(202) 382-8085

The National Endowment for the Humanities is located at 806 15th Street, N.W., Washington, D.C. 20506.

OTHER DIVISIONS AND ACTIVITIES
OF THE ENDOWMENT

The Division of Education Programs of the Endowment concerns itself solely with programs of formal education in the humanities, usually although not exclusively conducted by educational institutions. The Endowment, however, also provides support to research and editing projects in the humanities, through its Division of Research Grants; fellowships in the humanities to research scholars, teachers, and members of the non-academic professions through its Division of Fellowships and Stipends; to projects designed to reach the adult public by means of film and TV, museums and a variety of community organizations through its Division of Public Programs; and to projects conducted by young people, projects examining the ethical implications of advances in

science and technology, and a variety of studies and experimental projects in the humanities through its Office of Planning. Inquiries about the support for such endeavors should be directed to the appropriate division or office director. Inquiries of a general nature about the Endowment's work should be directed to the Office of Public Information; technical inquiries about accounting and reporting of grants in progress should be addressed to the Grants Office. The principal officers of the Endowment are listed for reference.

Chairman	Ronald S. Berman
Deputy Chairman	Robert J. Kingston
Director of the Division of Research	William R. Emerson
Director of the Division of Fellowships and Stipends	James Blessing
Director of the Division of Public Programs	John H. Barcroft
Director of the Office of Planning and Analysis	Armen Tashdinian
Director of the Division of Education Programs	Rogert Rosenblatt
General Counsel	Joseph R. Schurman
Public Information Officer	Darrel E. deChaby
Grants Officer	Kathleen Brady

NATIONAL ENDOWMENT FOR THE HUMANITIES
WASHINGTON, D.C. 20506

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