

# Humanities

## *NEH Designs Summer Seminars for College Teachers*

It was 1969 when a young professor, Will Griffin, arrived on Maui, the third island in the chain of Hawaiian Islands, to become the only philosophy teacher at Maui Community College. The young philosopher, fresh out of graduate school and committed to teaching at a community college, looked forward to his job. The two-year school was financially stable. His students were bright and an interesting mix of Eastern cultures. The tropical surroundings were lovely, lush and green. He was happy with his position there.

But by 1976, seven years had passed and Griffin had "the itch."

"Call it tropical brain rot or whatever," he said recently, "but I had been seven years without direct contact with colleagues in my field. I was isolated, the only philosophy teacher on a little island in the middle of the Pacific."

Trained in the rather esoteric field of philosophical phenomenology, Griffin craved access to a major research library and the intense philosophical discussions he had known in his graduate school days. "I read the professional journals, but all by myself," he said. "I wondered if I had a grasp of the material. I needed to get out of here to find out whether I really was in touch at all."

Although Griffin felt out of touch on Maui, he was not surprised to learn that his complaint was common to many professors. Griffin's story was only more dramatic because his school was set in the middle of the Pacific Ocean. But thousands of teachers at small undergraduate schools across the country report similar suspicions of creeping intellectual stagnation. While generally happy with their teaching posts, they too get "the itch."

After all, teachers, especially teachers at small schools, require the stimulus of new ideas. They need something to combat the intellectual wear and tear imposed by the isolation, heavy teaching loads, and limited research facilities of smaller schools.

In 1972, Dr. James H. Blessing, Director of the Division of Fellowships of the National Endowment for the Humanities, conceived the solution to the problem: Summer Seminars for College Teachers. The program provided teachers at undergraduate and two-year colleges the chance to work in their areas of scholarship with distinguished scholars at institutions with libraries suitable for advanced study. The semi-

nar award to each individual includes a \$2,000 stipend and travel allowance up to \$400.

The seminars, each with twelve participants, are offered in all disciplines of the humanities and humanistic social sciences. Applicants for the seminars must have been teaching at least three years in a college department that does not have a doctoral program.

Will Griffin of Maui Community College was a 1976 participant in the Summer Seminars for College Teachers program. He says the experience was unforgettable. For eight weeks he and eleven other philosophy teachers worked in Berkeley, California, under internationally-known philosopher Dr. Marjorie Grene of the University of California at Davis. Studying the topic "The Human Condition: Themes in Recent European Philosophy," the group tackled textual analysis of Heidegger's *Being and Time* and Merleau-Ponty's *Phenomenology of Perception*. →



Marjorie Alkins Berlincourt, Program Officer, Summer Seminars for College Teachers

In addition, each participant undertook an individual research project, revelling in the riches of Dr. Grene's personal library and that of the University of California at Berkeley. The pace was sometimes grueling: many were amazed at how much work they could accomplish when inspired.

Yet if the teachers were inspired, so too was their director. After conducting a similar Summer Seminar in 1975, Dr. Grene wrote to NEH, "In all the director's years of teaching, writing and lectures, this is certainly the best piece of work of any kind she has ever done. There is no doubt whatever that this type of program is a superb opportunity, both for the participants and for the director, to find the kind of intellectual exhilaration and comradeship that teachers need recurrently if their teaching is to grow along with them as it ought to do."

Much of her excitement was pinned on the high levels of energy, expertise, desire for knowledge, and sociability displayed by the seminar's twelve participants, whom she had handpicked from 90 or more applicants. "It's different from teaching regular students," Dr. Grene explained in an interview. "This means a lot to them. The work is more intense; you feel you're really doing something. It's very hard work, but very exciting. I made a lot of new friends."

What developed in the seminar—a community of scholars and friends—seems to have developed since then into a network of colleagues who share correspondence, professional papers and, when possible, guest appearances on one another's campuses. For teachers previously isolated, the benefits of this network and the intimate contact with a senior scholar whom they probably wouldn't have met otherwise are invaluable and continuing assets.

As for Will Griffin, the lonesome philosopher in the South Pacific, Summer Seminar 1976 has made a difference in his life. "I plan to be here now," he says from Maui a year later. "I'm still really high on the program. Now I realize I *am* in touch. I'm more confident in my philosophical presence in the community."

Apparently the people at Maui Community College agree, for this year Griffin was awarded a Board of Regents medal for "Excellence in Teaching." Already his increased confidence has inspired him to write a major paper for publication in a philosophical journal.

**T**he program preparation began in September 1972 when Dr. Marjorie Berlincourt was brought in as a special consultant. Her assignment: design Summer Seminars for College Teachers. For six months, Dr. Berlincourt worked alone, without even a secretary, devising the guidelines and working structure of the seminar/stipend program for which she found few precedents.

Certainly there were other summer study programs

for college teachers around: most were state-based or regional or for a particular school or discipline. But none combined the scale, inclusiveness and intensity of the program NEH desired. (For scale the now discontinued National Science Foundation seminars came closest, but there the groups were larger, the time shorter, and focus was placed primarily on lectures aimed at telling the teachers about recent scientific developments.)

Summer Seminars, as the program evolved under Dr. Berlincourt, is competitive on two levels: directors and participants both vie for their spots. Each year in July, prospective directors submit seminar proposals for the following summer to the NEH program office. These proposals are judged for excellence and appropriateness by special five-member review panels composed of noted scholars and college teachers who judge proposals in their own disciplines. The quality of the library facilities at the directors' institutions weighs heavily in the panels' considerations. In November, the winning proposals are announced, following a second review by the National Council on the Humanities.

Teachers wanting to join particular seminars—they may apply to three—submit their applications directly to the seminar's director. The director chooses the twelve best-qualified candidates for his or her group. Awards for the eight-week (June-August) seminars are announced in April.

Originally limited to one seminar, participants are now eligible to apply for a second seminar after two years have passed. The ruling was changed to accommodate teachers required to teach in a number of fields.

**T**he first session of Summer Seminars for College Teachers opened in June 1973 with 21 seminars in two disciplines, History, and American and English Literature. Marjorie Berlincourt, Program Officer, was at the helm. Now, four years later, with a staff of five professionals and two secretaries, her program is advancing under full steam.

Summer Seminars this year presents 106 seminars in 15 disciplines. Target areas are determined, according to Dr. Berlincourt, by "assessing the needs of undergraduate faculty (to) ensure that the seminars in a given summer properly represent the most significant work and that new areas are added in response to national needs. In 1977, for example, new seminars were initiated in ethnic studies, area studies, film and drama, and increased emphasis was placed on the continuing need for more effective approaches to the teaching of writing to undergraduates."

Just a few of the 1977 seminars indicate the breadth of the program: **Drama**: "Theories of the Modern Stage" directed by Richard Gilman of the Yale School of Drama; **History**: "The Critical Transition: Progress-



sivism in the United States 1900-1920" directed by Willard B. Gatewood, Jr., of the University of Arkansas; **Music:** "Johann Sebastian Bach" directed by Christoph Wolff of Harvard University; **Anthropology:** African Systems of Thought" directed by Thomas O. Beidelman of New York University; **Linguistics:** "Bilingualism: Social and Individual Aspects" directed by Bernard Spolsky of the University of New Mexico; **English:** "Victorian Critical Theory" directed by G. B. Tennyson of the University of California at Los Angeles; and **Political Science:** "Defendants' Rights in American Public Law" directed by David Fellman of the University of Wisconsin.

Direct results of teacher participation in Summer Seminars are not hard to pinpoint. To date reports include: new course work designed and taught, teaching and tenure awards, and major papers read at professional meetings of the stature of the Modern Language Association, the Kalamazoo Conference on Medieval Studies, and the Southern Anthropological Association. Several seminar groups have organized alumni newsletters to maintain professional contact.

To the nation's smaller schools, where funds for faculty development are severely limited, the Summer Seminars awards must seem like manna from heaven. One well-known California college reportedly budgets a mere \$3,200 in research funds for its entire 100-member faculty. Many community colleges have no such budget at all.

"You can imagine how tight their money is and what an impact this program has had," says Dr. Berlincourt. Putting it more to the point, Princeton University professor and former Summer Seminar director Dr. Earl Miner states, "I would be hard pressed to think of anything else that has had such an impact on teaching in this country except the GI Bill."

**T**he story of Summer Seminars for College Teachers is the story of Marjorie Alkins Berlincourt, the woman whose stamp the program bears in every way.

Marjorie Berlincourt's looks are deceiving. With her 98 pounds lightly distributed over a small, 5-foot 4-inch frame, her physical presence is at first sight diminutive, even fragile. Her manner is gentle and friendly, but she will stand her ground for a cause she believes in.

When hired as a consultant by NEH in 1972, Mrs. Berlincourt brought to the job a rare combination of qualities: an academic with proved administrative capabilities; a background rich with past achievements; a Ph. D. in the Classics from Yale; three years as editorial supervisor of technical publications at a large international corporation; thirteen years teaching graduate and undergraduate courses in Ancient History and Classical Languages at California colleges; scholarly publications on numismatics and medieval manu-



A Summer Seminar student relaxing amid the wealth of books in Dr. Marjorie Grene's library

scripts. This varied, complex background has enabled her to create the varied, complex program of Summer Seminars.

Around the Summer Seminars office at NEH headquarters in Washington, D. C., the first thing noticed is the deceptive ease and high speed of operations. The program in fact has gained a reputation at NEH as a pacesetter. Summer Seminars pioneered the systems for computerizing statistical data and mailing lists used throughout the Fellowships Division.

Many of the participants and directors, expecting to find a huge federal bureaucracy running the program which this year generated 4,236 applications (about half the number received in all of the Fellowships Division, which in turn generates about half the grant applications within all of NEH), are visibly surprised upon meeting the small Summer Seminars staff. Surprise turns to shock when the realization hits that the same small staff also operates a second, completely separate program called Summer Stipends which annually provides grants of \$2,500 each to 200 college and university faculty, enabling them to pur-



sue summertime scholarly research.

Mrs. Berlincourt admits the pace is hectic. Part of her philosophy is that you don't glide along year after year in the same way. You have to do things differently each time. Each time you add disciplines you haven't had before. That means you have to learn the top people in that field, the top libraries and research centers, and the major areas of interest and controversy in that field. It takes a while to acquire a grasp of these things and to know what seminars will be most valuable. In 1978, several disciplines will be offered for the first time: Afro-American Studies, Chicano Studies, and the History and Philosophy of Science.

Always open to new ideas and approaches, the Summer Seminars staff is quick to recognize unique study opportunities—like the 1975 seminar on "Chinese Art History" which Dr. Chu-Tsing Li of the University of Kansas offered during the stay of the NEH-sponsored "Chinese Archaeological Exhibition" at the Nelson Gallery in nearby Kansas City. This summer, for the first time, a seminar is being held overseas as Dr. L. Richardson, Jr., of Duke University, takes his group to the American Academy in Rome to study firsthand "Problems in the Topography of Ancient Rome." Universities can now submit proposals for joint projects in which three or four seminars are offered simultaneously as a unit. Another new idea is funding proposals from private research libraries. Thus the scope of offerings is ever-widening, though the number of seminars probably will stabilize at about a hundred per year.

To date, 3,500 faculty members from more than 800 colleges in all 50 states and Puerto Rico, Guam and the Virgin Islands have participated in 300 Summer Seminars for College Teachers. In 1977 there will be a total of 1,259 participants in the 106 seminars. These teachers will come from each of the 50 states as well as the District of Columbia and Puerto Rico.

Almost exclusively post-seminar reports resound with words of praise.

"... One of the most stimulating and rewarding experiences of my career. It was a unique time set apart from the academic year exclusively for research and professional development, and I feel very grateful. . . ."

"It was like a really good long drink of water. (And I was thirsty.)"

Given the magnitude of the Summer Seminars task—to revitalize the faculty of America's small undergraduate schools and thus to boost the quality of education nationwide—one would presume a four-year program history to be insufficient for passing laudatory review. But all evidence points to the contrary: Summer Seminars for College Teachers has made impressive strides.

—Sally Ferguson

# Courses by Newspaper—Crime and Justice in America

## Course Outline

### Understanding Crime

#### 1. Crime: No Simple Solutions

Jerome H. Skolnick—*Course Coordinator and Director of the Center for the Study of Law and Society, University of California, Berkeley*

### Institutionalized Crime

#### 2. White-Collar Crime

Gilbert Geis—*Professor of Social Ecology, University of California, Irvine*

#### 3. Organized Crime

Francis Ianni—*Professor and Director, Horace Mann-Lincoln Institute, Teachers College, Columbia University*

### Street Crime

#### 4. The Urban Crime Problem

James F. Short, Jr.—*Professor of Sociology, Washington State University*

#### 5. Sex and Crime

Lois DeFleur Nelson—*Professor of Sociology, Washington State University; Visiting Professor, U.S. Air Force Academy*

#### 6. Race and Crime

Alphonso Pinkney—*Professor of Sociology, Hunter College, City University of New York*

### Criminal Law

#### 7. The Philosophy of Criminal Law

Gertrude Ezorsky—*Professor of Philosophy, Brooklyn College, City University of New York*

#### 8. The Limits of Criminal Law: Non-Victim Crimes

John Kaplan—*the Jackson Eli Reynolds Professor of Law, Stanford University*

#### 9. Civil Liberties and Criminal Law

Judge Damon J. Keith—*Federal District Court, Eastern Division of Michigan*

### The Administration of Criminal Justice

#### 10. Police: Law Enforcement in a Free Society

Jerome H. Skolnick

#### 11. Pre-trial Detention: Bail or Jail

Caleb Foote—*Professor of Law, University of California, Berkeley*

#### 12. Plea Bargaining and Criminal Sentencing

Alan Dershowitz—*Professor of Law, Harvard University*

### Punishment

#### 13. Punishment: A Historical Perspective

David Rothman—*Professor of History, Columbia University*

#### 14. The Prison Community

John Irwin—*Associate Professor of Sociology, San Francisco State University; and ex-inmate*

#### 15. The Future of Punishment

Sheldon Messinger—*Professor and former Dean, School of Criminology, University of California, Berkeley*

For its fifth year, Courses by Newspaper has chosen two topics of intense interest in contemporary society: "Crime and Justice in America"; and "Popular Culture: Mirror of American Life."

Beginning in September 1977, America's often-criticized criminal justice system is evaluated by 14 outstanding scholars guided by Professor Jerome H. Skolnick, director of the Center for the Study of Law and Society, University of California, Berkeley.

Others contributing articles to the course—12 professors and a judge—have been chosen from the disciplines of law, education, sociology, social ecology, philosophy, history and criminology.

"Crime and Justice in America" explores the phenomenon of crime, considers its causes, theories of prevention, and the institutional means employed to combat it, including police, courts and corrections. Crime is interpreted as an American paradox: it is feared and deplored, yet persists and grows. The course will examine the paradox by focusing on cultural contradictions in American society regarding crime, justice and punishment.

Courses by Newspaper, funded by The National Endowment for the Humanities and offered free to newspapers, is a project of University Extension, University of California, San Diego, and is directed by Dr. George A. Colburn. The Center for Studies of Crime and Delinquency, National Institute of Mental Health, has provided supplemental funding for the Crime and Justice in America course.

The courses consist basically of a series of articles printed in newspapers throughout the country that can be used as a source of information or self-education by anyone who cares to read them. In addition to the 15 newspaper articles, a *Reader* and *Study Guide*, available at moderate cost, can be used for credit or non-credit courses at participating community colleges, colleges and universities. During the current year, more than 400 newspapers and more than 250 colleges have taken part in presenting Courses by Newspaper. Since the beginning of CBN, 30,000 students have enrolled in participating colleges and universities. The annual circulation of the newspapers publishing the courses is 20 million. Since each issue may be read by two or three persons, Courses by Newspaper has a potential annual readership of 50 million persons.

Colleges and newspapers desirous of signing up for the 1977-78 Courses by Newspaper may obtain more information from the following source: COURSES BY NEWSPAPER, University of California, San Diego, Q-056, La Jolla, California 92093. Telephone (714) 452-3405

To encourage community discussions of the course articles, a comprehensive *Source Book* is available for community groups desiring to plan programs based on the series appearing in their local news-

papers. Educational institutions will find the *Source Book* useful in planning class meetings for both credit and non-credit students. Spanish versions of the newspaper series can be obtained free of charge by Spanish language newspapers and educational and cultural groups. For aged, shut-in, immobile or isolated students there is a provision for them to earn credit from the Division of Independent Study, University of California.

The anthology, *Crime and Justice in America* (\$6.25), the *Study Guide* (\$2.95), and the *Source Book* (\$2.50) will be available August 1, 1977. To order these publications, write: Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014.

As a result of the effort to make Courses by Newspaper available to community groups, the American Association of Community and Junior Colleges has instituted an 18-month program with an NEH grant.

Selected colleges will conduct Community Forums on their campuses and at other community locations. Programs, including lectures, panels, debates, town meetings, films and book reviews, will also be featured at local libraries, museums, and historical societies. Religious and service groups will act as co-sponsors for the forums; they will be carried live or on tape by local radio and television stations. These initial forums will serve as models for future forums to be developed by the AACJC. Further information on this aspect of the Courses of Newspaper may be obtained from: Diane U. Eisenberg, *Project Director*, American Association for Community and Junior Colleges, 1 DuPont Circle, N.W., Suite 410, Washington, D.C. 20036. Telephone (202) 293-7050.

S.D.T.

Sing Sing Prison, U.S.A. Inmates had to march silently in lock step.



Culver Pictures





# Grants

## *The Prevalence of Poetry in Oral Tradition*

If you were asked to write an heroic epic in trochaic pentameter lines, you might consider this a possible task. But, if you were handed a musical instrument and asked to sing a lengthy epic composed as you performed it to fit both musical and poetic rhythms, it would be altogether a different matter.

In our own culture, creating poetry is a solitary act perfected through trial combinations of words and sounds. If we write something we don't like, we can always scratch it out and begin anew. The act of composing a finished product before a critical audience is beyond our realm of experience.

Before the existence of written language, poets from many countries created their narratives and songs during fast-paced performance. Their poems were not worked out and memorized in advance. Instead, they were shaped during performance according to audience response. What is it about oral tradition that makes this feat possible?

In 1933, oral tradition was very much alive in parts of rural Yugoslavia where Milman Parry and Albert Lord recorded Serbo-Croatian epic singers, *guslari*, as a living analog to their theory of the oral origin of

the *Iliad* and the *Odyssey*. Their work is preserved in the Milman Parry Collection of Oral Literature at Harvard University and, in 1974, Albert Lord and David Bynum received an NEH Education Grant to develop a complete program of interdepartmental instruction on the technology, forms, and interpretation of major oral traditions.

During their field research, Parry and Lord found that the rapid oral creation of metrical lines is done by using familiar expressions and patterned speech evolved over centuries of performance by *guslari* who could neither read nor write. The tales are built around recurrent themes absorbed by the singers in much the same way infants acquire language. Themes and formulas are useful, but not fixed. Each recreation by a singer is, in fact, an original creation.

Studies of heroic epics have been the focus of considerable research, but some scholars believe that this work has overlooked the prevalence of poetry in many aspects of oral tradition. With the help of an NEH Research Grant, four specialists formed an interdisciplinary team to investigate the theory that the oral process in *guslari* tales is not a singular phenomenon, but rather a mode of thinking and communicating that pervades the entire culture.

Cultural anthropologist Joel Halpern and sociolinguist Barbara Halpern joined with Robert Creed, a specialist in traditional oral poetry, and John Foley, a specialist in comparative oral tradition. The Halperns had worked intermittently in the Serbian village of Orasac since 1953 when they selected it for its distance away from large population centers and its historical importance as the site of the first revolt against the Turks in 1804. The team decided to return there for further study and recording of villager speech.

In previous work, the Halperns had found that most older people in Orasac still use oral transmission for information they consider worthy of preservation. They sometimes respond to questions by composing their answers in verse and even casual conversation reveals the existence of some internal rhythm.

Joining the villagers in physical labor and taping whenever informal exchanges could occur naturally, everyone, including the Halpern and Foley children, shared in flailing plums for the famous Serbian brandy,

Ritual hospitality, small cups of coffee, served in Cika Zika's courtyard



herding pigs, and kneading the wheaten loaves that were baked in outdoor ovens. To avoid producing synthetic performances, the team had their tape recorders ready and waiting during these everyday as well as ritual circumstances.

Their patience was rewarded with a rich collection of new data. On tape, old men recollect their genealogies back to their clan founder. In metrical speech, they detail eight to ten generations of family history. Old women use patterned speech in reciting recipes for *gibanica* and other traditional Serbian foods.

The team recorded everything from extended epic narratives to folk remedies for skin inflammations. Their tapes include oral instructions for making a yoke and other folk craft "how-to" spoken in pattern. Mourning in the form of stylized, chanted laments at the graveyard, ritual wedding lyrics, and traditional verbal market etiquette were taped along with poetic and patterned everyday speech.

Barbara Halpern's long association with village women made possible the recording of closely guarded *basme*, oral charms used by conjurers for folk curing. Villagers now have easy access to doctors and pharmacists but, as one old man says, "For some things what do doctors know? For some things you have to cure with charms."

Just as epic singing is done exclusively by men in Serbia, only older women can practice the oral art of *banjanje*. The ritual charms for curing are learned by young girls as part of their bridal dowry, but they are not allowed to practice them until they have passed the age of childbearing and become ritually clean. Like the men's epic tales, charms are learned not by memorization, but through an unconscious absorbing of the rhythmic patterns.

When a conjurer implores a red man on a red horse to carry away the red wind disease to that other world "where the cat doesn't meow, where the pig doesn't grunt," she explains that she is unaccustomed to thinking about the words she is saying. "It's like whispering," she says. "I recall the words, and what I don't recall I dream at night."

Throughout their research, the team made every possible effort to preserve the social context which made the various speech acts meaningful. The joint research data from each of the team specialists as well as the Orasac tapes are being shared with students in interdisciplinary seminars at the University of Massachusetts in Amherst. Taught by Robert Creed and Barbara Halpern, these seminars focus on the similarity of oral process in different cultures by using comparative data from Old English, Homeric Greek, and other oral traditions.

The Amherst seminars have included lectures by Joel Halpern on how oral tradition helps to maintain kinship ties, heritage, identity, and social structure. John Foley adds his special skills when he can get away from Cambridge, where he is on leave from Emory University to work with the Milman Parry Collection of Oral Literature at Harvard University.

The tapes of Orasac villagers speaking in the poetic

patterns that permeate their lives have led to a new understanding of how individuals in an oral culture achieve a sense of identity through their ability to make the collective wisdom of the past into the living inheritance of the present.

An interest in how oral traditions are reshaped when villagers move to literate societies is leading team members to new research among Balkan immigrants in North America. Typical of what they have already recorded is a Serbian-Canadian who composes heroic epics in the grand narrative style—but the opposing armies with their banners and ritual movements are now adversaries in a Toronto soccer match!

—Pamela Brooke

Cika Dragise recollecting heroic epics to the accompaniment of the *gusle* in an ancient tradition





## Publications Program Deadlines

The Endowment's Division of Research Grants has announced application deadlines of July 1 and December 1, 1977, in its program of assistance to publishers of NEH-sponsored research. Both nonprofit and commercial presses are eligible to apply for financial aid in publishing works that would otherwise be prohibitively expensive to produce. Decisions on the first group of applications will be announced early in September.

## Education Programs Booklet

An NEH Education Programs booklet for 1977-1978 has been issued by the Endowment and may be obtained by request.

## Peabody Award for Adams Chronicles

In May of this year *The Adams Chronicles*, funded by the National Endowment for the Humanities, the Andrew W. Mellon Foundation, and the Atlantic Richfield Company, was awarded the George Foster Peabody Award for Broadcasting Excellence. Produced by WNET/13, New York, and attracting more than five million viewers each week, the series was honored in these words: "... an impressive endeavor which enabled Americans to more realistically comprehend the great contributions to the American heritage by

one of the great patriots of the founding days of the nation."

The Peabody Awards, presented yearly for the past 37 years, recognize "the most distinguished and meritorious public service rendered each year by radio and television."

## NEH TELEPHONE CHANGES

In order to provide more efficient telephone service for the Humanities Endowment, ALL telephone numbers will be changed on July 18, 1977. The most frequently called numbers are given below. Please post this list near your telephone if you have occasion to call the Endowment.

General Information	724-0386
Chairman, Office of the	724-0347
Congressional Liaison	724-0361
Education Programs, Division of	724-0351
Fellowships, Division of	724-0333
Planning, Office of	724-0344
Public Programs, Division of	724-0231
Research Grants, Division of	724-0226
State Programs, Office of	724-0286
National Council on the Humanities	724-0367

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