

1993 Press Releases

001-N+L	1/19	Outgoing NEH Chairman Makes Final Grants (Archival research grants)
002-N	1/21	Joint Federal Initiative To Highlight Connections Between Humanities And Science For Public Audiences (NEH, NSF, Library of Congress joint initiative)
- -	- -	<i>Terry Martin Bio</i>
003-N+Fs	2/11	Robert Conquest Named Jefferson Lecturer For 1993 (plus fact sheets and photo slick)
004-N	2/12	"Simple Justice" Shown/Thurgood Marshall Memorial
005-N+L	2/24	NEH Grants Preserve Books, Other Materials Ravaged By Time (Preservation and Access grants)
006-N+L	2/25	NEH Announces Grants Museum, Historical Organizations
--	3/5	Letter to writers regarding "Exhibitions Today"
007-N+L+F	3/24	Local School Teacher Wins Major Award From NEH (Teacher-Scholar announcements, 35 in all)
008-N	4/5	Fall Of Communism Recalls Aristotle's "Challenge To Modernity" (feature plus photo slick)
009-N+L	4/8	(local) Scholar Awarded Research Grant From NEH (Archaeological research, 28 individual releases)
009-N-009	4/8	Research Pushes Back Estimates Of Coastal South Florida Settlement By 2,000 Years (feature)
010-N	4/6	NEH Announces Grants To State Humanities Councils For "Exemplary" Public Projects
011-N+Fs	4/8	President Clinton Requests \$177.491 Million For NEH In Fiscal Year 1994 (plus budget summary)
012-N	4/16	President Clinton Names Michael S. Shapiro General Counsel of the NEH
013-N+Fs	4/23	Historian Robert Conquest Will Address "History, Humanity and Truth" During May 5 Jefferson Lecture
014-N	4/27	NEH Announces Younger Scholars for 1993
015-NR	5/5	"History, Humanity and Truth" (Jefferson Lecture by Robert Conquest)
016-N	5/10	Statement concerning reauthorization (letters, other materials)
017-N	5/27	Michael Poliakoff, Participant in Independent Study, Research and Development (ISRD) Program
018-N	5/27	George Lucas, ISRD Participant
019-N	5/27	Nancy Rogers, ISRD Participant
020-N	5/27	Angela Iovino, ISRD Participant
021-N	6/7	Translations Grants
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023-N	6/22	Denver Public Library / Humanities Projects in Libraries and Archives
024-N	6/22	New York Public Library / Humanities Projects in Libraries and Archives

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1993 Press Releases
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025-N+L	7/14	Museums and Historical Organizations Grants
026-N+L	7/14	Preservation and Access Grants
027-N	7/16	NEH Establishes Million Dollar Emergency Fund for Libraries, Museums Ravaged by Midwest Floods
028-N+Fs	8/3	Sheldon Hackney Confirmed by U.S. Senate (plus bio, past chairman of NEH fact sheet)
029-N+F	8/11	NEH Responds to Midwestern Flooding by Awarding First Tide of Emergency Grants
--	9/15	Statement by Sheldon Hackney regarding the decision at Penn on the confiscation of student newspapers.
030-F	9/24	National Arts and Humanities Month (State by state)
031-F	9/24	National Arts and Humanities Month (Day by day)
032-A	9/29	Garry Wills to Speak October 5 in Washington on "Democracy and the Arts - Friends or Foes?" (Transcript of lecture)
033-N1-10	10/1	_____ Educator Wins \$30,000 Fellowship from NEH (HBCU Faculty Graduate Study Program)
034-N1-06	10/4	New Federal Program Weds Science and Humanities for [Ga., Ky., Mass., N.H., Vt., Public Audiences] (NEH/NSF "Nature, Technology, Human Understanding")
035-N+F	10/8	NEH/NSF/FIPSE, Leadership Opportunity in Science and Humanities Education
036-N+F	10/4	Winners of Charles Frankel Prize for 1993 (bios, fact sheet, plus photo slick)
--	10/6	Transcript, John Hope Franklin talk
--	10/7	Transcript, Frankel Prize recipients
--	10/7	Transcript, remarks by President Clinton
037-N	10/12	Ann S. Young Named Director of Congressional Liaison
038-N	10/21	NEH Offers Grants to Teacher-Scholars
039-N+F	10/31	Public Humanities Projects (PHP) Grants
040-N1-10	11/1	_____ Awarded Libraries and Archives Grant
041-A	11/4	Sheldon Hackney to Speak at National Press Club
--	11/10	Transcript "Beyond the Culture Wars"
042-N	11/17	NEH Announces Staff Departures, Reorganizations
044-N+L	11/24	Publication Subvention ("Scholarly Presses to Roll")
043-N	12/3	Sondra Myers Named Special Assistant for Institutional Relations
045-N	12/8	\$44.7 Million to be Generated for Museums, Colleges (Challenge Grants)
046-N	12/6	NEH Awards Three Challenge Grants in Washington State

NEWS

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A Federal Agency

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FOR IMMEDIATE RELEASE

OUTGOING NEH CHAIRMAN MAKES FINAL GRANTS

Grants Enable Study of Former Communist, Other Foreign Archives

WASHINGTON, Jan. 19 -- Lynne V. Cheney, outgoing Chairman of the National Endowment for the Humanities (NEH), in her last official act as Chairman today announced 19 grants totaling \$113,422 in a special opportunity designed to support research by American humanities scholars in foreign archives, particularly those of the newly democratized countries of eastern Europe and the republics of the former Soviet Union.

The NEH Special Opportunity for Archival Research will help American scholars get into recently opened archives in these countries to examine methodically and productively important historical materials never before available.

"History books are being rewritten as archival research sheds new light on some of the most important events of the 20th century," said Chairman Cheney. "Given the political uncertainties of the region, this is an urgent and unprecedented opportunity to reexamine and to understand events which have shaped our world. The historical understanding that comes from this archival research will offer much needed guidance in shaping policies to strengthen democracy in eastern Europe, the former Soviet Union, and, indeed,

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throughout the world."

Philip Kuhn, professor of history at Harvard University, said, "The Chairman is going out in a blaze of glory. Her successor will be challenged to continue this major initiative."

One grant of \$12,250 to the Harvard Ukrainian Research Institute in Cambridge, Mass., will produce an updated computerized directory of archives throughout the former Soviet world. With many American scholars eager to pursue what could be ground-breaking research based on documents in these archives, the project will create a directory of all known Soviet documents, including locations and information on how to apply for access.

Another grant of \$8,000 to Robert E. Johnson, director of the Centre for Russian and European Studies at the University of Toronto, will enable him to examine newly classified archives of the Central Statistical Administration and other organs of the Soviet government that contain demographic evidence from the 1930s. With particular focus on the censuses of 1937 and 1939, the project is expected to yield extremely valuable new information about social and political conditions during the Stalin era.

Applications for this special opportunity are being accepted and will be reviewed on a bimonthly basis, subject to availability of funds. An accelerated review process will enable scholars to begin their travel as soon as six weeks after the application deadline.

Projects, whether for individual or collaborative research, may

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address topics in any field of the humanities and involve research collections in any part of the world. However, the Endowment is especially interested in projects that include archival research in eastern Europe and the former Soviet Union.

Grants of up to \$20,000 will be provided to support travel, living and research expenses for periods of no less than three weeks in duration. Applications will be reviewed on the basis of the project's significance for the humanities and the importance of the proposed archival research to the completion of the project.

For more information, contact the Interpretive Research Program, NEH/Division of Research Programs, Room 318, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506; 202/606-8210.

The Division of Research Programs supports a range of programs designed to advance the state of knowledge in all disciplines of the humanities. The division supports preparation of important editions and translations for publication, preparation of reference materials, conduct of interpretive studies, planning and implementation of research conferences, research at independent centers, and international research programs of scholarly organizations in the humanities.

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

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Special Opportunity for Archival Research
January 1993

CONNECTICUT

Rudolf L. Tokes, (203) 486-2451.....\$4,895
University of Connecticut, Storrs
Project: Leadership and Party Conflict in Hungary, 1968-1989

ILLINOIS

Temira Pachmuss, (217) 333-0681.....\$7,850
University of Illinois, Urbana
Project: Russian Literature in Estonia, 1917-1941

INDIANA

Yung-chen Chiang, (317) 658-4595.....\$6,500
DePauw University, Greencastle
Project: The Liberal Establishment and the Chinese Academic Community
before the Communist Revolution

Marcia A. Weigle, (219) 631-7695.....\$3,450
University of Notre Dame, Notre Dame
Project: The Intellectual Roots of Post-Communist Russian Liberalism:
Programs of Selected Informal Groups, Labor Movements,
and Political Parties

IOWA

Andrejs Plakans, (515) 294-6686.....\$2,750
Iowa State, Ames
Project: The Social Consequences of Agrarian Reform in Latvia since 1800

MASSACHUSETTS

Helen Dunstan, (617) 253-3255.....\$5,350
Massachusetts Institute of Technology, Cambridge
Project: The Emergence of Economic Liberalism in 18th-century China

MASSACHUSETTS (continued)

Patricia K. Grimsted, (617) 495-4574.....\$12,250
Harvard University, Cambridge
Project: Automated Directory for Russian Archives: The Fate of Archives,
Libraries and Museums during WWII

Peter C. Perdue, (617) 253-3064.....\$3,650
Massachusetts Institute of Technology, Cambridge
Project: The Chinese Conquest of Central Asia, 1680-1760 A.D.

NEW HAMPSHIRE

Richard L. Kremer, (603) 646-2228.....\$4,200
Dartmouth College, Hanover
Project: The Culture of Experiment at German Universities, 1810-1865

NEW YORK

Rega Wood, (716) 375-2148.....\$1,650
St. Bonaventure University, St. Bonaventure
Project: Richard Rufus and the Reception of Aristotle

John P. Diggins, (212) 642-2120.....\$7,250
Graduate School - CUNY, New York
Project: Max Weber and Modern Liberalism

Gail Levin, (212) 861-5301.....\$4,052
Baruch College and Graduate School - CUNY, New York
Project: Marsden Hartley in Germany: New Archival Sources in
the Former East German

Susan E. Heuman, (212) 222-2001.....\$6,650
Baruch College - CUNY, New York
Project: Legal Culture and National Rights in Pre-revolutionary Russia

- MORE -

OKLAHOMA

Joseph Bradley, (918) 631-2819.....\$7,050
University of Tulsa
Project: Role of Voluntary Associations in Russian Political Culture
(late 18th-century to early 1930s)

PENNSYLVANIA

Mark B. Adams, (215) 898-8406.....\$14,000
University of Pennsylvania, Philadelphia
Project: Theodosius Dobzhansky (1900-1975) and Darwinism
during the Early Soviet Period (1920-1940)

Philip T. Grier, (717) 245-1494.....\$3,059
Dickinson College, Carlisle
Project: Philosophical Work of Ivan Alexandrovich Il'in (1883-1954)

VIRGINIA

Woodford McClellan, (804) 924-7146.....\$6,216
University of Virginia, Charlottesville
Project: Comintern and Internal Soviet Cadre-Building: 1919-1939

INTERNATIONAL

R.E. Johnson, (416) 978-3330.....\$8,000
University of Toronto
Project: Survey of Soviet Census Data, 1937-39

Christopher Mark Davis, 08-65-274-097.....\$4,600
Oxford University
Project: Demobilization and Military Buildup During Economic
Transitions in the 1920s

Note: Both recipients are U.S. citizens who are living and working abroad.

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NEH-93-002-N

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	(NSF) Mary Hanson	202/357-9498
(Library of Congress)	John Sullivan	202/707-9216

FOR IMMEDIATE RELEASE

JOINT FEDERAL INITIATIVE TO HIGHLIGHT CONNECTIONS BETWEEN HUMANITIES AND SCIENCES FOR PUBLIC AUDIENCES

Three Federal Agencies Unite To Address Key Contemporary Issues

WASHINGTON, Jan. 21 -- Three federal agencies today announced that they will combine resources in a joint initiative designed to focus public attention on the interrelations of science, technology and the humanities.

The initiative, titled "Nature, Technology and Human Understanding," will educate public audiences and stimulate discussion through projects that may include lectures, reading and discussion series in libraries, publications, videotapes, speakers bureau offerings, and workshops and materials for teachers. Sponsoring the initiative are the National Endowment for the Humanities (NEH), the National Science Foundation (NSF) and the Library of Congress.

The effort has two components: a special grant competition leading to at least three independently organized educational projects for the public, and a major public lecture co-sponsored and funded by NEH, NSF and the Library of Congress to be held at the Library of Congress in Washington, D.C.

NEH's Division of State Programs and Outreach, which is administering the grants, will jointly evaluate grant applications

- MORE -

with NSF, which is providing total funding for the projects in the amount of \$150,000. NEH, NSF, and the Library of Congress will each contribute \$5,000 in support of the public lecture.

"The impact of science on our lives cannot be fully appreciated without the perspectives provided by the humanities," said NEH Deputy Chairman Celeste Colgan. "This initiative will offer a cross-disciplinary approach that will enable broad audiences to see how important the humanities are to understanding scientific issues."

NSF Director Walter Massey said, "Science as a human endeavor is one of mankind's finest achievements. It holds great power to enrich our lives both personally and communally. The vitality of the endeavor can only be strengthened by the insights, perspectives and full participation of humanity in all its diversity."

Donald Curran, Associate Librarian for Constituent Services at the Library of Congress, remarked, "Since its founding in 1800 the Library of Congress has become a universal body of knowledge that blends the sciences and the humanities into the world's most comprehensive record of human achievement. We are delighted to be able to advance the cause of interdisciplinary scholarship in this program."

Projects, which will take place during the 1993-94 academic year, will be supported by awards of up to \$50,000 made to individual state humanities councils or to interstate consortiums of the councils that develop programs cooperatively. The 55 humanities councils, which are regional NEH affiliates, are located in each of the 50 states, the District of Columbia, Puerto Rico, the U.S.

Virgin Islands, Guam and the Northern Mariana Islands. Their mandate is to provide public humanities programs tailored to fit the intellectual needs and interests of people in varying locales.

Possible topics for projects are the conception and definition of science; understanding mind and nature; science, engineering and social change; the history of science and the evolution of engineering; and science and its cultural context.

The deadline for project applications from the humanities councils to NEH's Division of State Programs and Outreach is May 7, 1993.

The lecturer for the Washington, D.C., event will be chosen from among speakers who participate in the public programs or who are recommended for consideration by a humanities council. Selection criteria will include participation in council-funded activities, national reputation, and ability to address issues concerning both the sciences and the humanities.

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

The National Science Foundation is an independent federal agency that supports scientific research, engineering and science education.

The Library of Congress is a federal institution that serves the information needs of the U.S. Congress and the American public.

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NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



Jerry L. Martin

Assistant Chairman for Programs and Policy,
National Endowment for the Humanities

Since 1989, Jerry L. Martin has served as Assistant Chairman for Programs and Policy for the National Endowment for the Humanities (NEH), the independent federal agency that supports education, research, preservation and public programs in the humanities. He is responsible for directing the Endowment's program staff and for overseeing the formation and review of NEH policies and objectives.

Jerry Martin has been with the Endowment since 1987, serving first as director of the Division of Education programs and later as assistant chairman for studies and evaluation.

Prior to coming to NEH, Martin taught in the philosophy department of the University of Colorado at Boulder and served as department chairman from 1979 to 1981. He was also the founding director of the university's Center for the Study of Values and Social Policy. In 1982, he was an Andrew W. Mellon Congressional Fellow. He later served as a legislative assistant to Congressman Hank Brown (R-Colo.).

Martin holds a B.A. in political science from the University of California at Riverside, an M.A. in philosophy and political science from the University of Chicago and a Ph.D. in philosophy from Northwestern University.

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FOR IMMEDIATE RELEASE

ROBERT CONQUEST NAMED JEFFERSON LECTURER FOR 1993

WASHINGTON, Feb. 11 -- Robert Conquest, historian of the Soviet era, will deliver the 1993 Jefferson Lecture in the Humanities, the highest honor bestowed by the U.S. government for distinguished intellectual achievement in the humanities.

Conquest, a senior research fellow at Stanford University's Hoover Institution, was chosen for the honor by the National Council on the Humanities, the presidentially appointed advisory board of the National Endowment for the Humanities (NEH).

"Robert Conquest was among the first Western scholars to uncover the true and terrible record of the Stalin regime and its successors," said NEH Acting Chairman Jerry L. Martin. "He is an outstanding scholar whose ground-breaking studies have shaped our understanding of totalitarianism. He is also a poet of renown -- a kind of Renaissance man in the finest Jeffersonian tradition. Mr. Conquest's selection is particularly timely in light of the recent collapse of the Soviet Union."

Conquest will deliver his lecture twice: on May 5, 1993, in Washington, D.C., and on May 12, 1993, in Stanford, Calif.

- MORE -

Since 1972, 21 American scholars and writers have delivered the annual Jefferson Lecture in the Humanities, an address on a humanities topic of broad public concern. The award, which carries a stipend of \$10,000, honors intellectual and civic accomplishments as exemplified by Thomas Jefferson. This year marks the 250th anniversary of Jefferson's birth.

Born in Worcestershire, England, in 1917, of an American father and an English mother, Conquest was educated at Winchester, the University of Grenoble in France, and Magdalen College at Oxford. He served with the British army, lastly in the Balkans, during World War II and from 1946 to 1956 with the British foreign service in Bulgaria and at the United Nations. During that time he also launched a literary career, publishing two novels and several books of poems. Mr. Conquest is a former literary editor of the Spectator and a fellow of the Royal Society of Literature.

Since 1981 Conquest has been a senior research fellow at the Hoover Institution in Stanford, Calif., and scholar-curator of the institution's Russian and East European collection. Concurrently he is an adjunct fellow at the Washington Center for Strategic Studies and a research associate at Harvard's Ukrainian Research Institute.

Conquest has written numerous books on Soviet themes. Among them are Stalin: Breaker of Nations (1991); The Great Terror: A Reassessment (1991), a revision of his earlier classic, The Great Terror (1968); Stalin and the Kirov Murder (1988); The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine (1986);

Inside Stalin's Secret Police: NKVD Politics, 1936-39 (1985) and
Power and Policy in the USSR (1962).

Although severely criticized by communist officials for decades, since glasnost Conquest's work has been fully confirmed, warmly welcomed and widely publicized in the former Soviet Union.

Robert Conquest lives in Stanford, Calif., and is married to a Texan, the former Elizabeth Neece. He has two grown sons from a former marriage.

Previous Jefferson Lecturers have been Bernard Knox (1992), Gertrude Himmelfarb (1991), Bernard Lewis (1990), Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily T. Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), Robert Penn Warren (1976), John Hope Franklin (1975), Paul A. Freund (1974), Erik H. Erikson (1973), and Lionel Trilling (1972).

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

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NOTE TO REPORTERS/EDITORS: For more information on the 1993 Jefferson Lecture in the Humanities, or to arrange an interview with historian Robert Conquest, please contact NEH's Office of Media Relations at 202/606-8449.

FACTS

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NEH-93-003-F1

ROBERT CONQUEST

22nd Jefferson Lecturer in the Humanities

Robert Conquest is one of the world's leading experts on Soviet history. He is internationally known as a preeminent authority on the Stalin era.

Born in 1917 in Worcestershire, England, of an American father and an English mother, Conquest is of dual American-British citizenship. He was educated at Winchester, the University of Grenoble in France, and Magdalen College at Oxford. He joined the British army in 1939, serving until 1946, latterly in the Balkans.

In the British foreign service from 1946 to 1956, Conquest became prominent in British literary circles. He has produced six volumes of poetry, two novels titled A World of Difference (1955) and The Egyptologists (with Kingsley Amis) (1966) and a volume of literary criticism titled The Abomination of Moab (1979).

Before becoming a senior research fellow at Stanford University's Hoover Institution in 1981, Conquest was a research fellow at the London School of Economics (1956-58), a visiting poet and lecturer at the University of Buffalo (now SUNY Buffalo) (1959-60), literary editor of The Spectator (1962-63), a senior fellow at the Russian Institute at Columbia University (1964-65), a fellow at the Woodrow Wilson International Center for Scholars (1976-77) and a distinguished visiting scholar at the Heritage Foundation (1980-81).

Conquest also serves as scholar-curator of the Hoover Institution's Russian and East European collection, as an adjunct fellow at the Washington Center for Strategic Studies and as a research associate at Harvard University's Ukrainian Research Institute.

Conquest's books include Stalin: Breaker of Nations (1991), The Great Terror: A Reassessment (1991), Stalin and the Kirov Murder (1988), The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine (1986), Inside Stalin's Secret Police: NKVD Politics, 1936-39 (1985), Present Danger: Towards a Foreign Policy (1979), V.I. Lenin (1972), Where Marx Went Wrong (1970), The Nation Killers (1970), The Great Terror: Stalin's Purge of the Thirties (1968), Russia After Khrushchev (1965) and Power and Policy in the USSR: The Study of Soviet Dynasties (1962).

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NEH-93-003-F2

THE JEFFERSON LECTURE IN THE HUMANITIES

The Jefferson Lecture in the Humanities was established in 1972 by the National Endowment for the Humanities (NEH), the independent federal agency that supports research, education, preservation and public programs in the humanities.

Created to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lecture provides an opportunity for an eminent writer or scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries an honorarium of \$10,000.

Selection Process

The Jefferson Lecturer is selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of NEH. Nominations are solicited from scholarly societies, cultural and historical organizations, public and private institutions and other interested parties located throughout the United States. A special committee of NEH Council members considers the nominees, ultimately recommending a list of finalists for consideration by the full Council.

Selection Criteria

There are three specific criteria for selecting the Lecturer:

1. The individual must have demonstrated exemplary scholarship in one of the disciplines of the humanities.
2. The individual should be able and will be expected to give an original and substantive address relating broad public issues to the central perspectives of the humanities disciplines.
3. The individual should be able to speak from an experience wide-ranging enough to reach a variety of persons drawn from different backgrounds and disciplines.

- OVER -

The Jefferson Lecturers

<u>Year</u>	<u>Lecturer</u>	<u>Lecture Title</u>
1993	Robert Conquest.....	(title to be announced)
1992	Bernard M.W. Knox.....	"The Oldest Dead White European Males"
1991	Gertrude Himmelfarb...	"Of Heroes, Villains and Valets"
1990	Bernard Lewis.....	"Western Civilization: A View From the East"
1989	Walker Percy.....	"The Fateful Rift: The San Andreas Fault in the Modern Mind"
1988	Robert Nisbet.....	"The Present Age"
1987	Forrest McDonald.....	"The Intellectual World of the Founding Fathers"
1986	Leszek Kolakowski.....	"The Idolatry of Politics"
1985	Cleanth Brooks.....	"Literature and Technology"
1984	Sidney Hook.....	"Education in Defense of a Free Society"
1983	Jaroslav Pelikan.....	"The Vindication of Tradition"
1982	Emily T. Vermeule.....	"Greeks and Barbarians: The Classical Experience in the Larger World"
1981	Gerald Holton.....	"Where is Science Taking Us?"
1980	Barbara Tuchman.....	"Mankind's Better Moments"
1979	Edward Shils.....	"Render Unto Caesar: Government, Society, and Universities in Their Reciprocal Rights and Duties"
1978	C. Vann Woodward.....	"The European Vision of America"
1977	Saul Bellow.....	"The Writer and His Country Look Each Other Over"
1976	John Hope Franklin....	"Racial Equality in America"
1975	Paul A. Freund.....	"Liberty: The Great Disorder of Speech"
1974	Robert Penn Warren....	"Poetry and Democracy"
1973	Erik Erikson.....	"Dimensions of a New Identity"
1972	Lionel Trilling.....	"Mind in the Modern World"

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Office of Media Relations
February 1993

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

#

NOTE TO REPORTERS/EDITORS: For more information on the 1993 Jefferson Lecture in the Humanities, or to arrange an interview with historian Robert Conquest, please contact NEH's Office of Media Relations at 202/606-8449.

FACTS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

NEH-93-003-F2

THE JEFFERSON LECTURE IN THE HUMANITIES

The Jefferson Lecture in the Humanities was established in 1972 by the National Endowment for the Humanities (NEH), the independent federal agency that supports research, education, preservation and public programs in the humanities.

Created to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lecture provides an opportunity for an eminent writer or scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries an honorarium of \$10,000.

Selection Process

The Jefferson Lecturer is selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of NEH. Nominations are solicited from scholarly societies, cultural and historical organizations, public and private institutions and other interested parties located throughout the United States. A special committee of NEH Council members considers the nominees, ultimately recommending a list of finalists for consideration by the full Council.

Selection Criteria

There are three specific criteria for selecting the Lecturer:

1. The individual must have demonstrated exemplary scholarship in one of the disciplines of the humanities.
2. The individual should be able and will be expected to give an original and substantive address relating broad public issues to the central perspectives of the humanities disciplines.
3. The individual should be able to speak from an experience wide-ranging enough to reach a variety of persons drawn from different backgrounds and disciplines.

- OVER -

The Jefferson Lecturers

<u>Year</u>	<u>Lecturer</u>	<u>Lecture Title</u>
1993	Robert Conquest.....	(title to be announced)
1992	Bernard M.W. Knox.....	"The Oldest Dead White European Males"
1991	Gertrude Himmelfarb...	"Of Heroes, Villains and Valets"
1990	Bernard Lewis.....	"Western Civilization: A View From the East"
1989	Walker Percy.....	"The Fateful Rift: The San Andreas Fault in the Modern Mind"
1988	Robert Nisbet.....	"The Present Age"
1987	Forrest McDonald.....	"The Intellectual World of the Founding Fathers"
1986	Leszek Kolakowski.....	"The Idolatry of Politics"
1985	Cleanth Brooks.....	"Literature and Technology"
1984	Sidney Hook.....	"Education in Defense of a Free Society"
1983	Jaroslav Pelikan.....	"The Vindication of Tradition"
1982	Emily T. Vermeule.....	"Greeks and Barbarians: The Classical Experience in the Larger World"
1981	Gerald Holton.....	"Where is Science Taking Us?"
1980	Barbara Tuchman.....	"Mankind's Better Moments"
1979	Edward Shils.....	"Render Unto Caesar: Government, Society, and Universities in Their Reciprocal Rights and Duties"
1978	C. Vann Woodward.....	"The European Vision of America"
1977	Saul Bellow.....	"The Writer and His Country Look Each Other Over"
1976	John Hope Franklin....	"Racial Equality in America"
1975	Paul A. Freund.....	"Liberty: The Great Disorder of Speech"
1974	Robert Penn Warren....	"Poetry and Democracy"
1973	Erik Erikson.....	"Dimensions of a New Identity"
1972	Lionel Trilling.....	"Mind in the Modern World"

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Office of Media Relations
February 1993

NEH-93-003-F1

ROBERT CONQUEST

22nd Jefferson Lecturer in the Humanities

Robert Conquest is one of the world's leading experts on Soviet history. He is internationally known as a preeminent authority on the Stalin era.

Born in 1917 in Worcestershire, England, of an American father and an English mother, Conquest is of dual American-British citizenship. He was educated at Winchester, the University of Grenoble in France, and Magdalen College at Oxford. He joined the British army in 1939, serving until 1946, latterly in the Balkans.

In the British foreign service from 1946 to 1956, Conquest became prominent in British literary circles. He has produced six volumes of poetry, two novels titled A World of Difference (1955) and The Egyptologists (with Kingsley Amis) (1966) and a volume of literary criticism titled The Abomination of Moab (1979).

Before becoming a senior research fellow at Stanford University's Hoover Institution in 1981, Conquest was a research fellow at the London School of Economics (1956-58), a visiting poet and lecturer at the University of Buffalo (now SUNY Buffalo) (1959-60), literary editor of The Spectator (1962-63), a senior fellow at the Russian Institute at Columbia University (1964-65), a fellow at the Woodrow Wilson International Center for Scholars (1976-77) and a distinguished visiting scholar at the Heritage Foundation (1980-81).

Conquest also serves as scholar-curator of the Hoover Institution's Russian and East European collection, as an adjunct fellow at the Washington Center for Strategic Studies and as a research associate at Harvard University's Ukrainian Research Institute.

Conquest's books include Stalin: Breaker of Nations (1991), The Great Terror: A Reassessment (1991), Stalin and the Kirov Murder (1988), The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine (1986), Inside Stalin's Secret Police: NKVD Politics, 1936-39 (1985), Present Danger: Towards a Foreign Policy (1979), V.I. Lenin (1972), Where Marx Went Wrong (1970), The Nation Killers (1970), The Great Terror: Stalin's Purge of the Thirties (1968), Russia After Khrushchev (1965) and Power and Policy in the USSR: The Study of Soviet Dynasties (1962).

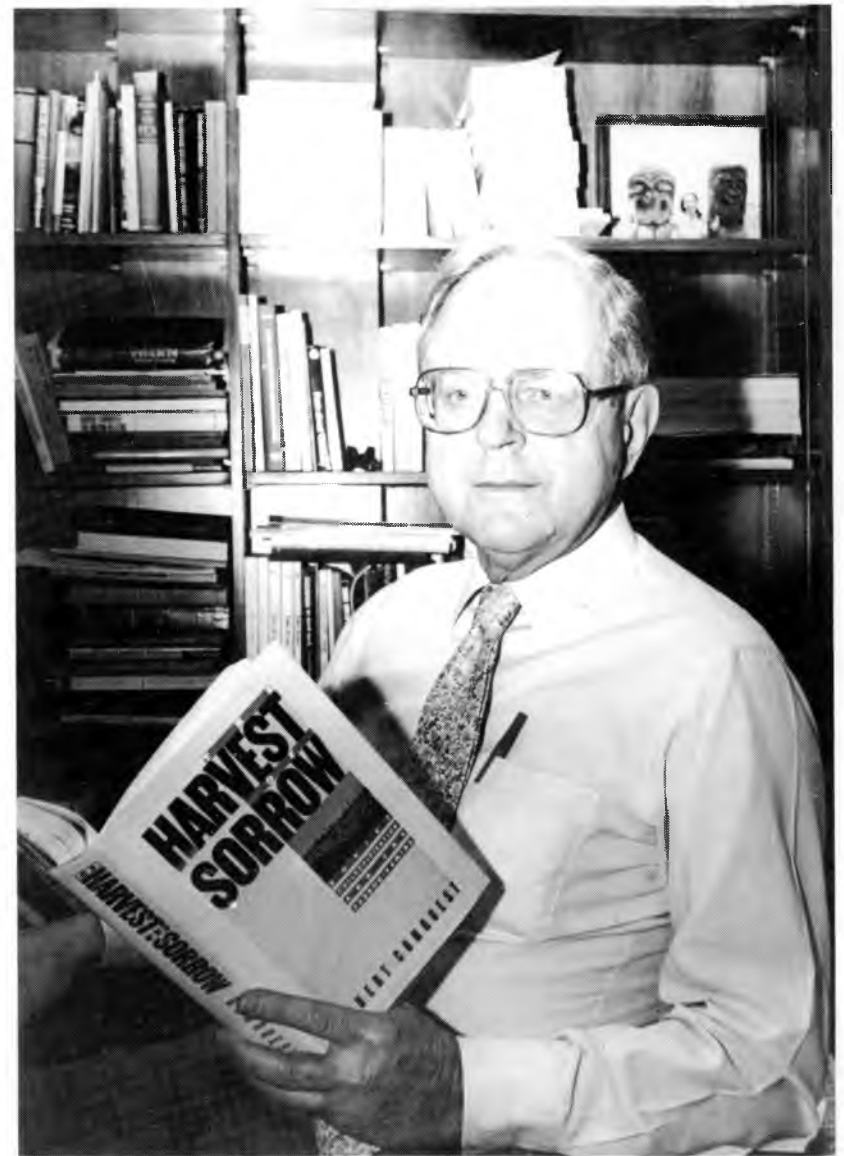
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Robert Conquest
1993 Jefferson Lecturer in the Humanities

NEH National Endowment
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(Photo courtesy of the Hoover Institution, Stanford University)



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NEH-93-004

Contact

Denise Wible 202/606-8449

Kelly Porter 202/606-8449

FOR IMMEDIATE RELEASE

**"SIMPLE JUSTICE" TO BE SHOWN AT THURGOOD MARSHALL MEMORIAL
NEH-Funded Drama Reflects on Marshall's Contributions**

WASHINGTON, Feb. 12 -- "Simple Justice," the historical drama recounting the 20-year battle to end legal segregation in American schools, will be used as a centerpiece of a New York memorial service for former Supreme Court Justice Thurgood Marshall.

The NAACP has requested permission to use a 12-minute segment of the film at a memorial service Friday, Feb. 19, in New York's Cathedral of St. John the Divine.

"Mrs. Marshall likes the film a great deal, I'm told by Thurgood Marshall, Jr.," said film producer Avon Kirkland. The segment to be included is the dramatic turning point in which Marshall debates with lawyer Robert Carter and psychologist Kenneth Clark about use of social scientific evidence -- the doll test -- in court cases challenging segregation. Carter and Clark will be eulogists at the memorial service.

Presented in late January as part of the PBS series "The American Experience," "Simple Justice" received major funding support from the National Endowment for the Humanities (NEH). Since 1985, the Endowment has awarded more than \$2 million for the film.

-MORE-

"This film brings to life an epic legal struggle that altered the lives of all Americans," said NEH Acting Chairman Jerry Martin. "It is a fitting reminder of Thurgood Marshall and what he stood for."

The two-and-a-half hour drama presents a historically accurate account of Marshall and Charles Hamilton Houston's efforts to systematically fight school segregation. Based on Richard Kluger's acclaimed book of the same title, the drama follows the powerful story of their relentless struggle in courtrooms across the nation, which culminated in Marshall's impassioned arguments before the Supreme Court in the landmark Brown v. Board of Education.

Requests for videotaped copies of the film have been flowing into Kirkland's Berkeley, Calif., office. Many of the requests come from educators who plan to weave the drama into future courses. "'Simple Justice' is proving to be the program of record that historians and teachers will use to recount this important period of American race relations," said Kirkland.

#

NOTE TO WRITERS AND EDITORS: Individuals interested in purchasing a videotaped copy of "Simple Justice" should contact: PBS Video, 1320 Braddock Place, Alexandria, Va. 22314, or call 1-800-424-7963.

NEWS

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NEH-93-005-N

Contact

James Turner

Duane DeBruyne

Office

202/606-8449

202/606-8449

FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES GRANTS
PRESERVE BOOKS, OTHER MATERIALS RAVAGED BY TIME**

Division of Preservation and Access Awards \$7.3 Million in New Grants

WASHINGTON, Feb. 24 -- The contents of thousands of fragile historic newspapers, documents, photographs and books will be preserved and made accessible for research as a result of 33 grants announced today by the National Endowment for the Humanities (NEH).

Totaling more than \$7.3 million, these grants will enable scholars, journalists and other researchers for generations to come to have access to American newspapers, photographs and sound recordings. One grant will preserve and provide access to southern historical manuscript collections, and another will help researchers study East European migration to the United States during the cold war era.

Institutions in 22 states -- from Maine and Florida to Alaska -- received grants for projects that include microfilming and cataloging U.S. newspapers, conducting preservation training programs, or stabilizing sound and video recordings, books and material cultural collections. [See attached list for grant descriptions and names of media contacts.]

According to recent estimates, nearly 80 million books and 2.5 billion archival documents are in peril nationwide. The use of highly

- MORE -

acidic paper in books, manuscripts and documents has resulted in their slow but steady disintegration over time. Improper storage conditions have also contributed heavily toward the destruction and loss of many irreplaceable archival collections.

"This country's challenge to preserve deteriorating books, documents and other materials is vast," said NEH Acting Chairman Jerry L. Martin. "We lend our support to these important projects today so that researchers and the public will have the opportunity to study and learn from these precious resources well into the future."

The Research Libraries Group in Mountain View, Calif., received nearly \$2 million to microfilm 22,000 volumes of deteriorating materials held in 15 institutions and relating to English and American literature and to Jewish, Asian and religious studies.

Two grants will assist historically black colleges and universities (HBCUs). One, awarded to the National Association for Equal Opportunity in Higher Education, will support workshops on the care of archival records documenting the life, culture and education of African-Americans during the 19th and 20th centuries; the other, awarded to Wayne State University in Detroit, will test the feasibility of conducting a survey and of producing a guide to the archives of 95 HBCUs.

Eight of the grants announced today will advance the Endowment's United States Newspaper Program, an effort to locate, catalog and microfilm newspapers published in this country since 1690.

Twenty projects will preserve and enable use of special collections of archival materials, manuscript and historical

documents, maps, photographs, and sound and video recordings.

Five grants will support preservation training and statewide preservation planning.

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#

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Preservation and Access

ALASKA

Alaska State Library and Archives, Juneau.....\$200,000
Media Contact: Kathryn H. Shelton, (907) 465-2926
Project Title: Alaska Newspaper Project
Description: Cataloging of 972 newspaper titles, part of Alaska's
participation in the U.S. Newspaper Program.

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Arizona Department of Libraries, Archives and Public Records, Phoenix
\$279,843
Media Contact: Ray Tevis, (602) 542-3701
Project Title: Arizona Newspaper Project
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Research Libraries Group, Inc., Mountain View.....\$1,919,984
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Description: A two-year project in which 15 institutions will
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Description: An online catalog of primary research materials for the
study of American literature held by repositories nationwide.

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(Match) \$150,000
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libraries.

- MORE -

INDIANA

Indiana/Purdue University, Indianapolis.....\$118,525
Media Contact: Eric L. Pumroy, (317) 274-0464
Project Title: Survey of American Turners Historical Records
Description: An 18-month project to locate records of the
American Turner societies, which were organized by German political
refugees in the East and Midwest beginning in the 1850s and were
influential in American cultural and social history.

KANSAS

Kansas State Historical Society, Topeka.....\$72,976
Media Contact: David A. Haury, (913) 296-3251
Project Title: Kansas Newspaper Project
Description: Microfilming of pre-1931 daily newspapers consisting
of about 1.6 million pages of newsprint, part of the Kansas State
Historical Society's participation in the U.S. Newspaper Program.

MAINE

Maine State Archives, Augusta.....\$23,854
Media Contact: Janet E. Roberts, (207) 289-5790
Project Title: Maine Newspaper Project
Description: A planning project for cataloging and microfilming
Maine's historic newspapers.

MICHIGAN

Wayne State University, Detroit.....\$40,000
Media Contact: Robert L. Smith, (313) 577-8165
Project Title: Archival Survey of Historically Black Colleges
and Universities: Pilot Project
Description: A six-month pilot project to test the feasibility of
conducting an on-site survey of the archives of 95 Historically Black
Colleges and Universities.

University of Michigan, Ann Arbor.....(Match) \$29,640
Media Contact: Francis X. Blouin, Jr., (313) 764-3482
Project Title: The Vatican Archives Database
Description: Creation of machine-readable records that describe the
holdings of the Vatican Archives and the Archives of the Propaganda
Fide, providing U.S. researchers with access to information about the
Vatican's history as an organization.

MINNESOTA

University of Minnesota-Twin Cities, Minneapolis.....\$130,158
Media Contact: Rudolph J. Vecoli, (612) 627-4208
Project Title: Arrangement and Description of East European Migration
Records of the Post-World War II Period
Description: Arrangement and description of 440 linear feet of
organizational records and personal papers that document East European
migration to the United States following World War II.

NEW HAMPSHIRE

Dartmouth College, Hanover.....\$180,714
Media Contact: John R. James, (603) 646-3187
Project Title: New Hampshire Newspaper Project
Description: Preservation microfilming of 400,000 pages of newsprint
that comprise 339 titles of New Hampshire newspapers, as part of New
Hampshire's participation in the U.S. Newspaper Program.

NEW YORK

Brooklyn Museum, Brooklyn.....\$170,590
Media Contact: Deirdre E. Lawrence, (718) 638-5000
Project Title: Preserving and Providing Access to the Culin
Archival Collection
Description: A two-year project to preserve, arrange and describe
the Stewart Culin Archival Collection, 1875-1929, which documents
Culin's research among Native Americans and Asians and the development
of museum ethnology.

Thirteen/WNET, New York City.....\$162,000
Media Contact: Judy Kinberg, (212) 560-2955
Project Title: Preserving Dance in America Videotapes
Description: Preservation of 17 programs from the Dance in America
series, part of the PBS Great Performance series, that were broadcast
on public television from 1976 to 1984.

Frick Art Reference Library, New York City.....\$112,500
Media Contact: Donald S. Swanson, (212) 288-8700
Project Title: Duplicating the Cooper Nitrate Negatives Collection
Description: Duplication of 6,340 unstable nitrate negatives, and
cleaning and rehousing 1,615 glass plate negatives, taken by A.C.
Cooper, 1920-32, covering works of art auctioned by Christie's and
other London auction houses.

Museum of Modern Art, New York City.....\$28,855
Media Contact: Rona Roob, (212) 708-9436
Project Title: Microfilming Scrapbooks Documenting the Museum's
History from 1929-68
Description: Preservation microfilming of 212 deteriorating
scrapbooks that document the history of the Museum of Modern Art,
New York, from the founding in 1929 through the 1960s.

NEW YORK (continued)

Museum of the City of New York, New York City.....\$187,539

Media Contact: Sally Yerkovich, (212) 534-1672

Project Title: Preserving and Making Accessible the Byron Photograph Collection

Description: Preservation reformatting, rehousing and cataloging of 20,844 photographs and 1,694 glass plate and film negatives in the Byron Collection, which provide visual documentation of New York City and environs, 1888 to 1942.

NYC Dept. of Records and Information Services.....\$119,371

Media Contact: Kenneth R. Cobb, (212) 788-8585

Project Title: Microfilming NYC Criminal Court and District Attorney Historical Records, 1822-79

Description: Preservation microfilming of a collection of historic legal records from the New York County District Attorney, Court of General Sessions, that date from 1822 to 1879.

New York Public Library, New York City.....\$90,000

Media Contact: Julia R. Van Haaften, (212) 930-0837

Project Title: Cataloging and Preserving Photography Collections

Description: Cataloging of 30,000 selected photographs and negatives, dating from 1840 to the present, that are international in scope.

New York State Education Department, Albany.....\$274,563

Media Contact: Christine W. Ward, (518) 474-8955

Project Title: Preserving and Providing Access to Historical Records

Description: Preservation of New York state historical documents and photographs from 1836 to 1977 and the creation of intellectual access to these materials for the study of exploration, history, social policy and environmentalism.

NORTH CAROLINA

University of North Carolina, Chapel Hill.....\$220,000

Media Contact: Michael T. Casey, (919) 962-1345

Project Title: Preserving Sound Recordings in the Southern Folklife and Historical Collections

Descriptions: Preservation of 2,795 endangered sound recordings that document the oral traditions of the American South.

University of North Carolina, Chapel Hill.....\$178,000

(Outright) \$160,000

(Match) \$18,000

Media Contact: Walter C. West, (919) 962-1345

Project Title: Microfilming and Providing Access to Manuscripts in the Southern Historical Collection

Description: Arrangement, description and preservation microfilming of historical manuscript collections relating to southern political, economic, cultural and judicial leaders over two centuries.

OHIO

Ohio Historical Society, Columbus.....\$49,279
Media Contact: George P. Parkinson, (614) 297-2500
Project Title: Planning a Statewide Preservation Program for
Libraries and Archives in Ohio
Description: Development of a coordinated statewide preservation
plan for library and archival materials in Ohio.

PENNSYLVANIA

University of Pittsburgh.....\$229,000
Media Contact: Sally A. Buchanan, (412) 624-9447
Project Title: Institutes for Advanced Professional Training
in Preservation
Description: Creation of advanced education courses for preservation
professionals that will increase their understanding of the science
and technology of preservation and the care of research collections.

TEXAS

AMIGOS Bibliographic Council, Inc., Dallas.....\$498,247
Media Contact: Thomas F. R. Clareson, (214) 851-8000
Project Title: AMIGOS Preservation Service
Description: A regional field service that provides surveys of
preservation needs, workshops, seminars and technical consultations
to libraries and archives in the Southwest.

University of Texas at Austin.....\$393,962
Media Contact: Carole Cable, (512) 495-4350
Project Title: Microfilming of the Latin American Collection
Description: Preservation microfilming of 4,000 volumes pertaining
to Brazilian literature and materials relating to Caribbean and South
and Central American history, geography and biography.

VIRGINIA

Virginia State Library and Archives, Richmond.....\$262,989
Media Contact: William R. Chamberlain, (804) 786-2303
Project Title: Virginia Newspaper Project
Description: Cataloging of 1,600 newspaper titles as part of
Virginia's participation in the U.S. Newspaper Program.

WYOMING

University of Wyoming, Laramie.....\$81,309
Media Contact: Thomas P. Wilsted, (307) 766-4114
Project Title: Microfilming of the Papers of Senator F.E. Warren
Description: Preservation microfilming of the papers of Wyoming
Senator Francis Emroy Warren, 1844-1929, a western pioneer, politician
and businessman.

#

NEWS

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NEH-93-005-N

<u>Contact</u>	<u>Office</u>
James Turner	202/606-8449
Duane DeBruyne	202/606-8449

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Arizona Department of Libraries, Archives and Public Records, Phoenix
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Media Contact: Ray Tevis, (602) 542-3701
Project Title: Arizona Newspaper Project
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influential in American cultural and social history.

KANSAS

Kansas State Historical Society, Topeka.....\$72,976
Media Contact: David A. Haury, (913) 296-3251
Project Title: Kansas Newspaper Project
Description: Microfilming of pre-1931 daily newspapers consisting
of about 1.6 million pages of newsprint, part of the Kansas State
Historical Society's participation in the U.S. Newspaper Program.

MAINE

Maine State Archives, Augusta.....\$23,854
Media Contact: Janet E. Roberts, (207) 289-5790
Project Title: Maine Newspaper Project
Description: A planning project for cataloging and microfilming
Maine's historic newspapers.

MICHIGAN

Wayne State University, Detroit.....\$40,000
Media Contact: Robert L. Smith, (313) 577-8165
Project Title: Archival Survey of Historically Black Colleges
and Universities: Pilot Project
Description: A six-month pilot project to test the feasibility of
conducting an on-site survey of the archives of 95 Historically Black
Colleges and Universities.

University of Michigan, Ann Arbor.....(Match) \$29,640
Media Contact: Francis X. Blouin, Jr., (313) 764-3482
Project Title: The Vatican Archives Database
Description: Creation of machine-readable records that describe the
holdings of the Vatican Archives and the Archives of the Propaganda
Fide, providing U.S. researchers with access to information about the
Vatican's history as an organization.

MINNESOTA

University of Minnesota-Twin Cities, Minneapolis.....\$130,158
Media Contact: Rudolph J. Vecoli, (612) 627-4208
Project Title: Arrangement and Description of East European Migration
Records of the Post-World War II Period
Description: Arrangement and description of 440 linear feet of
organizational records and personal papers that document East European
migration to the United States following World War II.

NEW HAMPSHIRE

Dartmouth College, Hanover.....\$180,714
Media Contact: John R. James, (603) 646-3187
Project Title: New Hampshire Newspaper Project
Description: Preservation microfilming of 400,000 pages of newsprint
that comprise 339 titles of New Hampshire newspapers, as part of New
Hampshire's participation in the U.S. Newspaper Program.

NEW YORK

Brooklyn Museum, Brooklyn.....\$170,590
Media Contact: Deirdre E. Lawrence, (718) 638-5000
Project Title: Preserving and Providing Access to the Culin
Archival Collection
Description: A two-year project to preserve, arrange and describe
the Stewart Culin Archival Collection, 1875-1929, which documents
Culin's research among Native Americans and Asians and the development
of museum ethnology.

Thirteen/WNET, New York City.....\$162,000
Media Contact: Judy Kinberg, (212) 560-2955
Project Title: Preserving Dance in America Videotapes
Description: Preservation of 17 programs from the Dance in America
series, part of the PBS Great Performance series, that were broadcast
on public television from 1976 to 1984.

Frick Art Reference Library, New York City.....\$112,500
Media Contact: Donald S. Swanson, (212) 288-8700
Project Title: Duplicating the Cooper Nitrate Negatives Collection
Description: Duplication of 6,340 unstable nitrate negatives, and
cleaning and rehousing 1,615 glass plate negatives, taken by A.C.
Cooper, 1920-32, covering works of art auctioned by Christie's and
other London auction houses.

Museum of Modern Art, New York City.....\$28,855
Media Contact: Rona Roob, (212) 708-9436
Project Title: Microfilming Scrapbooks Documenting the Museum's
History from 1929-68
Description: Preservation microfilming of 212 deteriorating
scrapbooks that document the history of the Museum of Modern Art,
New York, from the founding in 1929 through the 1960s.

NEW YORK (continued)

Museum of the City of New York, New York City.....\$187,539

Media Contact: Sally Yerkovich, (212) 534-1672

Project Title: Preserving and Making Accessible the Byron Photograph Collection

Description: Preservation reformatting, rehousing and cataloging of 20,844 photographs and 1,694 glass plate and film negatives in the Byron Collection, which provide visual documentation of New York City and environs, 1888 to 1942.

NYC Dept. of Records and Information Services.....\$119,371

Media Contact: Kenneth R. Cobb, (212) 788-8585

Project Title: Microfilming NYC Criminal Court and District Attorney Historical Records, 1822-79

Description: Preservation microfilming of a collection of historic legal records from the New York County District Attorney, Court of General Sessions, that date from 1822 to 1879.

New York Public Library, New York City.....\$90,000

Media Contact: Julia R. Van Haaften, (212) 930-0837

Project Title: Cataloging and Preserving Photography Collections

Description: Cataloging of 30,000 selected photographs and negatives, dating from 1840 to the present, that are international in scope.

New York State Education Department, Albany.....\$274,563

Media Contact: Christine W. Ward, (518) 474-8955

Project Title: Preserving and Providing Access to Historical Records

Description: Preservation of New York state historical documents and photographs from 1836 to 1977 and the creation of intellectual access to these materials for the study of exploration, history, social policy and environmentalism.

NORTH CAROLINA

University of North Carolina, Chapel Hill.....\$220,000

Media Contact: Michael T. Casey, (919) 962-1345

Project Title: Preserving Sound Recordings in the Southern Folklife and Historical Collections

Descriptions: Preservation of 2,795 endangered sound recordings that document the oral traditions of the American South.

University of North Carolina, Chapel Hill.....\$178,000

(Outright) \$160,000

(Match) \$18,000

Media Contact: Walter C. West, (919) 962-1345

Project Title: Microfilming and Providing Access to Manuscripts in the Southern Historical Collection

Description: Arrangement, description and preservation microfilming of historical manuscript collections relating to southern political, economic, cultural and judicial leaders over two centuries.

OHIO

Ohio Historical Society, Columbus.....\$49,279
Media Contact: George P. Parkinson, (614) 297-2500
Project Title: Planning a Statewide Preservation Program for
Libraries and Archives in Ohio
Description: Development of a coordinated statewide preservation
plan for library and archival materials in Ohio.

PENNSYLVANIA

University of Pittsburgh.....\$229,000
Media Contact: Sally A. Buchanan, (412) 624-9447
Project Title: Institutes for Advanced Professional Training
in Preservation
Description: Creation of advanced education courses for preservation
professionals that will increase their understanding of the science
and technology of preservation and the care of research collections.

TEXAS

AMIGOS Bibliographic Council, Inc., Dallas.....\$498,247
Media Contact: Thomas F. R. Clareson, (214) 851-8000
Project Title: AMIGOS Preservation Service
Description: A regional field service that provides surveys of
preservation needs, workshops, seminars and technical consultations
to libraries and archives in the Southwest.

University of Texas at Austin.....\$393,962
Media Contact: Carole Cable, (512) 495-4350
Project Title: Microfilming of the Latin American Collection
Description: Preservation microfilming of 4,000 volumes pertaining
to Brazilian literature and materials relating to Caribbean and South
and Central American history, geography and biography.

VIRGINIA

Virginia State Library and Archives, Richmond.....\$262,989
Media Contact: William R. Chamberlain, (804) 786-2303
Project Title: Virginia Newspaper Project
Description: Cataloging of 1,600 newspaper titles as part of
Virginia's participation in the U.S. Newspaper Program.

WYOMING

University of Wyoming, Laramie.....\$81,309
Media Contact: Thomas P. Wilsted, (307) 766-4114
Project Title: Microfilming of the Papers of Senator F.E. Warren
Description: Preservation microfilming of the papers of Wyoming
Senator Francis Emroy Warren, 1844-1929, a western pioneer, politician
and businessman.

#

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

NEH-93-006-N

Contact

Denise Wible

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202/606-8449

202/606-8449

FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES GRANTS TO
MUSEUMS AND HISTORICAL ORGANIZATIONS**

**Grants Support Exhibitions and Historical Projects
in 23 States and the District of Columbia**

WASHINGTON, Feb. 25 -- Museums hosting exhibitions that mark the centennial of the Chicago World's Fair, trace the history of urban development in six American cities and highlight the legacy of trumpeter Louis Armstrong are among the recipients of grants announced today by the National Endowment for the Humanities (NEH).

The 40 NEH grants, totaling \$4.77 million, will support implementation of 20 new exhibitions and programs for the general public. The remaining grants will support planning for 14 future exhibitions or allow museums and historical organizations to develop interpretive plans. Organizations receiving grants are located in 23 states and the District of Columbia.

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

"Millions of Americans each year are discovering the superb work of museums and historical organizations around the country that put together exciting and insightful exhibitions and educational programs," said NEH Acting Chairman Jerry L. Martin. "We are pleased to lend our support to these worthwhile projects."

- MORE -

The sights and sounds of the 1893 Chicago World's Fair will come to life in a major exhibition opening in May at the Chicago Historical Society. The largest exhibition in the society's history, "Grand Illusions" will use an extensive collection of exposition manuscripts and artifacts to evoke some of the fair's spectacle. The exhibition will also present the visions of America that motivated the fair's organizers and explore contemporary debates over the fair's purpose.

The history of urban development in different regions of the United States is the focus of several projects announced today.

- The Atlanta Historical Society's grant of up to \$325,000 will support a project titled "Metropolitan Frontiers: Atlanta 1835-2000." Opening in the fall of 1993 as the centerpiece of the new Atlanta History Museum, this long-term exhibition will explore how factors including the Civil War, urbanization, transportation, ethnic relations and commerce affected the developing city.

- "St. Louis in the Gilded Age," a Missouri Historical Society project that received a \$325,000 NEH grant, will explore how immigration and urban development changed the lives of St. Louisans. The exhibition, opening in October 1993, will use local landmarks and geography to interpret history of the period.

- With a grant of \$180,000, the Lower East Side Tenement Museum in New York City will create its first permanent exhibits, featuring the history of the immigrants who once called the tenement at 97 Orchard Street home. The interpretive project will initially use guided tours of authentically restored German-Jewish and Italian family tenement units to trace and explain the 72-year ethnic transformation and development of the Lower East Side.

- The Public Museum of Grand Rapids, Mich., will use a \$325,000 grant to support a long-term exhibition titled "Furniture City." The exhibition, complemented with educational programs, will explore the 150-year role of the furniture-making industry in Grand Rapids' development and its impact on local citizens.

- Three Washington, D.C., museums -- The Octagon, the Anacostia Museum and the Historical Society of Washington, D.C., -- will examine Washington life in the antebellum period in an exhibition titled "Washington Becomes Urban, 1800-1860." An award of \$50,000 will provide planning support for the exhibition, a publication, related programs, and audio and video products.

- "Shared Spaces, Separate Lives," an exhibition at the Valentine Museum in Richmond, Va., will explore race relations in an antebellum household. The exhibition will feature tours of a period home equipped with special multimedia installations that portray daily household interactions and relationships.

The Endowment has also awarded a \$200,000 grant to support "Louis Armstrong: A Cultural Legacy." The traveling exhibition, organized by the Queens Museum of Art in Flushing, N.Y., will explore 20th-century culture and history through the life of the "Father of Jazz," Louis Armstrong. Using an extensive collection of Armstrong's personal recordings, scrapbooks, collages, photographs and oral history disks, which Armstrong's widow left to the City of New York, the show will explore African-American life in the 20th century, as well as jazz history and the music's impact on the visual arts.

All of the grants announced today were made through the Endowment's Museums and Historical Organizations Program within the Division of Public Programs. The program supports exhibitions, companion publications, public programs, and symposia for projects based on sound scholarship that foster public understanding and appreciation of the humanities.

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

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations

ARIZONA

Arizona State Museum, Tucson.....\$300,000
 CONTACT: Russell B. Varineau, (602) 621-4895
 PROJECT: Paths of Life: American Indians of the Southwest
 DESCRIPTION: To support the second phase of a long-term exhibition
 on the Indians of Arizona and northwestern Mexico.

CALIFORNIA

Los Angeles County Museum of Art, Los Angeles.....\$40,000
 CONTACT: Tom Jacobson, (213) 857-6150
 PROJECT: The Peaceful Conquerors: Jain Art from India
 DESCRIPTION: To support planning for a traveling exhibition and
 catalog on the art and religion of India's Jains.

Japanese American National Museum, Los Angeles.....\$40,000
 CONTACT: Akemi Kikumura, (213) 625-0414
 PROJECT: The Nisei Years: A History of Second-Generation
 Japanese-Americans
 DESCRIPTION: To support planning for an exhibition, a smaller traveling
 exhibition, publications and educational programs on the
 history of the Nisei, second-generation Japanese-Americans,
 in mid-20th-century America.

Kern County Museum Foundation, Bakersfield.....\$13,450
 CONTACT: Carola R. Enriquez, (805) 861-2132
 PROJECT: Self-Study to Create a Long-Range Interpretive Plan
 DESCRIPTION: To support a self-study that will evaluate the museum's
 interpretive plans and goals.

COLORADO

Denver Museum of Natural History, Denver.....\$45,000
 CONTACT: Robert B. Pickering, (303) 370-6492
 PROJECT: The Great American Buffalo
 DESCRIPTION: To support planning for an exhibition that will examine the
 natural and cultural history of the buffalo from the Ice Age
 to the present.

Southern Ute Cultural Center, Ignacio.....\$19,193
 CONTACT: Helen L. Hoskins, (303) 563-4531
 PROJECT: Self-Study for Interpretive Exhibits
 DESCRIPTION: To support a self-study that will evaluate and determine
 humanities themes for future exhibitions and programs.

CONNECTICUT

Institute for American Indian Studies, Washington.....\$40,356
CONTACT: Alberto C. Meloni, (203) 868-0518
PROJECT: Interpreting the Changing Native American Landscape:
500 Year Perspective on New England History
DESCRIPTION: To support planning for an outdoor interpretive site that
includes trails, a recreated Algonkian village and an
archaeology exhibition.

DISTRICT OF COLUMBIA

Octagon Museum, Washington.....\$50,000
CONTACT: Nancy E. Davis, (202) 638-3221
PROJECT: Washington Becomes Urban, 1800-60
DESCRIPTION: To support planning for an exhibition, a publication
and related programs on the urbanization of Washington,
1800-60.

GEORGIA

Atlanta Historical Society, Atlanta.....(Outright) \$250,000
(Match) \$75,000
CONTACT: Rick Beard, (404) 814-4020
PROJECT: Metropolitan Frontiers: Atlanta 1830-2000
DESCRIPTION: To support a long-term exhibition, publications and
public programs on the history of Atlanta.

ILLINOIS

Chicago Historical Society, Chicago.....(Outright) \$250,000
(Match) \$75,000
CONTACT: Pat Kremer, (312) 642-4600, ext. 225
PROJECT: Grand Illusions: Chicago's World's Fair of 1893
DESCRIPTION: To support an exhibition, a catalog and public programs
that will interpret the history of the World's Columbian
Exposition of 1893.

Field Museum of Natural History, Chicago.....\$50,000
CONTACT: Carolyn P. Blackmon, (312) 922-9410
PROJECT: Educational Programs for "African Worlds: Tradition,
Transition and Transformation"
DESCRIPTION: To support a series of educational programs to accompany the
long-term exhibition "African Worlds: Tradition, Transition
and Transformation."

IOWA

Dubuque County Historical Society, Dubuque.....\$20,000
CONTACT: Jerome A. Enzler, (319) 557-9545
PROJECT: Institutional Self-Study
DESCRIPTION: To support a self-study that will evaluate the humanities
programming at its two museums.

MASSACHUSETTS

Lexington Historical Society, Lexington.....\$13,385
CONTACT: Sarah S. Brophy, (617) 862-1703
PROJECT: Lexington's Historic Site Interpretation: Self-Study
DESCRIPTION: To support a self-study that will develop an interpretive plan
for the society's three buildings of the Revolutionary War era.

MICHIGAN

Public Museum of Grand Rapids, Grand Rapids.....\$325,000
CONTACT: Christian G. Carron, (616) 456-3973
PROJECT: The History of the Furniture Industry in Grand Rapids
DESCRIPTION: To support a long-term exhibition, a publication and programs
on the history of the furniture industry in Grand Rapids, Mich.

Mackinac State Historic Parks, Mackinac City.....\$49,920
CONTACT: David A. Armour, (517) 373-4296
PROJECT: Enemies to Allies: Cultural Accommodations in the Western
Great Lakes, 1760-83
DESCRIPTION: To support planning for an exhibition and programs on the
history of British rule over the Straits of Mackinac in
northern Michigan from 1760 to 1783.

MINNESOTA

Minnesota Historical Society, St. Paul.....\$40,000
CONTACT: Marx W. Swanholm, (612) 297-3329
PROJECT: A History of Family Life in Minnesota
DESCRIPTION: To support planning for a permanent exhibition and public
programs on the history of the family in Minnesota.

MISSISSIPPI

Mississippi Dept. of Archives and History, Jackson.....\$31,812
CONTACT: Donna B. Dye, (601) 359-6926
PROJECT: Mississippi's Native, European and African Cultures
DESCRIPTION: To support planning for a long-term exhibition on the history
of Mississippi, 1500-1800, that will examine the interactions
of the European, Native American and African cultures.

MISSOURI

Curators of the University of Missouri, Columbia.....\$200,000
CONTACT: Morteza Sajadian, (314) 882-3591
PROJECT: From Pasture to Polis: Art in the Age of Homer
DESCRIPTION: To support a traveling exhibition, a catalog and educational programs on the art and culture of preclassical Greece, 1000-700 B.C.

Missouri Historical Society, St. Louis.....\$125,000
CONTACT: Gail Rucker, (314) 454-3150
PROJECT: St. Louis in the Gilded Age
DESCRIPTION: To support a long-term exhibition, a catalog and public programs on St. Louis from the end of the Civil War to the 1890s.

NEW JERSEY

New Jersey Historical Society, Newark.....\$19,999
CONTACT: Hope Alswang, (201) 483-3939
PROJECT: An Interpretive Self-Study for the New Jersey Historical Society
DESCRIPTION: To support a self-study by the New Jersey Historical Society.

NEW YORK

Brooklyn Museum, Brooklyn.....\$275,000
CONTACT: Richard A. Fazzini, (718) 638-5000, ext. 210
PROJECT: Temples, Tombs and the Egyptian Universe
DESCRIPTION: To support an exhibition on Egyptian art from the Old Kingdom, ca. 2670 B.C., to the end of the Ptolemaic Period in 30 B.C.

Metropolitan Museum of Art, New York City.....\$200,000
CONTACT: Charles Little, (212) 879-5500
PROJECT: The Art of Early Medieval Spain: A.D. 500-1200
DESCRIPTION: To support a temporary exhibition, a catalog, and programs on the art of early medieval Spain, A.D. 500-1200.

Asia Society, New York City.....\$100,000
CONTACT: Heather Steliga Chen, (212) 288-6400, ext. 242
PROJECT: Korean Art Treasures of the 18th Century
DESCRIPTION: To support an exhibition and catalog on the art and culture of 18th-century Korea.

Lower East Side Tenement Museum, New York.....\$180,000
CONTACT: Renee Epps, (212) 431-0233
PROJECT: Lower East Side Tenement Interpretive Project
DESCRIPTION: To support exhibitions, period installations, audiovisual programs and tours that will interpret a surviving Lower East Side tenement and its residents from 1863 to 1935.

NEW YORK (continued)

DeWitt Historical Society, Ithaca.....\$60,000

CONTACT: Margaret Hobbie, (607) 273-8284

PROJECT: Industry and Community: The Industrial History of
New York State

DESCRIPTION: To support a traveling exhibition and educational
publications and programs on the industrial history of New York
state.

SUNY Research Foundation, Binghamton.....\$50,000

CONTACT: Lynn Gamwell, (607) 777-2634

PROJECT: Historical and Artistic Interpretations of Madness in
18th- and 19th-Century America

DESCRIPTION: To support planning for an exhibition that will examine the
concept of insanity in America from the late 18th through
the 19th century, emphasizing its depiction in the fine and
popular arts.

Jewish Museum, New York City.....\$175,000

CONTACT: James E. Young, (212) 423-3246

PROJECT: The Art of Memory: Holocaust Memorials in History

DESCRIPTION: To support implementation of a traveling exhibition, a catalog
and public programs on memorials to the Holocaust in Europe,
Israel and the United States.

Queens Museum of Art, Flushing.....\$200,000

CONTACT: Jeff Oppenheim, (718) 592-9700

PROJECT: Louis Armstrong: A Cultural Legacy

DESCRIPTION: To support a traveling exhibition on Louis Armstrong, 1901-71,
and his relationship to African-American life and the history
of jazz in the 20th century.

Brooklyn Historical Society, Brooklyn.....\$35,000

CONTACT: David M. Kahn, (718) 624-0890

PROJECT: Yellow Magic: The History of Penicillin

DESCRIPTION: To support planning for a temporary exhibition about the
history of the mass production of penicillin during
World War II.

NORTH CAROLINA

Wake Forest University, Winston-Salem.....\$40,000

CONTACT: Beverly H. Hancock, (919) 759-5643

PROJECT: Introductory Anthropology Exhibition

DESCRIPTION: To support planning for a long-term exhibition, a gallery
guide and educational programs on the ways in which
ethnographic objects convey information and meaning.

OHIO

Columbus Museum of Art, Columbus.....\$30,000
CONTACT: E. Jane Connell, (614) 221-6801
PROJECT: Elijah Pierce, Woodcarver
DESCRIPTION: To support a traveling exhibition and interpretive programs on
the work of African-American folk artist, Elijah Pierce.

OREGON

Oregon Museum of Science and Industry, Portland.....\$40,988
CONTACT: Judith Margles, (503) 797-4582
PROJECT: More Light Than Might: 100 Years of Electricity in Portland
DESCRIPTION: To support the planning of an exhibition and public programs
on the history of electricity in Portland.

PENNSYLVANIA

Philadelphia Museum of Art.....\$40,000
CONTACT: Joseph Rishel, (215) 787-5412
PROJECT: Art in Rome in the 18th Century
DESCRIPTION: To support planning for a traveling exhibition on the art
and culture of Rome during the 18th century.

National Museum of American Jewish History, Philadelphia...(Outright) \$50,000
(Match) \$50,000
CONTACT: Beryl Rosenstock, (215) 923-5978
PROJECT: A Worthy Use of Summer: Jewish Summer Camping in America
DESCRIPTION: To support a traveling exhibition, a catalog and public
programs on the history of American Jewish summer camps.

SOUTH CAROLINA

University of South Carolina, Columbia.....\$19,958
CONTACT: Catherine W. Horne, (803) 777-7251
PROJECT: Institutional Self-Study
DESCRIPTION: To support a self-study in order to develop a long-range
plan for humanities programming.

TEXAS

InterCultura, Inc., Fort Worth.....\$200,000
CONTACT: Melanie Benjamin, (817) 332-4691
PROJECT: The New Barbarians: Sources of the Early Russian Avant-Garde
DESCRIPTION: To support a traveling exhibition on the artistic sources for
Russian avant-garde art created between 1907 and 1915.

TEXAS (continued)

Amon Carter Museum of Western Art, Fort Worth.....(Outright) \$50,000
(Match) \$50,000

CONTACT: Doreen Bolger, (817) 738-1933

PROJECT: Dossier Exhibitions on 19th-Century American Art: Cole
and Eakins

DESCRIPTION: To support a series of "dossier" exhibitions and related
programs and publications on two key 19th-century paintings
in the museum's permanent collection.

Fort Bend County Museum Association, Richmond.....\$49,382

CONTACT: Mark Texel, (713) 545-9212

PROJECT: Interpretive Program Planning for an 1820s Farmstead

DESCRIPTION: To support planning for a "living history" interpretation,
an orientation exhibition, an audiovisual program and school
programs that depict a Texas farm family of the 1820s.

VIRGINIA

Valentine Museum, Richmond.....\$325,000

CONTACT: Michael McGrann, (804) 649-0711

PROJECT: Shared Spaces, Separate Lives

DESCRIPTION: To support a long-term exhibition, audiovisual programs
and public programs on the history and people of antebellum
Richmond.

WISCONSIN

Manitowoc Maritime Museum, Manitowoc.....\$175,000

CONTACT: Burt Logan, (414) 684-0218

PROJECT: Great Lakes Commercial Fishing: Harvesting the Inland Seas

DESCRIPTION: To support the implementation of a traveling exhibition and
programs on the history of commercial fishing on the Great
Lakes.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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Arizona State Museum, Tucson.....\$300,000
CONTACT: Russell B. Varineau, (602) 621-4895
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DESCRIPTION: To support an exhibition, a catalog and public programs
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DESCRIPTION: To support a self-study that will develop an interpretive plan
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Public Museum of Grand Rapids, Grand Rapids.....\$325,000
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PROJECT: The History of the Furniture Industry in Grand Rapids
DESCRIPTION: To support a long-term exhibition, a publication and programs
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northern Michigan from 1760 to 1783.

MINNESOTA

Minnesota Historical Society, St. Paul.....\$40,000
CONTACT: Marx W. Swanholm, (612) 297-3329
PROJECT: A History of Family Life in Minnesota
DESCRIPTION: To support planning for a permanent exhibition and public
programs on the history of the family in Minnesota.

MISSISSIPPI

Mississippi Dept. of Archives and History, Jackson.....\$31,812
CONTACT: Donna B. Dye, (601) 359-6926
PROJECT: Mississippi's Native, European and African Cultures
DESCRIPTION: To support planning for a long-term exhibition on the history
of Mississippi, 1500-1800, that will examine the interactions
of the European, Native American and African cultures.

MISSOURI

Curators of the University of Missouri, Columbia.....\$200,000
CONTACT: Morteza Sajadian, (314) 882-3591
PROJECT: From Pasture to Polis: Art in the Age of Homer
DESCRIPTION: To support a traveling exhibition, a catalog and educational programs on the art and culture of preclassical Greece, 1000-700 B.C.

Missouri Historical Society, St. Louis.....\$125,000
CONTACT: Gail Rucker, (314) 454-3150
PROJECT: St. Louis in the Gilded Age
DESCRIPTION: To support a long-term exhibition, a catalog and public programs on St. Louis from the end of the Civil War to the 1890s.

NEW JERSEY

New Jersey Historical Society, Newark.....\$19,999
CONTACT: Hope Alswang, (201) 483-3939
PROJECT: An Interpretive Self-Study for the New Jersey Historical Society
DESCRIPTION: To support a self-study by the New Jersey Historical Society.

NEW YORK

Brooklyn Museum, Brooklyn.....\$275,000
CONTACT: Richard A. Fazzini, (718) 638-5000, ext. 210
PROJECT: Temples, Tombs and the Egyptian Universe
DESCRIPTION: To support an exhibition on Egyptian art from the Old Kingdom, ca. 2670 B.C., to the end of the Ptolemaic Period in 30 B.C.

Metropolitan Museum of Art, New York City.....\$200,000
CONTACT: Charles Little, (212) 879-5500
PROJECT: The Art of Early Medieval Spain: A.D. 500-1200
DESCRIPTION: To support a temporary exhibition, a catalog, and programs on the art of early medieval Spain, A.D. 500-1200.

Asia Society, New York City.....\$100,000
CONTACT: Heather Steliga Chen, (212) 288-6400, ext. 242
PROJECT: Korean Art Treasures of the 18th Century
DESCRIPTION: To support an exhibition and catalog on the art and culture of 18th-century Korea.

Lower East Side Tenement Museum, New York.....\$180,000
CONTACT: Renee Epps, (212) 431-0233
PROJECT: Lower East Side Tenement Interpretive Project
DESCRIPTION: To support exhibitions, period installations, audiovisual programs and tours that will interpret a surviving Lower East Side tenement and its residents from 1863 to 1935.

NEW YORK (continued)

DeWitt Historical Society, Ithaca.....\$60,000

CONTACT: Margaret Hobbie, (607) 273-8284

PROJECT: Industry and Community: The Industrial History of
New York State

DESCRIPTION: To support a traveling exhibition and educational
publications and programs on the industrial history of New York
state.

SUNY Research Foundation, Binghamton.....\$50,000

CONTACT: Lynn Gamwell, (607) 777-2634

PROJECT: Historical and Artistic Interpretations of Madness in
18th- and 19th-Century America

DESCRIPTION: To support planning for an exhibition that will examine the
concept of insanity in America from the late 18th through
the 19th century, emphasizing its depiction in the fine and
popular arts.

Jewish Museum, New York City.....\$175,000

CONTACT: James E. Young, (212) 423-3246

PROJECT: The Art of Memory: Holocaust Memorials in History

DESCRIPTION: To support implementation of a traveling exhibition, a catalog
and public programs on memorials to the Holocaust in Europe,
Israel and the United States.

Queens Museum of Art, Flushing.....\$200,000

CONTACT: Jeff Oppenheim, (718) 592-9700

PROJECT: Louis Armstrong: A Cultural Legacy

DESCRIPTION: To support a traveling exhibition on Louis Armstrong, 1901-71,
and his relationship to African-American life and the history
of jazz in the 20th century.

Brooklyn Historical Society, Brooklyn.....\$35,000

CONTACT: David M. Kahn, (718) 624-0890

PROJECT: Yellow Magic: The History of Penicillin

DESCRIPTION: To support planning for a temporary exhibition about the
history of the mass production of penicillin during
World War II.

NORTH CAROLINA

Wake Forest University, Winston-Salem.....\$40,000

CONTACT: Beverlye H. Hancock, (919) 759-5643

PROJECT: Introductory Anthropology Exhibition

DESCRIPTION: To support planning for a long-term exhibition, a gallery
guide and educational programs on the ways in which
ethnographic objects convey information and meaning.

OHIO

Columbus Museum of Art, Columbus.....\$30,000
CONTACT: E. Jane Connell, (614) 221-6801
PROJECT: Elijah Pierce, Woodcarver
DESCRIPTION: To support a traveling exhibition and interpretive programs on
the work of African-American folk artist, Elijah Pierce.

OREGON

Oregon Museum of Science and Industry, Portland.....\$40,988
CONTACT: Judith Margles, (503) 797-4582
PROJECT: More Light Than Might: 100 Years of Electricity in Portland
DESCRIPTION: To support the planning of an exhibition and public programs
on the history of electricity in Portland.

PENNSYLVANIA

Philadelphia Museum of Art.....\$40,000
CONTACT: Joseph Rishel, (215) 787-5412
PROJECT: Art in Rome in the 18th Century
DESCRIPTION: To support planning for a traveling exhibition on the art
and culture of Rome during the 18th century.

National Museum of American Jewish History, Philadelphia...(Outright) \$50,000
(Match) \$50,000
CONTACT: Beryl Rosenstock, (215) 923-5978
PROJECT: A Worthy Use of Summer: Jewish Summer Camping in America
DESCRIPTION: To support a traveling exhibition, a catalog and public
programs on the history of American Jewish summer camps.

SOUTH CAROLINA

University of South Carolina, Columbia.....\$19,958
CONTACT: Catherine W. Horne, (803) 777-7251
PROJECT: Institutional Self-Study
DESCRIPTION: To support a self-study in order to develop a long-range
plan for humanities programming.

TEXAS

InterCultura, Inc., Fort Worth.....\$200,000
CONTACT: Melanie Benjamin, (817) 332-4691
PROJECT: The New Barbarians: Sources of the Early Russian Avant-Garde
DESCRIPTION: To support a traveling exhibition on the artistic sources for
Russian avant-garde art created between 1907 and 1915.

TEXAS (continued)

Amon Carter Museum of Western Art, Fort Worth.....(Outright) \$50,000
(Match) \$50,000

CONTACT: Doreen Bolger, (817) 738-1933

PROJECT: Dossier Exhibitions on 19th-Century American Art: Cole
and Eakins

DESCRIPTION: To support a series of "dossier" exhibitions and related
programs and publications on two key 19th-century paintings
in the museum's permanent collection.

Fort Bend County Museum Association, Richmond.....\$49,382

CONTACT: Mark Texel, (713) 545-9212

PROJECT: Interpretive Program Planning for an 1820s Farmstead

DESCRIPTION: To support planning for a "living history" interpretation,
an orientation exhibition, an audiovisual program and school
programs that depict a Texas farm family of the 1820s.

VIRGINIA

Valentine Museum, Richmond.....\$325,000

CONTACT: Michael McGrann, (804) 649-0711

PROJECT: Shared Spaces, Separate Lives

DESCRIPTION: To support a long-term exhibition, audiovisual programs
and public programs on the history and people of antebellum
Richmond.

WISCONSIN

Manitowoc Maritime Museum, Manitowoc.....\$175,000

CONTACT: Burt Logan, (414) 684-0218

PROJECT: Great Lakes Commercial Fishing: Harvesting the Inland Seas

DESCRIPTION: To support the implementation of a traveling exhibition and
programs on the history of commercial fishing on the Great
Lakes.

#

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



March 5, 1993

Virginia Lucier
Staff Writer
Middlesex News
P.O. Box 9157
Framingham, MA 01701

Dear Virginia:

Each year, millions of Americans gain new insights into the history of our complex country while enjoying museum exhibitions and educational programs made possible by the support of the National Endowment for the Humanities.

Enclosed is a copy of "Exhibitions Today," a guide to NEH-funded programs and exhibits that will be taking place during the next six months. In all, there are 80 different projects which will be exhibited at nearly 300 museums and cultural institutions nationwide. Some of the exhibitions are permanent, while others are traveling and may be coming to your community. (A few of the highlights are described on page 3.)

I invite you to take a moment to thumb through the pages of "Exhibitions Today" to get a feel for some of the worthwhile projects being supported by the National Endowment for the Humanities.

If you have any questions, or would like further information on any of the projects described in "Exhibitions Today," please contact our office of Media Relations at (202) 606-8449. Additional copies of this catalog can be obtained free of charge by writing:

Museum Exhibition Brochure
Room 436
National Endowment for the Humanities
Washington, DC 20506

I hope you will enjoy the catalog -- and more importantly -- the museum exhibitions and educational programs coming to your area.

Sincerely,

Mary Lou Beatty
Acting Director of
Communications Policy

Enclosure

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:

NEH-93-007-N-01

Jimmy Williams, NEH, 202/606-8449

Bruce Trachtenberg, DeWitt Wallace-Reader's Digest Fund, 212/953-1208

SPECIAL NEWS FOR CONNECTICUT -- FOR IMMEDIATE RELEASE

**LOCAL SCHOOL TEACHER WINS MAJOR AWARD FROM
THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND
THE DEWITT WALLACE-READER'S DIGEST FUND**

WASHINGTON, March 24 -- Joseph Gerics, an ethics and theology instructor at Fairfield College Preparatory School, has won an unusual national competition that awards the two things that most teachers find they have too little of: time and money.

The National Endowment for the Humanities (NEH) and the DeWitt Wallace-Reader's Digest Fund today named Gerics as one of 35 recipients of innovative "Teacher-Scholar" grants for 1993.

During the 1993-94 school year, Gerics will be excused from his teaching duties to conduct an intensive, independent research project on a topic in the humanities that he teaches. His teaching salary during that time will be replaced with a stipend -- of up to \$30,000 -- provided by NEH and the DeWitt Wallace-Reader's Digest Fund.

Since 1989 the Teacher-Scholar Program has provided more than 200 outstanding American elementary and secondary school educators from every part of the United States with the time and the means to become more knowledgeable and enthusiastic teachers in the humanities.

- MORE -

[NOTE: The telephone number, school address and project title of the grant recipient in your area can be found in the attached list.]

For further information on the NEH/Reader's Digest Teacher-Scholar Program, please see the fact sheet that follows at the end of the list or contact the NEH Office of Media Relations at 202/606-8449.]

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:

NEH-93-007-N-02

Jimmy Williams, NEH, 202/606-8449

Bruce Trachtenberg, DeWitt Wallace-Reader's Digest Fund, 212/953-1208

SPECIAL NEWS FOR CONNECTICUT -- FOR IMMEDIATE RELEASE

**LOCAL SCHOOL TEACHER WINS MAJOR AWARD FROM
THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND
THE DEWITT WALLACE-READER'S DIGEST FUND**

WASHINGTON, March 24 -- Raymond Nalewajk, a Spanish instructor at Derby High School, has won an unusual national competition that awards the two things that most teachers find they have too little of: time and money.

The National Endowment for the Humanities (NEH) and the DeWitt Wallace-Reader's Digest Fund today named Nalewajk as one of 35 recipients of innovative "Teacher-Scholar" grants for 1993.

During the 1993-94 school year, Nalewajk will be excused from his teaching duties to conduct an intensive, independent research project on a topic in the humanities that he teaches. His teaching salary during that time will be replaced with a stipend -- of up to \$30,000 -- provided by NEH and the DeWitt Wallace-Reader's Digest Fund.

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For further information on the NEH/Reader's Digest Teacher-Scholar Program, please see the fact sheet that follows at the end of the list or contact the NEH Office of Media Relations at 202/606-8449.]

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:

NEH-93-007-N-03

Jimmy Williams, NEH, 202/606-8449

Bruce Trachtenberg, DeWitt Wallace-Reader's Digest Fund, 212/953-1208

SPECIAL NEWS FOR CONNECTICUT/MASSACHUSETTS -- FOR IMMEDIATE RELEASE

LOCAL SCHOOL TEACHER WINS MAJOR AWARD FROM THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND THE DEWITT WALLACE-READER'S DIGEST FUND

WASHINGTON, March 24 -- John Higgins, an instructor of Latin and Greek at The Gilbert School in Winsted, Conn., has won an unusual national competition that awards the two things that most teachers find they have too little of: time and money.

The National Endowment for the Humanities (NEH) and the DeWitt Wallace-Reader's Digest Fund today named Higgins as one of 35 recipients of innovative "Teacher-Scholar" grants for 1993.

During the 1993-94 school year, Higgins will be excused from his teaching duties to conduct an intensive, independent research project on a topic in the humanities that he teaches. His teaching salary during that time will be replaced with a stipend -- of up to \$30,000 -- provided by NEH and the DeWitt Wallace-Reader's Digest Fund.

Since 1989 the Teacher-Scholar Program has provided more than 200 outstanding American elementary and secondary school educators from every part of the United States with the time and the means to become more knowledgeable and enthusiastic teachers in the humanities.

- MORE -

[NOTE: The telephone number, school address and project title of the grant recipient in your area can be found in the attached list.

For further information on the NEH/Reader's Digest Teacher-Scholar Program, please see the fact sheet that follows at the end of the list or contact the NEH Office of Media Relations at 202/606-8449.]

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:

NEH-93-007-N-04

Jimmy Williams, NEH, 202/606-8449

Bruce Trachtenberg, DeWitt Wallace-Reader's Digest Fund, 212/953-1208

SPECIAL NEWS FOR DELAWARE -- FOR IMMEDIATE RELEASE

**LOCAL SCHOOL TEACHER WINS MAJOR AWARD FROM
THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND
THE DEWITT WALLACE-READER'S DIGEST FUND**

WASHINGTON, March 24 -- Mercedes Ferrari, an English instructor at Milford High School, has won an unusual national competition that awards the two things that most teachers find they have too little of: time and money.

The National Endowment for the Humanities (NEH) and the DeWitt Wallace-Reader's Digest Fund today named Ferrari as one of 35 recipients of innovative "Teacher-Scholar" grants for 1993.

During the 1993-94 school year, Ferrari will be excused from her teaching duties to conduct an intensive, independent research project on a topic in the humanities that she teaches. Her teaching salary during that time will be replaced with a stipend -- of up to \$30,000 -- provided by NEH and the DeWitt Wallace-Reader's Digest Fund.

Since 1989 the Teacher-Scholar Program has provided more than 200 outstanding American elementary and secondary school educators from every part of the United States with the time and the means to become more knowledgeable and enthusiastic teachers in the humanities.

- MORE -

[NOTE: The telephone number, school address and project title of the grant recipient in your area can be found in the attached list.]

For further information on the NEH/Reader's Digest Teacher-Scholar Program, please see the fact sheet that follows at the end of the list or contact the NEH Office of Media Relations at 202/606-8449.]

"Humanities teachers, who are also scholars, open numerous windows for young learners," said NEH Acting Chairman Jerry L. Martin in announcing the awards. "Once again, we are honored to join the DeWitt Wallace-Reader's Digest Fund in investing in our nation's future."

George V. Grune, chairman of the DeWitt Wallace-Reader's Digest Fund said, "This program has shown that teachers who are given the opportunity to spend time out of the classroom for independent study return to school refreshed and invigorated, and even more committed to educating young people."

NEH is currently accepting applications for the next cycle of Teacher-Scholar awards. Application forms, available from the Endowment, must be received by May 1, 1993, for projects that would begin in September 1994.

To help American youth fulfill their educational and career aspirations, the DeWitt Wallace-Reader's Digest Fund invests nationwide to improve elementary and secondary schools, encourage school and community collaboration, strengthen organizations that serve youth, and support programs that increase career, education and service opportunities for young people. In 1992, approved grants exceeded \$96 million.

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

#

FACTS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

NEH-93-007-L

NEH/READER'S DIGEST TEACHER-SCHOLARS FOR 1993-94

CONNECTICUT, Fairfield/Bridgeport

Joseph Gerics, Fairfield College Preparatory School
North Benson Road, Fairfield, CT 06430
School phone: (203) 245-4000, ext. 2633
Home address: 1860 Park Avenue, Bridgeport, CT 06604
Project: The History of Father Panik Village: A Case Study in
Urban History

CONNECTICUT, Derby/Stratford

Raymond Nalewajk, Derby High School
Nutmeg Avenue, Derby, CT 06418
School phone: (203) 734-9293
Home address: 2454 Broadbridge Avenue, Stratford, CT 06497
Project: Contemporary Latin American Literature: El Boom,
Its Predecessors and Its Descendants

CONNECTICUT/MASSACHUSETTS, Winsted/Monterey

John Higgins, The Gilbert School
Williams Avenue, Winsted, CT 06098
School phone: (203) 379-8521
Home address: P.O. Box 351, Monterey, MA 01245
Project: Patterns of Thought in Early Medieval Britain and Ireland

DELAWARE, Milford/Lewes

Mercedes Ferrari, Milford High School
1019 North Walnut Street, Milford, DE 19963
School phone: (302) 422-1610
Home address: 79 Elm Drive, Edgewater Estates, Lewes, DE 19958
Project: Shakespeare and Existentialism: A Dialogue

DISTRICT OF COLUMBIA

Susan Ikenberry, Georgetown Day School
4200 Davenport Street, N.W., Washington, DC 20016
School phone: (202) 966-2666
Home address: 5713 MacArthur Blvd., N.W., Washington, DC 20006
Project: "Be True to Your School": An Examination of Student
Life through Novels and Stories, 1850-1950

DISTRICT OF COLUMBIA

Lindsay McAuliffe, Sidwell Friends School
3825 Wisconsin Avenue, N.W., Washington, DC 20016
School phone: (301) 656-4081
Home address: 5001 Macomb Street, N.W., Washington, DC 20016
Project: Traditional Chinese Culture from Sung to Ming
Dynasties

HAWAII, Honolulu

Irene J. Lee, Mid-Pacific Institute
Honolulu, HI 96822
School phone: (808) 973-5000
Home address: 1716 Alewa Drive, Honolulu, HI 96817
Project: A Study of Chinese-American Literature as a Mirror of
Cross-Cultural Assimilation and Cultural Redefinition

LOUISIANA, New Orleans

Linda Hobson, Newman School
1903 Jefferson Avenue, New Orleans, LA 70115
School phone: (504) 899-5641
Home address: 1427 Calhoun Street, New Orleans, LA 70118
Project: Shadows on the Land, Mermaids in the Sea: A Study of
Southern Novelist Elizabeth Spencer

MAINE, Portland/South Portland

James Tucker, Deering High School
370 Stevens Avenue, Portland, ME 04103
School phone: (207) 874-8260
Home address: 121 Pilgrim Road, South Portland, ME 04106
Project: Classical Greece: History as Literature, Literature
as History

MAINE, Winthrop/Wayne

Linda McKee, Winthrop High School
Highland Avenue, Winthrop, ME 04364
School phone: (207) 377-2228
Home address: Box 280, North Pond Road, Wayne, ME 04284
Project: Close to the Heart: The Oral Tradition of the Indians of
Maine

MINNESOTA, Brainerd/Baxter

Stuart Lade, Brainerd High School
702 South 5th Street, Brainerd, MN 50401
School phone: (218) 828-5261
Home address: 41 Norway Drive, North, Baxter, MN 56401
Project: Patriotic Paranoia: The Challenge to American Civil
Liberties during the First World War

MINNESOTA, Richfield/Bloomington

Michael Oiseth, Richfield High School
7001 Harriet Avenue South, Richfield, MN 55423
School phone: (612) 861-8245
Home address: 10119 Boone Circle, Bloomington, MN 55438
Project: Three Contemporary Native American Authors and Their
Tribal Contexts

MINNESOTA, Minneapolis

Paul Thomas, Breck School
123 Ottawa Avenue North, Minneapolis, MN 55422
School phone: (612) 347-9210
Home address: 2811 Xerxes Avenue South, Minneapolis, MN 55416
Project: The Imagination of E.R. Eddison

MINNESOTA, Farmington/Northfield

Sally Legrand, Farmington High School
800 Denmark Avenue, Farmington, MN 55024
School phone: (612) 463-6501
Home address: 710 Orchard Place, Northfield, MN 55057
Project: Architecture as Individual and Collective Historical
Narrative

MONTANA, Clancy/Helena

Harriet Porzig, Montana City School
Star Route, Box 127, Clancy, MT 59634
School phone: (406) 442-6779
Home address: 712 Holter Street, Helena, MT 59601
Project: Reflecting Nature: Visual and Literary Images of the
Garden

NEW YORK, Flushing/Brooklyn

Richard V. Russo, Townsend Harris High School at Queens College
75-40 Parsons Boulevard, Flushing, NY 11366
School phone: (718) 969-1433
Home address: 228 91st Street, Brooklyn, NY 11209
Project: The Dorothy L. Sayers/C.S. Lewis Latin Project

NEW YORK, Brooklyn

Barbara Svenson, Midwood High School at Brooklyn College
Bedford Avenue and Glenwood Road, Brooklyn, NY 11210
School phone: (718) 859-9200
Home address: 31 Pierrepont Street, Brooklyn, NY 11201
Project: Crime in the Victorian Novel

NEW YORK, New York City

Jane Mallison, Trinity School
139 West 91st Street, New York, NY 10024
School phone: (212) 932-6889
Home address: 55 West 75th Street, New York, NY 10023
Project: The Four Aeneases: A Comparative Study of Homer's Iliad
Virgil's Aeneid (Books VII-XII), and Translations by
Pope and Dryden

NEW YORK, New York City/Roosevelt Island

Audrey Maurer, Hunter College High School
New York, NY 10128
School phone: (212) 860-1252
Home address: 540-13 Main Street
Roosevelt Island, NY 10044
Project: Proficiency Oriented Materials in Russian Literature
and Culture at the High School Level

NEW YORK, Syracuse

Beulah Learnard Levine, Center for Inquiry, Blodgett School
312 Oswego Street, Syracuse, NY 13204
School phone: (315) 435-5841
Home address: 307 Clarendon Street, Syracuse, NY 13210
Project: The Triumph of Renaissance Ideas: Mastery and
Meaning in the Works of Leonardo and
Michelangelo

NORTH CAROLINA, Durham

Susan Schmidt, North Carolina School of Science and Math
P.O. Box 2418, Durham, NC 27715
School phone: (919) 286-3366
Home address: Durham, NC 27705
Project: Environmental Literature: Nature in American Culture

NORTH CAROLINA, Mayodan/Greensboro

John York, D.L. McMichael High School
6845 Highway 135, Mayodan, NC 27027
School phone: (919) 427-5165
Home address: 623 South Mendenhall Street, Greensboro, NC 27403
Project: Contemporary Poetry of North Carolina

NORTH CAROLINA, Raleigh

Sally Humble, Enloe High School
226 Clarendon Crescent, Raleigh, NC 27610
School phone: (919) 856-7866
Home address: 3417 Ocotea Street, Raleigh, NC 27607
Project: African Autobiography and Fiction: 1950 to the Present

OHIO, Hunting Valley/Highland Heights

Pat Aliazzi, University School
2785 S.O.M. Center Road, Hunting Valley, OH 44022
School phone: (216) 831-2200
Home address: 936 Brainard Road, Highland Heights, OH 44143
Project: The Other Rome: An Interdisciplinary Study of Byzantium

PENNSYLVANIA, Philadelphia

Michele Rodgers, Kennedy Crossan School
Bingham and Bleigh Streets, Philadelphia, PA 19111
School phone: (215) 728-5014
Home address: 1610 Yerkes Street, Philadelphia, PA 19150
Project: Temples for Tomorrow: The Artistry of Langston Hughes
and Zora Neale Hurston

TENNESSEE, Knoxville/Kingston

Mark Banker, Webb School of Knoxville
9800 Webb School Drive, Knoxville, TN 37923
School phone: (615) 693-0011
Home address: Route 4, Box 214-A, James Ferry Road, Kingston, TN 37763
Project: Mountain Peoples and Mainstream America: A Comparative
Study of the Southern Appalachian and Hispanic New Mexican
Experience

TENNESSEE, Copperhill/Ocoee

Rebecca Mobbs, Copper Basin High School
Route #1, Box 250, Copperhill, TN 37317
School phone: (615) 496-3291
Home address: Route #1, Box 332, Ocoee, TN 37361
Project: N. Scott Momaday: Artist and Writer

TEXAS, Austin

Cynthia R. Johnson, Covington Middle School
3700 Convict Hill Road, Austin, TX 78749
School phone: (512) 892-1643
Home address: 7705 Elderberry Drive, Austin, TX 78745
Project: Civil War Nurses: Angels of Mercy

TEXAS, Arlington/Fort Worth

Ramona Kerby, J.B. Little Elementary School
3721 Little Road, Arlington, TX 76016
School phone: (817) 446-4183
Home address: 6916 Martha Lane, Fort Worth, TX 76112
Project: The Story of the Alamo

UTAH, Richfield

Judy Busk, Richfield High School
510 West 100 South, Richfield, UT 84701
School phone: (801) 896-8247
Home address: 540 West 400 North, Richfield, UT 84701
Project: Nineteenth-Century Pioneer Women: Public Images/Private Attitudes

VIRGINIA, Washington/Manassas

Kay Larrieu, Wakefield Country Day School
Box 513, Washington, VA 22747
School phone: (703) 635-8555
Home address: 8230 MacBeth Street, Manassas, VA 22110
Project: The Genius of Homer

VIRGINIA, Middleburg

Sharon Deal, Foxcroft School
Route 626, Middleburg, VA 22117
School phone: (703) 687-5555
Home address: Middleburg, VA 22117
Project: The Poetry of Meditation: Donne, Herbert, Roethke, and Graham

VIRGINIA, Middleburg

Anna Sheats, Foxcroft School
Route 626, Middleburg, VA 22117
School phone: (703) 687-5555
Home address: Middleburg, VA 22117
Project: The Woman's Voice in French Literature

WASHINGTON, Port Townsend/Enumclaw

Cynthia Powell, Port Townsend High School
1610 Blaine Street, Port Townsend, WA 98368
School phone: (206) 385-2121
Home address: 1230 Porter Street, Enumclaw, WA 98022
Project: The Economic and Cultural Impact of Marginal Women on Three Frontier Urban Communities: Wallace, Idaho; Port Townsend, Washington; and Missoula, Montana (1870-1915)

WISCONSIN, Milwaukee

Clare Hanrahan, Rufus King High School
1801 West Olive Street, Milwaukee, WI 53209
School phone: (414) 374-5450
Home address: 2929 North Summit Avenue, Milwaukee, WI 53211
Project: African Writers of French Expression

FACTS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

NEH-93-007-F

**NATIONAL ENDOWMENT FOR THE HUMANITIES/
DEWITT WALLACE-READER'S DIGEST
TEACHER-SCHOLAR PROGRAM
FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS**

Background

In 1988, 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 (NEH), in partnership with the DeWitt Wallace-Reader's Digest Fund, instituted a special program for elementary and secondary school teachers. Under the Teacher-Scholar Program, teachers from across the country 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 designed to give selected humanities teachers an opportunity to spend a year studying texts, topics and issues that bear on 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 scholarship is a valuable means of professional renewal for teachers; and
- (3) raises the status of teachers both within the educational community and in society as a whole.

The Program's Intellectual Focus

The Teacher-Scholar Program focuses on academic study of the humanities, with particular emphasis on history, literature, the classics, and foreign languages and literatures. Applicants are required to submit a study plan which establishes an intellectual rationale for the project and includes an intensive examination of significant primary and secondary humanities texts. To assure access to appropriate resources during the study period, teachers are encouraged to establish a working relationship with nearby scholars, academic libraries, archives or museums. A recipient may enroll in as many as two college courses or other educational programs during the tenure of the award provided such work is directly relevant to the proposed project. Teacher-Scholars are also encouraged to choose an academic mentor to provide ongoing advice concerning the content and direction of the project. The focus of the project should be independent academic study in a humanities discipline.

The Grant

The maximum stipend awarded by NEH is \$30,000. The award is intended to replace the teacher's academic year salary either directly or in conjunction with sabbatical pay. Recipients may not receive more than their academic year salary through a combination of sources, and they may receive less if their salary level exceeds the amount available from the Endowment and no other source of support is forthcoming. In addition, a \$500 honorarium will be provided for a mentor if the recipient elects to work with an expert in the field of his or her study.

Topics the Endowment Will Not Fund

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. The Teacher-Scholar Program does not support projects whose primary emphasis is pedagogical. The purpose of the award is independent study, not the full or partial completion of requirements for an advanced degree or other certification.

Conditions of Eligibility

Teachers may apply for a Teacher-Scholar award if they:

- (1) are employed full-time in elementary, middle or secondary 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;
- (2) have completed at least three years of full-time teaching at the time of the application and intend to return to teaching for at least two years after completing the project;
- (3) are U.S. citizens or foreign nationals who have been residents of the United States or its jurisdictions for at least the three years immediately preceding the application deadline date (American citizens teaching American students full-time in countries other than the U.S may also apply); and
- (4) are not past recipients of an NEH/Reader's Digest Teacher-Scholar award.

How to Apply

For NEH/Reader's Digest Teacher-Scholar projects that would begin in September 1994, applications must be received at the Endowment by May 1, 1993.

Guidelines and application forms are available by writing: NEH/Reader's Digest Teacher-Scholar Program, Division of Education Programs, Room 302, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506. The telephone number is (202) 606-8377.

#

FACTS

National Endowment
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A Federal Agency

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

202/606-8449

NEH-93-007-F

**NATIONAL ENDOWMENT FOR THE HUMANITIES/
DEWITT WALLACE-READER'S DIGEST
TEACHER-SCHOLAR PROGRAM
FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS**

Background

In 1988, 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 (NEH), in partnership with the DeWitt Wallace-Reader's Digest Fund, instituted a special program for elementary and secondary school teachers. Under the Teacher-Scholar Program, teachers from across the country 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 designed to give selected humanities teachers an opportunity to spend a year studying texts, topics and issues that bear on 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 scholarship is a valuable means of professional renewal for teachers; and
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- (3) are U.S. citizens or foreign nationals who have been residents of the United States or its jurisdictions for at least the three years immediately preceeding the application deadline date (American citizens teaching American students full-time in countries other than the U.S may also apply); and
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1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

202/606-8449

For More Information Contact:

James Turner, NEH, 202/606-8449

Thomas Lindsay, 703/759-2137 (April to June 1993)

NEH-93-008-N

FOR IMMEDIATE RELEASE

FALL OF COMMUNISM RECALLS ARISTOTLE'S "CHALLENGE TO MODERNITY"

Fellowship Among First Grants Awarded Through
National Endowment for the Humanities'
"Emergence of Democracy" Initiative

WASHINGTON, April 5 -- Could the fall of the Soviet Union actually be bad for the United States?

"Strong clues to the answer may be found in Aristotle," contends Thomas Lindsay, a political science professor from the University of Northern Iowa at Cedar Falls. Lindsay, a recent recipient of a National Endowment for the Humanities (NEH) fellowship, points out that Aristotle pondered many of the same questions debated by today's political theorists.

"Does democracy need an adversary to maintain its courage and ideals? Does the absence of an awesome enemy (such as the Soviet Union) cause democracy to go soft? These questions are not new with us," says Lindsay. "Aristotle himself grappled with these issues nearly 2,500 years ago. His conclusions on the subject will be important sources of illumination as the entire world seeks to understand the post-Cold War era."

Lindsay's \$30,000 NEH fellowship will enable him to undertake full-time independent study during the next academic year to research the topic "Toward an Education for Democracy: Aristotle's

- MORE -

Challenge to Modernity."

NEH fellowships, awarded through the Endowment's Division of Fellowships and Seminars, afford individual scholars, teachers and other interpreters of the humanities opportunities to undertake study or research for periods ranging from several weeks to one year.

Lindsay's fellowship is just one of more than 40 grants awarded since November under NEH's Special Initiative on the Emergence of Democracy, which commemorates the 2,500th anniversary of the birth of democracy in Athens and also recognizes the recent spread of democratic institutions throughout eastern Europe, the former Soviet Union, Latin America, Asia and Africa.

"Thomas Lindsay's project exemplifies the Endowment's interest in scholarship and programs on the history and development of democracy," said NEH Acting Chairman Jerry L. Martin. "It is especially timely in light of the struggle for democracy in the nations of the former Soviet Union."

The Endowment initiative, which involves all programs within its six divisions and Office of Challenge Grants, encourages project proposals reflective of the history and philosophy of democracy as well as the historical and cultural contexts of democratic movements around the globe.

Professor Lindsay plans to write a book as a result of his research.

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



ΑΡΙΣΤΟΤΕΛΗΣ

ΕΚ ΤΟΥ ΕΝ ΡΩΜΗ ΠΑΛΑΤΙΟΥ ΣΠΑΔΑ (seconda)

Greek philosopher Aristotle (384-322 B.C.), whose *Politics* is the basis for a current study of democracy by University of Northern Iowa professor Thomas K. Lindsay.

**NH National Endowment
EH for the Humanities**



Thomas K. Lindsay, associate professor of political science at the University of Northern Iowa at Cedar Falls.

**NH National Endowment
EH for the Humanities**

(Photo courtesy of Thomas K. Lindsay)

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Washington, D.C. 20506

202/606-8449

For More Information Contact:

James Turner, NEH, (202) 606-8449

Keith W. Kintigh, Arizona State University, (602) 965-6213

NEH-92-009-N-01

FOR IMMEDIATE RELEASE

ARIZONA STATE UNIVERSITY SCHOLAR AWARDED RESEARCH GRANT FROM THE NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, April 8 -- The National Endowment for the Humanities (NEH) today announced that it has awarded a \$50,000 archaeological research grant to Arizona State University professor Keith W. Kintigh for a project titled "Protohistoric Transitions at Zuni."

This project will be a study of archaeological collections from three late prehistoric Zuni towns in the American Southwest to interpret Zuni social changes in the three centuries before Euroamerican contact.

In all, the Endowment announced 29 grants to institutions and independent scholars located in 19 states, the District of Columbia and Mexico. The grants, totaling more than \$2.1 million in outright and matching funds, will support archaeological research projects taking place in 15 countries spread across five continents. The projects include studies of paleolithic cave dwellings, ancient cities, temples and shipwrecks, and native cultures of the Americas and other areas.

"Our understanding of the past will be strengthened by these exemplary archaeology projects," said NEH Acting Chairman Jerry L. Martin. "We are pleased to support these exciting endeavors occurring around the globe."

Archaeological projects are funded under the Interpretive Research Program of the Endowment's Division of Research, which supports a range of programs designed to advance the state of knowledge in all disciplines of the humanities. The division supports preparation of important editions and translations for publication, preparation of reference materials, conduct of interpretive studies, research conferences and other projects.

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202/606-8449

For More Information Contact:

James Turner, NEH, (202) 606-8449

Albert Leonard, University of Arizona, (602) 621-1689

NEH-92-009-N-02

FOR IMMEDIATE RELEASE

**UNIVERSITY OF ARIZONA SCHOLAR AWARDED RESEARCH GRANT FROM
THE NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, April 8 -- The National Endowment for the Humanities (NEH) today announced that it has awarded a \$15,000 archaeological research grant to University of Arizona professor Albert Leonard for a project titled "Publication of the Excavations at Naukratis in the Egyptian Nile Delta."

This project will be a final six-month interpretive study before publication of the excavations at Naukratis, Egypt, integrating findings from five seasons of work at this Greek trading post in the Nile Delta, c. 800 B.C.-A.D. 300.

In all, the Endowment announced 29 grants to institutions and independent scholars located in 19 states, the District of Columbia and Mexico. The grants, totaling more than \$2.1 million in outright and matching funds, will support archaeological research projects taking place in 15 countries spread across five continents. The projects include studies of paleolithic cave dwellings, ancient cities, temples and shipwrecks, and native cultures of the Americas and other areas.

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202/606-8449

For More Information Contact:

James Turner, NEH, (202) 606-8449

Carol A. Redmount, University of California-Berkeley, (510) 642-3757

NEH-92-009-N-03

FOR IMMEDIATE RELEASE

**UNIVERSITY OF CALIFORNIA-BERKELEY SCHOLAR AWARDED RESEARCH GRANT FROM
THE NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, April 8 -- The National Endowment for the Humanities (NEH) today announced that it has awarded a \$95,000 archaeological research grant to University of California-Berkeley professor Carol A. Redmount for a project titled "Archaeological Investigations of Tell El-Mugdam, Egypt."

This project will involve three years of excavation and study at Tell el-Mugdam, Egypt, a Nile Delta town site predominantly of the first millennium B.C., to examine later Egyptian urban history.

In all, the Endowment announced 29 grants to institutions and independent scholars located in 19 states, the District of Columbia and Mexico. The grants, totaling more than \$2.1 million in outright and matching funds, will support archaeological research projects taking place in 15 countries spread across five continents. The projects include studies of paleolithic cave dwellings, ancient cities, temples and shipwrecks, and native cultures of the Americas and other areas.

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Washington, D.C. 20506

202/606-8449

For More Information Contact:

James Turner, NEH, (202) 606-8449

Guillermo Algaze, University of California-San Diego, (619) 534-2965

NEH-92-009-N-04

FOR IMMEDIATE RELEASE

**UNIVERSITY OF CALIFORNIA-SAN DIEGO SCHOLAR AWARDED RESEARCH GRANT FROM
THE NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, April 8 -- The National Endowment for the Humanities (NEH) today announced that it has awarded a \$102,000 archaeological research grant to University of California-San Diego professor Guillermo Algaze for a project titled "Syro-Anatolian State Formation: Excavations at Titrish Hoyuk."

This project will involve three years of excavation and analysis at the 3rd millennium B.C. site of Titrish Hoyuk in Turkey to study the formation of early states and cities in Syro-Anatolia.

In all, the Endowment announced 29 grants to institutions and independent scholars located in 19 states, the District of Columbia and Mexico. The grants, totaling more than \$2.1 million in outright and matching funds, will support archaeological research projects taking place in 15 countries spread across five continents. The projects include studies of paleolithic cave dwellings, ancient cities, temples and shipwrecks, and native cultures of the Americas and other areas.

"Our understanding of the past will be strengthened by these exemplary archaeology projects," said NEH Acting Chairman Jerry L. Martin. "We are pleased to support these exciting endeavors occurring around the globe."

Archaeological projects are funded under the Interpretive Research Program of the Endowment's Division of Research, which supports a range of programs designed to advance the state of knowledge in all disciplines of the humanities. The division supports preparation of important editions and translations for publication, preparation of reference materials, conduct of interpretive studies, research conferences and other projects.

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1100 Pennsylvania Ave., N.W.
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NEH-93-009-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Research Programs
Projects in Archaeology - April 1993

NOTE: Matching funds are awarded on a one-to-one basis. The applicant must raise the matching amount in cash from non-federal sources. Outright grants are not contingent on the applicants' raising monies for the project.

ARIZONA

Arizona State University, Tempe.....\$50,000
Media Contact: Keith W. Kintigh, (602) 965-6213
Project Title: Protohistoric Transitions at Zuni
Description: A study of archaeological collections from three late prehistoric Zuni towns in the American Southwest to interpret Zuni social changes in the three centuries before Euroamerican contact.

University of Arizona, Tucson.....\$15,000
Media Contact: Albert Leonard, (602) 621-1689
Project Title: Publication of the Excavations at Naukratis in the Egyptian Nile Delta
Description: A final six-month interpretive study before publication of the excavations at Naukratis, Egypt, integrating findings from five seasons of work at this Greek trading post in the Nile Delta, c. 800 B.C.-A.D. 300.

CALIFORNIA

University of California, Berkeley.....\$95,000
(Outright)...\$45,000
(Match)...\$50,000

Media Contact: Carol A. Redmount, (510) 642-3757
Project Title: Archaeological Investigations of Tell el-Muqdam, Egypt
Description: Three years of excavation and study at Tell el-Muqdam, Egypt, a Nile Delta town site predominantly of the first millennium B.C., to examine later Egyptian urban history.

University of California, San Diego.....\$102,000
(Outright)...\$45,000
(Match)...\$57,000

Media Contact: Guillermo Algaze, (619) 534-2965
Project Title: Syro-Anatolian State Formation: Excavations at Titrish Hoyuk
Description: Three years of excavation and analysis at the 3rd millennium B.C. site of Titrish Hoyuk in Turkey to study the formation of early states and cities in Syro-Anatolia.

University of California, Santa Barbara.....\$15,000
Media Contact: Frederick J. Bove, (805) 893-2548
Project Title: State Evolution on the Pacific Coast of Guatemala
Description: Analysis of materials from Mesoamerican sites on the Pacific coast of Guatemala that will result in publications of the excavation and survey, an interpretive volume and a new ceramic chronology for the region.

CONNECTICUT

Yale University Press, New Haven.....\$57,300
Media Contact: Charles Grench, (203) 432-0904
Project Title: The Formation of Chinese Civilization: An Archaeological Perspective
Description: A multiauthored synthesis of the last four decades of research in Chinese archaeology, covering topics from early human prehistory through the Bronze Age of China to the end of the Han Dynasty, 3rd century B.C. The book will be the first to present the joint research of Chinese and American archaeologists.

DELAWARE

University of Delaware, Newark.....\$35,000
 Media Contact: George L. Miller, (302) 831-6320
 Project Title: English and American Ceramics, 1846-1917: Price, Index Values
 and Chronology
 Description: A study of English ceramics, primarily white graniteware, used
 in the U.S. between 1846 and 1917, to create a set of price index values for
 historians to study consumer behavior.

DISTRICT OF COLUMBIA

Aslihan K. Yener (Independent Scholar), Washington.....\$145,000
 (Outright)...\$45,000
 (Match)...\$100,000
 Media Contact: Aslihan K. Yener, (301) 238-3719
 Project Title: The Archaeological Investigation of Tin Production:
 Prehistoric Metallurgy in South Central Turkey
 Description: Three years of excavation and analysis at Goltepe, Turkey, and
 the nearby tin mine at Kastel to study the nature of metallurgy and exchange
 systems at this 4th to 2nd millennium B.C. site.

FLORIDA

University of Florida, Gainesville.....\$105,000
 (Outright)...\$80,000
 (Match)...\$25,000
 Media Contact: William H. Marquardt, (904) 392-7188
 Project Title: Year of the Indian: Archaeology of the Calusa People
 Description: Analysis and publication of work at two island sites off the
 Florida Gulf coast exploring the possible existence of a sedentary maritime
 culture 3,000 years earlier than previously believed.

GEORGIA

Georgia State University, Atlanta.....\$65,000
 (Outright)...\$60,000
 (Match)....\$5,000
 Media Contact: Robert L. Blakely, (404) 651-2255
 Project Title: Covert Medical Practices in 19th-Century Georgia
 Description: Analysis and publication of medical artifacts and skeletonized
 body parts excavated from a 19th-century building of the Medical College of
 Georgia in Augusta. The focus is on medical practices when dissection was
 illegal.

HAWAII

University of Hawaii, Honolulu.....\$101,000
 (Outright)...\$45,000
 (Match)...\$56,000
 Media Contact: Barry V. Rolett, (808) 956-7546
 Project Title: Marquesan Prehistory and the East Polynesian Homeland
 Description: Archaeological excavation, survey and analysis of habitation
 remains dating back some 2,000 years on Nukuhiva Island in the Marquesas
 Islands.

ILLINOIS

University of Illinois, Chicago.....\$95,000
 (Outright)...\$65,000
 (Match)...\$30,000
 Media Contact: Elizabeth R. Gebhard, (312) 947-9875
 Project Title: The Archaeology of Cult and Settlement at Isthmia
 Description: A three-year program of analysis of material excavated at the
 Panhellenic sanctuary of Poseidon at Isthmia, Greece, and at the Rachi shrine
 and settlement. An international team will produce final publications on
 excavations conducted at Isthmia since 1952.

INDIANA

Indiana University, Bloomington.....\$100,000
(Outright)...\$80,000
(Match)...\$20,000
Media Contact: Karen D. Vitelli, (812) 855-1421
Project Title: Publication of the Results of the Franchthi Cave Excavations
Description: Publication of studies on the discoveries from the later
Paleolithic through Neolithic site at Franchthi Cave, Greece.

MARYLAND

Johns Hopkins University, Baltimore.....\$85,000
(Outright)...\$45,000
(Match)...\$40,000
Media Contact: Glenn M. Schwartz, (410) 516-8492
Project Title: Excavations at Umm el-Marra, a Bronze Age Urban Center of
Western Syria
Description: Three years of excavation and study at the Early through Late
Bronze Age site of Umm el-Marra, in western Syria, c. 2500-1500 B.C. Urban
life and relations between Syrian cities and Mesopotamia will be explored.

MASSACHUSETTS

Donald R. Keller (Independent Scholar), Somerville.....\$10,500
Media Contact: Donald R. Keller, (617) 495-9025
Project Title: Southern Euboea Exploration Project: Reconnaissance Survey
Description: Two months of reconnaissance survey in southern Euboea, an
island off Attica, Greece, which has already yielded 200 previously unknown
sites and is expected to add to the reconstruction of Greek history.

MINNESOTA

University of Minnesota-Twin Cities, Minneapolis.....\$25,000
Media Contact: Sheila J. McNally, (612) 625-5353
Project Title: The Interpretation of Diocletian's Palace, Split
Description: A study season at the palace of Diocletian at Split, Croatia,
focusing on a new interpretation of this late Roman imperial center based on
recent archaeology and new architectural and historical studies.

NEBRASKA

University of Nebraska, Lincoln.....\$110,000
(Outright)...\$100,000
(Match)...\$10,000
Media Contact: Karl J. Reinhard, (402) 472-6858
Project Title: Archaeology and History of the Omaha and Ponca Tribes:
1775-1810 Mortuary Remains
Description: Analysis and publication of mortuary remains of the Ponca and
Omaha tribes of the central plains, 1775-1810, focusing on the positive and
negative effects of Euroamerican contact and the fur trade.

NEW YORK

Rochester Museum and Science Center, Rochester.....\$95,000
Media Contact: Bonnie Hughes, (716) 271-4320, ext. 234
Project Title: A Study of the Effects of European Contact on the Seneca:
Analysis and Publication Preparation
Description: Analysis and publication of archaeological collections from
three Seneca Indian village sites in upstate New York to document the effects
of Euroamerican contact in the 16th and 17th centuries.

OHIO

University of Cincinnati, Cincinnati.....(Match)...\$100,000
Media Contact: C. Brian Rose, (513) 556-2000
Project Title: Troy Excavation Project
Description: A three-year project of excavation and analysis at the site of
Troy, Turkey, focusing on the post-Bronze Age history of the city.

OHIO (continued)

Case Western Reserve University, Cleveland.....\$90,000
(Outright)...\$30,000
(Match)...\$60,000

Media Contact: James W. Flanagan, (216) 368-4129
Project Title: Tell Nimrin Project
Description: Excavations of a Middle Bronze, Late Bronze and Iron Age fortified tell on the east bank of the Jordan River (c. 2000 to 590 B.C.) to study ecological factors in those periods.

PENNSYLVANIA

University of Pennsylvania, Philadelphia.....\$45,000
(Outright)...\$15,000
(Match)...\$30,000

Media Contact: Richard L. Zettler, (215) 898-9492
Project Title: Excavations at Tell es-Sweyhat: Urban Form in Late Third Millennium B.C. Syria
Description: A year of excavation and analysis at the late third millennium B.C. settlement at Tell es-Sweyhat, Syria, to study the nature of urbanism in the upper Euphrates River valley.

TENNESSEE

University of Tennessee, Knoxville.....\$108,000
(Outright)...\$60,000
(Match)...\$48,000

Media Contact: Geraldine C. Gesell, (615) 974-5383
Project Title: The Kavousi Project
Description: A three-year study of the excavations of the Late Bronze and early Iron Age sites of Vronda and Kastro, near Kavousi, Crete.

Memphis State University, Memphis.....\$85,000
(Outright)...\$65,000
(Match)...\$20,000

Media Contact: William J. Murnane, (901) 678-2515
Project Title: Discerning Religious Thought in Egyptian Art: Epigraphic Survey of Karnak Hypostyle Hall
Description: Three years of recording and analysis at the Great Hypostyle Hall at Karnak, Egypt, which includes epigraphic and photographic recording of the relief sculptures and interpretation of ancient Egyptian religious ideology.

TEXAS

University of Texas, Arlington.....\$34,000
(Outright)...\$15,000
(Match)...\$19,000

Media Contact: Karl M. Petruso, (817) 273-3291
Project Title: Archaeological Research in Southern Albania: The Sarande Project, 1993
Description: A one-year project including excavation, survey and analysis focusing on the Stone Age culture in southern Albania.

Texas A&M Research Foundation, College Station.....\$56,000
(Outright)...\$15,000
(Match)...\$41,000

Media Contact: George F. Bass, (409) 845-6695
Project Title: A Survey for Ancient Shipwrecks in the Black Sea, Mediterranean Sea and Persian Gulf
Description: A multinational underwater survey of ancient shipwrecks in the western Black Sea, the eastern Mediterranean and the Persian Gulf to provide a new framework for future Institute of Nautical Archaeology projects.

WISCONSIN

University of Wisconsin, Madison.....\$170,000
 (Outright)...\$45,000
 (Match)...\$125,000

Media Contact: Jonathan M. Kenoyer, (608) 262-2866
 Project Title: The Harappa Archaeological Research Project: Investigations
 at an Urban Center of the Indus Valley Civilization
 Description: A three-year excavation at the early Indus Valley site of
 Harappa, Pakistan, to investigate the history of the settlement from about
 3300 B.C. to the present, including the issue of the growth and decline of
 urbanism.

 Mario A. Rivera (Independent Scholar), Oak Creek.....(Match)...\$11,000

Media Contact: Mario A. Rivera, (414) 768-0272
 Project Title: Archaeological Excavations at the Plaza Complex in Ramaditas,
 Atacama Desert, Northern Chile
 Description: Excavation and analysis of the elite plaza complex adjoining
 residential and manufacturing compounds in a small prehistoric village of the
 Formative Period, c. 300 B.C., in northern Chile.

 Ripon College, Ripon.....\$75,000
 (Outright)...\$45,000
 (Match)...\$30,000

Media Contact: Jeffrey Quilter, (414) 748-8324
 Project Title: The Rivas Site and the Panteon de la Reina
 Description: An archaeological survey, excavation and analysis of the remains
 of a late prehispanic society in southern Costa Rica, focusing on elite and
 non-elite architecture, burial practices and the social system.

 OTHER

Ann C. Guillen (Independent Scholar), Mexico.....\$95,000
 (Outright)...\$45,000
 (Match)...\$50,000

Media Contact: Ann C. Guillen, (Mexico) (525) 548-7828
 Project Title: Archaeological Investigations at San Lorenzo Tenochtitlan,
 Veracruz, Mexico
 Description: Excavation and analysis of domestic sites, a regional survey and
 a paleoenvironmental analysis at San Lorenzo Tenochtitlan, an Olmec or early
 preclassic Mesoamerican center, c. 2300-1 B.C, in Vera Cruz, Mexico.

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FACTS

National Endowment
for the Humanities

A Federal Agency

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

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NEH-93-009-F

**NATIONAL ENDOWMENT FOR THE HUMANITIES
DIVISION OF RESEARCH PROGRAMS
INTERPRETIVE RESEARCH PROJECTS**

The National Endowment for the Humanities is an independent federal agency that supports research, education, preservation and public programs in the humanities. Grants are made through six divisions -- Education Programs, Fellowships and Seminars, Preservation and Access, Public Programs, Research Programs and State Programs -- and one office -- the Office of Challenge Grants.

The Division of Research Programs

The purpose of the division is to strengthen the intellectual foundations of the humanities through the support of significant and influential research. Grants in this division provide support for the preparation for publication of editions, translations and other important works in the humanities; the preparation of reference materials; the conduct of large or complex interpretive studies; research conferences; and research opportunities offered through independent research centers and scholarly organizations. The division operates through seven programs: Interpretive Research, Editions, Translations, Publication Subvention, Reference Materials, Centers for Advanced Study, and International Research.

Interpretive Research

Interpretive Research grants provide support for scholarly research and interpretation that will advance knowledge and enhance the understanding of topics, themes or issues of central importance to the humanities. Grants can be for a period of up to three years, and all projects are expected to result in significant scholarly publications. Applications are accepted for four types of projects: Collaborative Projects; Archaeology; Humanities, Science and Technology; and Conferences.

Collaborative Projects

Collaborative Projects grants support cooperative research projects involving two or more scholars for periods of more than one year. Projects are expected to build upon existing scholarship, address the problems of intellectual fragmentation, use comparative or interdisciplinary approaches, or aim for comprehensive treatment of broad topics. Projects may require various combinations of scholars, consultants and research assistants; project-related travel; and technical support and services. Awards normally range from \$10,000 to \$250,000 over a maximum grant period of three years.

Archaeology

The Endowment supports Archaeology Projects that promise to strengthen understanding of history and culture by disseminating the results of archaeological fieldwork. Support for research at foreign and domestic sites may encompass survey, excavation, materials analysis, laboratory work and field reports. Support is available for site and artifact conservation only if these elements are an integral part of a larger project that focuses on problems of research and interpretation in the humanities.

The Endowment will support projects that include survey and excavation components with outright funds of up to \$20,000 per year; additional support is available only through federal matching funds.

Humanities, Science and Technology

Humanities, Science and Technology grants support research that brings to bear the knowledge, methods and perspectives of the humanities on the subjects of science, technology and medicine. Historical research and studies of current topics are eligible, but studies of current science, technology or medicine must deal with fundamental issues, and the humanities must play a central role. The Endowment encourages studies that promote the collaboration of humanities scholars with scientists as well as projects that promise to improve interdisciplinary approaches to research.

Support is available for research in many areas of inquiry that include, but are not limited to, the form, content and purposes of scientific knowledge; the processes through which scientific knowledge is developed; the invention, innovation and transfer of technology; the social, moral and legal meaning of specific scientific and technological innovations; the interaction among sciences, technology, medicine and other elements of culture; and the methods and concepts that the humanities use to study science, technology and medicine. The Endowment supports projects that employ historical and philosophical approaches to the social sciences but does not support empirical social scientific research, specific policy studies or technical impact assessments.

Awards normally range from \$10,000 to \$200,000, and the use of federal matching funds is encouraged.

Conferences

Grants support Conferences designed to advance the state of research in a field or topic of major importance in the humanities. These conferences bring together scholars working on related topics in one or several disciplines at a time when the open exchange of ideas will most benefit ongoing research. A conference may respond to the recognition of a critical juncture in research on a particular topic, the availability of new data or materials, or the need to integrate the results of disparate studies and other developments that affect future directions for research.

Recurrent meetings of professional organizations, societies, and formal or informal associations of scholars are not eligible in this program.

Grants range from \$6,000 to \$40,000 depending on the nature of the project and the number of presenters. The use of federal matching funds is encouraged.

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NEH-92-009-N-09

James Turner, NEH, 202/606-8449

William H. Marquardt, University of Florida, 904/392-7188

FOR IMMEDIATE RELEASE

**RESEARCH PUSHES BACK ESTIMATES
OF COASTAL SOUTH FLORIDA SETTLEMENT
BY MORE THAN 2,000 YEARS**

National Endowment for the Humanities Supports Leading Research

WASHINGTON, April 8 -- An archaeologist from the University of Florida at Gainesville has uncovered evidence that places human settlements in coastal south Florida nearly 2,000 years earlier than previously believed.

According to archaeologist William H. Marquardt, recent finds at sites on Useppa Island near Fort Myers, Fla., are causing researchers to dramatically reappraise long-held estimates of when humans first lived year-round on the coasts.

"These coastal dwellers may have been ancestors of the Calusa Indians, a highly advanced fishing society that dominated south Florida at the time of European contact 500 years ago," says Marquardt. "But we don't know where they came from, nor the mechanisms by which they became so complex."

Marquardt's research, supported by a \$105,000 archaeology grant from the National Endowment for the Humanities (NEH), places human habitation on Useppa Island in the Archaic period, about 3000 B.C.

Previously, it was believed that Florida's coastal Indians, descendants of the first Asian migrants who crossed Alaska's Bering

land bridge some 15,000 years ago, could not have settled on the Florida coasts until about 800 B.C. The new findings show that sea levels stabilized more than 2,000 years earlier.

Marquardt's project, titled "Year of the Indian: Archaeology of the Calusa People," is just one of 29 archaeology projects supported by grants announced today by NEH.

Totaling more than \$2.1 million, the 29 NEH grants will support archaeology research projects taking place in 15 countries on five continents. The projects include studies of paleolithic cave dwellings; ancient cities, temples and shipwrecks; and native cultures of the Americas and other areas.

"Our understanding of the past will be strengthened by these exemplary archaeology projects," said NEH Acting Chairman Jerry L. Martin. "We are pleased to support these exciting endeavors occurring around the globe."

Archaeological projects are funded under the Interpretive Research Program of the Endowment's Division of Research, which supports a range of programs designed to advance the state of knowledge in all disciplines of the humanities. The division supports preparation of important editions and translations for publication, preparation of reference materials, conduct of interpretive studies, research conferences and other projects.

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

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NOTE: A complete list of all the NEH-supported archaeology projects, along with a fact sheet on the Endowment's Division of Research Programs, is attached.

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NEH-93-010-N

FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES
ANNOUNCES GRANTS TO STATE HUMANITIES COUNCILS
FOR "EXEMPLARY" PUBLIC PROJECTS**

WASHINGTON, April 6 -- The National Endowment for the Humanities (NEH) today announced the awarding of 18 grants totaling more than \$1.5 million to state humanities councils for the implementation or planning of outstanding public projects in history, literature and other disciplines of the humanities.

These annual grants, called "Exemplary Awards," will support institutes for school teachers, interpretive exhibitions, symposia, library discussion programs and other innovative public projects on a wide range of topics in the humanities.

"Each year, millions of Americans throughout the nation benefit from the outstanding efforts of state humanities councils," said NEH Acting Chairman Jerry L. Martin in making the announcement. "It is always exciting to announce the Exemplary Awards because these projects combine the highest standards of scholarship with imagination to create outstanding humanities programs. The excellent work of all the state councils receive our applause."

This is the tenth year that NEH has been making Exemplary Awards. They are awarded on a competitive basis and represent funds above and beyond the yearly budgetary grants provided to state

- MORE -

humanities councils by the Endowment.

An unprecedented 38 applications were submitted this year. Each application was reviewed by a panel representing both the general public and the scholarly community. All state humanities councils are eligible to compete for statewide or collaborative Exemplary Awards. Councils may also apply for planning grants to undertake the research and planning necessary for a major project.

Located in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam and the Northern Mariana Islands, state humanities councils support a wide range of projects including library reading programs, speaker-discussion series, conferences, seminars and institutes for teachers and school administrators, media presentations, and museum and traveling exhibitions.

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

A list of the 18 NEH Exemplary Awards announced today follows:

- Arizona Humanities Council for a project titled "The Second Opening of the West: 'Ideas of Nature' in Arizona." A \$90,000 award will support a statewide program on environmental history, philosophy, and ethics consisting of a major conference, a chautauqua series, an anthology of readings and programs for teachers. [Executive Director: Dan Shilling, Phoenix, (602) 257-0335.]

- Hawaii Committee for the Humanities for a project titled "Family and Community Life: The Role of Women in Hawaii's History." A \$5,000 award will support planning for traveling exhibitions and oral histories to take place on all six islands on the various roles of women in society and in the family during the premodern, modern and contemporary periods of Hawaii's history. [Executive Director: Annette M. Lew, Honolulu, (808) 732-5402.]

● Idaho Humanities Council for a project titled "The Idaho History Project." A \$160,762 award will support a teachers institute, traveling exhibitions and public lectures on Idaho history for the state's rural museums, historical societies and schools.
[Executive Director: Thomas H. McClanahan, Boise, (208) 345-5346.]

● Kansas Humanities Council for a project titled "Health Care and Human Values: A Humanities Dialogue." A \$95,000 award will support a five-text reading and discussion series, a 15-member speakers bureau, two anthologies of readings, and a newspaper series on the humanities and health care in Kansas.
[Executive Director: Marion Cott, Topeka, (913) 357-0359.]

● Minnesota Humanities Commission for a project titled "Humanities Seminars for K-12 Teachers, 1993." A \$62,000 award will support three week-long, residential seminars for 75 teachers from all grade levels and subject areas on broad, interdisciplinary topics in the humanities.
[Executive Director: Cheryl Dickson, St. Paul, (612) 224-5739.]

● Missouri Humanities Council for a project titled "Missouri Chautauqua: Varieties of American Religion." A \$178,000 award will support a scholar-in-residence chautauqua program on the history of religious pluralism in Missouri and the United States.
[Executive Director: Christine Reilly, St. Louis, (314) 621-7705.]

● New Mexico Endowment for the Humanities for a project titled "Planning for Summer Institutes for New Mexico History Teachers." A \$17,000 award will support planning for two teacher institutes that will entail advisory committee meetings, preparation of a survey of teachers on curriculum needs and public meetings.
[Executive Director: John Lucas, Albuquerque, (505) 277-3705.]

● Ohio Humanities Council for a project titled "Narrating Our Lives: Myths, Values and Community." A \$62,000 award will support a summer institute for elementary school teachers in each of Ohio's three major urban centers, Cleveland, Columbus and Cincinnati, on myth and narrative in the context of multicultural education.
[Executive Director: Eleanor Kingsbury, Columbus, (614) 461-7802.]

● Oklahoma Foundation for the Humanities for a project titled "Many Peoples, One Land: The Oklahoma Experience." A \$120,000 award will support the production of three traveling exhibitions, a brochure and a teacher's guide about the peopling of Oklahoma.
[Executive Director: Anita May, Oklahoma City, (405) 235-0280.]

● Pennsylvania Humanities Council for a project titled "Raising Our Sites: Women in Pennsylvania History." A \$170,000 award will support three years of consultations, conferences and workshops that will enable 14 museums to add the history of Pennsylvania women to their programming.
[Executive Director: Craig Eisendrath, Philadelphia, (215) 925-1005.]

● Fundacion Puertorriquena de las Humanidades for a project titled "Joint Program with New Museum of the Americas." A \$10,000 award will support the planning of two teachers' forums based on two exhibitions--folk arts and aboriginal cultures--at the Museum of the Americas and the catalog for the folk arts collection.
[Executive Director: Juan M. Gonzalez Lemela, Old San Juan, (809) 721-2087.]

● South Carolina Humanities Council for a project titled "Traditions in Transition." A \$9,810 award will support planning activities for a statewide program on changing traditions in South Carolina that will include three public forums, a scholars conference and a teachers institute.
[Executive Director: Randy L. Akers, Columbia, (803) 771-8864.]

● Texas Committee for the Humanities for a project titled "States Humanities Program: New Audiences Through New Technologies." A \$34,933 award will support planning for a nationwide project on the use of the new interactive technologies in public humanities programs.
[Executive Director: James Veninga, Austin, (512) 440-1991.]

● Virgin Islands Humanities Council for a project titled "The Virgin Islands and the Quincentenary: Toward a New World of Unity in Diversity." A \$30,000 award will support a conference on "The People Who Encountered Columbus: Tainos and Island Caribs of the Lesser Antilles" in November 1993, and planning for a summer teachers institute on the island culture and the influence of slavery.
[Executive Director: Magda Smith, St. Thomas, (809) 776-4044.]

● West Virginia Humanities Council for a project titled "Agents of Change: Railroads and Schools in West Virginia." A \$110,000 award will support two summer institutes for teachers with follow-up sessions on the state's history, using railroads in 1993 and the schools in 1994 as themes, underscoring the use of primary documents in the process of writing history.
[Executive Director: Charles Daugherty, Charleston, (304) 346-8500.]

- Massachusetts Foundation for the Humanities,
New Hampshire Humanities Council and
Maine Humanities Council for a collaborative project titled
"Different People, Different Places: Native Americans, Europeans and
the Environments They Created." A \$186,926 award will support 80
five-session reading and discussion series, 40 in Massachusetts, and
20 each in New Hampshire and Maine, to explore the ecological legacy
of the European encounter with the Americas.

[Executive Directors:

David A. Tebaldi, South Hadley, MA, (413) 536-1385
Charles G. Bickford, Concord, NH, (603) 224-4071
Dorothy Schwartz, Portland, ME, (207) 773-5051.]

- North Dakota Humanities Council,
Kansas Committee for the Humanities,
Nebraska Humanities Council,
Oklahoma Foundation for the Humanities and
South Dakota Committee on the Humanities for a collaborative
project titled "The American Renaissance: Summer Scholars-In-Residence,
Teacher and Student Institutes." A \$200,000 award will support
chautauqua presentations by figures from the American Renaissance at
10 sites in five states, together with one teachers institute and
special programs for students in each of the five states.

[Executive Directors:

Everett Albers, Bismarck, ND, (701) 255-3360
Marion Cott, Topeka, KS, (913) 357-0359
Jane Renner Hood, Lincoln, NE, (402) 474-2131
Anita May, Oklahoma City, OK, (405) 235-0280
John Whalen, Brookings, SD, (605) 688-6113.]

- Utah Humanities Council,
Georgia Humanities Council,
Illinois Humanities Council,
Oregon Council for the Humanities and
West Virginia Humanities Council for a collaborative project
titled "Produce for Victory: A Collaborative Exhibition Project." A
\$49,825 award will support planning for a series of public programs
in rural institutions in five states to accompany a traveling
exhibition on "Produce for Victory: Posters on the American
Homefront, 1941-45."

[Executive Directors:

Delmont Oswald, Salt Lake City, UT, (801) 531-7868
Ronald E. Benson, Atlanta, GA, (404) 727-7500
Frank Pettis, Chicago, IL, (312) 939-5212
Richard Lewis, Portland, OR, (503) 241-0543
Charles Daugherty, Charleston, WV, (304) 346-8500.]

NEWS

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NEH-93-011-N

FOR IMMEDIATE RELEASE

PRESIDENT CLINTON REQUESTS \$177.491 MILLION FOR NATIONAL ENDOWMENT FOR THE HUMANITIES IN FISCAL YEAR 1994

WASHINGTON, April 8 -- President Clinton today recommended to Congress a budget of \$177.491 million for the National Endowment for the Humanities (NEH) in fiscal year 1994.

This request, which matches the agency's appropriation of program funds for fiscal year 1993, is mindful both of the Endowment's legislative mission to advance the humanities in the United States and of the constraints imposed by the federal budget deficit.

Acting NEH Chairman Jerry L. Martin said, "It is the mandate of the Endowment to buoy the nation's intellectual life by supporting humanities education and scholarship, preservation of important humanities materials, and public understanding of the humanities. The 1994 appropriation will enable NEH to continue to fulfill this critical responsibility to the nation."

The President's request to Congress for NEH funding in FY 1994 comprises the following components:

- \$130.573 million in program funds for humanities projects;
- \$11.963 million in funds for one-to-one matching of nonfederal contributions to humanities projects;

- MORE -

- \$14.228 million in funds for challenge grants, which require that an institution raise at least three nonfederal dollars for each federal dollar provided; and
- \$20.727 million for the agency's administrative expenses.

Through matching funds and challenge grants, NEH each year leverages significant private-sector support for humanities projects and programs. The FY 1994 request has the potential to generate an additional \$55 million in nonfederal contributions for humanities projects nationwide.

The specific allocations to NEH program divisions in the recommended FY 1994 budget are as follows:

Division of Education Programs: \$18.217 million to support institutional projects and enrichment programs for elementary, secondary and collegiate teachers,

Division of Fellowships and Seminars: \$17.753 million to support scholarly research and teaching,

Division of Public Programs: \$25.358 million to support film and radio programs; museum exhibitions, including self-study grants for small museums to improve long-range planning of their educational programs; programs in libraries and archives; and other public programs,

Division of Research Programs: \$17.886 million to support interpretive research, scholarly publications, reference materials, centers for advanced study and international research,

Division of Preservation and Access: \$23.102 million to support preservation of and access to materials central to the study of the humanities, and

Division of State Programs: \$28.258 million to support local projects initiated in all of the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam and the Northern Mariana Islands. This division also administers outreach activities aimed at bringing humanities programming to Americans from all backgrounds and regions of the country, with special emphasis on support of historically black colleges and universities and programming for Hispanic Americans.

In FY 1994, the Endowment also will continue to support projects in all divisions under the agency's Emergence of Democracy Initiative, which commemorates the 2,500th anniversary of the birth of democracy and recognizes the spread of democratic institutions in our own time.

Created by Congress in 1965, the National Endowment for the Humanities is an independent grant-making agency that supports research, education, preservation and public programs in the humanities.

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NOTE: Attached is a summary of NEH program highlights for fiscal year 1994, including a funding table showing proposed allocations for each program.

FACTS

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NEH-93-011-F

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of Requested Appropriations for Fiscal Year 1994

The National Endowment for the Humanities requests an appropriation of \$177.491 million from Congress for FY 1994 to promote national progress in the humanities:

- * \$130.573 million in definite program funds;
- * \$11.963 million in indefinite program funds to match third-party contributions to humanities projects supported by the Endowment;
- * \$14.228 million in indefinite program funds for challenge grants to match donations in support of humanities institutions and organizations; and
- * \$20.727 million in administrative funds needed to operate the agency.

Attached is a table showing specific allocations requested for FY 1994 for the Endowment's divisions and programs.

An appropriation of \$177.491 million in FY 1994 will enable NEH to maintain its position as an effective and forceful advocate of education, scholarship, preservation and public understanding in the humanities throughout the nation. With this funding, support would be provided for significant projects in history, literature, foreign languages, philosophy and the other disciplines of the humanities that will help Americans in all regions of the country learn more about important historical and cultural ideas and events that have shaped--and continue to shape--our world. The Endowment will continue to act on the principle, which has been affirmed by every administration and every Congress since the agency was established in 1965, that such contact with the humanities opens doors to understanding the past and helps us contemplate the enduring concerns of the human condition. The knowledge that is acquired through this learning process is both personally rewarding and collectively vital to us as a nation. In this sense, the NEH FY 1994 appropriation request is a sound investment for the federal government to make in the educational and cultural life of the country.

In fashioning this request, the Endowment has been mindful both of its legislated mission to advance the humanities in the United States and of the constraints imposed by the federal budget

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deficit. We are thus recommending that total program funds for FY 1994 be held constant at the FY 1993 appropriated level. We are also proposing that the FY 1994 allocations for our program divisions, the challenge grants program and our treasury matching funds account be identical to the amounts appropriated for these activities for FY 1993. At the FY 1994 request level, we believe that maintaining the FY 1993 distribution is the best way to meet the various needs and capabilities in the humanities.

Selected Highlights of the FY 1994 NEH Appropriation Request

1. HUMANITIES EDUCATION IN SCHOOLS AND COLLEGES

The Endowment's FY 1994 proposed budget request will help sustain many specific humanities education programming emphases we have put in place in recent years. We would continue the focus in our Education Programs division, for example, on intellectually stimulating humanities institutes for elementary, secondary, and postsecondary school teachers, including institutes to strengthen instruction in critically important foreign languages such as Japanese, Chinese, Arabic, and Russian that are not widely taught in the United States. The Education division also would continue its support for the teacher-scholar program, which makes opportunities available to elementary and secondary school teachers to pursue a year of research and study in the humanities; and for the new science and humanities program, which funds (in conjunction with the National Science Foundation and the Department of Education's Fund for the Improvement of Postsecondary Education) curricular projects in higher education that link the humanities and the sciences. In FY 1994, significant funding would also continue to be provided to the Fellowships and Seminars division for college and school teacher seminars, which enable teachers to spend a summer reading basic texts and studying important subjects in the humanities under the guidance of eminent scholars and teachers.

These highlights for FY 1994 complement our many other ongoing efforts to improve teaching and learning of the humanities in America's educational institutions, such as collaborative programs between schools and local colleges and universities and masterwork study grants, which bring together individual teachers and college faculty in collegial settings. Collectively, the Endowment's programs that are concerned primarily with teachers and institutions are strong, effective agents for helping to build educational excellence. The ultimate beneficiaries of the activities supported by these programs are the thousands of students at all levels of the nation's educational system who will be taught by more knowledgeable and intellectually engaged humanities teachers and who will be learning in institutions that are more firmly committed to academic substance and rigor.

2. PUBLIC PROGRAMMING IN THE HUMANITIES

Paralleling these classroom-based grant programs is the significant support we provide for projects involving out-of-school, lifelong education in the humanities. The Endowment's FY 1994 budget request recommends a significant investment of funds in programming that fosters participation in cultural projects for the general public. With a total of more than \$53.6 million in FY 1994 funding for the Division of Public Programs and the Division of State Programs, the Endowment will be able to support a wide array of informative and intellectually stimulating projects and programs in the humanities. The Endowment's State Programs division, for instance, will continue to help underwrite excellent humanities activities sponsored by the state humanities councils operating in all fifty states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, the Northern Marianas, and Guam. Some of the state councils also work closely with adult literacy programs in their states, thus making added contributions to the education of their citizens.

The Endowment's Public Programs division also makes opportunities available for Americans to engage in a life of learning. The division supports substantive museum exhibitions, reading and discussion groups in libraries and archives, symposia, and radio and television programs--such as the recent notable film "Simple Justice," a historical drama recounting the 20-year battle to end legal segregation in American schools. ("Simple Justice" was broadcast on PBS in January and was used in February as a centerpiece at the memorial service in New York for former Supreme Court Justice Thurgood Marshall.) In addition to continuing the main grant activities supported by the four programs of this division, for FY 1994 we also plan to use some of the enhanced funding in the Humanities Projects in Museums and Historical Organizations program to support self-study grants for small museums to improve long-range planning of their educational programs. This program emphasis will assist rural and inner-city institutions with their efforts to mount effective humanities projects in the coming years, an outcome the Endowment particularly wishes to promote.

3. HUMANITIES RESEARCH AND SCHOLARSHIP

The FY 1994 budget request also reaffirms the Endowment's commitment to providing significant support to institutions and individuals to conduct scholarly research in the humanities. The books, articles, and research resources scholars produce build and strengthen the foundation of our knowledge of history, literature, philosophy and other humanities subject areas. NEH support for humanities scholarship is administered through the Division of Research Programs and the Division of Fellowships and Seminars.

The Research division funds many complex, multiyear research

projects involving teams of two or more scholars. Grants are made, for example, to compile scholarly editions of the writings and papers of historical or literary figures such as George Washington, Martin Luther King, Jr., Jane Addams, Albert Einstein, and Marcel Proust; and to translate into English significant works such as the widely acclaimed NEH-supported new translation of Dostoevsky's The Brothers Karamazov. The division also supports archaeology projects such as a recent study of archaeological evidence documenting the history of the Mohawk Iroquois in the sixteenth and seventeenth centuries; and the organization and arrangement of reference materials useful to scholars, students and general readers such as the Assyrian Dictionary, the Encyclopedia of Southern Culture and the Dictionary of Middle English. In addition to making major contributions to the intellectual and cultural life of the nation, many of these projects also directly inform the teaching and learning of the humanities in our schools and colleges as well as public education programs in museums, libraries, and similar institutions.

The Endowment's Fellowships division also provides significant support for scholarly research in the humanities. For FY 1994, this division will continue to implement a number of program emphases that are already in place, such as the stimulation of more applications from scholars at historically black colleges and universities and two-year colleges and from independent scholars and humanities professionals associated with museums and other non-academic institutions.

4. PRESERVATION OF ENDANGERED BOOKS, DOCUMENTS AND MATERIAL CULTURE COLLECTIONS

Funding proposed for FY 1994 also will permit the NEH Division of Preservation and Access to continue providing critical leadership in the national effort to preserve humanities research resources and objects of material culture that are deteriorating or otherwise endangered because of high-acid paper content, age, or improper storage and handling. In addition to the Endowment's grants for projects to microfilm brittle books, which is the chief focus of the division, the FY 1994 request will enable us to fund essential related activities, such as the education and training of preservation administrators, and to continue supporting projects that preserve and make more accessible the content of other endangered materials necessary for humanities research, such as newspapers and periodicals. Funding would also be provided in the Preservation and Access division to sustain the National Heritage Preservation program, which supports museums, libraries, archives, universities and other repositories of cultural artifacts in their efforts to protect and preserve their material culture collections.

5. OTHER FEATURES OF THE FY 1994 NEH BUDGET REQUEST

o Outreach Activities

A vital element in the NEH FY 1994 request involves our continued support for two special outreach activities--an initiative on behalf of historically black colleges and universities (HBCUs) and an effort to increase the educational excellence of programming involving Hispanic Americans. The Endowment has been active for some time in trying to widen its support for HBCUs. Just recently, for example, the Preservation and Access division awarded a grant to the National Association for Equal Opportunity in Higher Education, a consortium of historically black institutions, to support workshops on the care of archival records documenting the life, culture and education of African-Americans in the 19th and 20th centuries. NEH's commitment in this area will continue in FY 1994: Our Fellowships and Seminars division will sponsor a special fellowship competition for HBCU faculty members to pursue their doctoral studies in the humanities; the Research division will encourage HBCUs to compile editions of important historical or literary materials in their collections; the Preservation and Access division will again make a special effort to encourage HBCU institutions to apply for grants to provide access to and the preservation of their unique humanities collections; and the Office of Challenge Grants will encourage HBCUs to submit applications to invest in the study of the humanities at their institutions. The Endowment will also be making a special effort in FY 1994 to invite Hispanic-serving colleges and universities to avail themselves of our grant programs. Moreover, an agency-wide task force is currently studying other ways we can help expand humanities opportunities for Hispanic Americans.

The Endowment's special emphases for HBCUs and Hispanic Americans are components of a comprehensive effort to make the agency and our grant programs more widely known nationally among rural, inner-city, tribal and minority communities. These activities are directed through the Office of Outreach located within the Division of State Programs. An informational film we produced recently, "Lives in Teaching Renewed," is being used by NEH staff at technical assistance workshops and presentations to introduce teachers, particularly those in our outreach target groups, to the agency's grant opportunities. During FY 1994, we will continue to work hard to ensure that people of all backgrounds and from all regions of the country have opportunities to participate in the humanities.

o Emergence of Democracy Initiative

The FY 1994 appropriation request will also allow us to maintain our support for projects that respond to the agency-wide Emergence of Democracy initiative, which was established in April 1992.

The purpose of this special programming emphasis is to acknowledge the spread of democracy in our time and to commemorate the birth of this form of government 25 centuries ago in ancient Greece. The collapse of communism and the break up of the Soviet Union have helped to spark a renewed interest in--and greater opportunities for--the study of cultures and states that are now embracing democratic institutions. The trend toward democracy in Latin America, as well as democratic movements in Asia and Africa, also make this a timely topic for research, education and public audience projects in the humanities. As part of this initiative, in FY 1993 the Research division is sponsoring a special grant competition that is helping to expedite the access of American scholars to historical materials held in recently opened archives of the democratizing countries of eastern Europe, the former Soviet Union and elsewhere in the world.

o Stimulating Third-Party Contributions to the Humanities

NEH is also recommending that a significant amount of funding--\$26.191 million in FY 1994--again be allocated for efforts to leverage nonfederal contributions to humanities projects and institutions. The proposed FY 1994 Challenge Grants budget of \$14.228 million would enable us to honor our outstanding commitments to current challenge grantees and to support a number of new awards and would help generate a minimum of \$42.7 million in gifts to humanities institutions holding these grants. To improve efficiency in this program, beginning with the FY 1994 application cycle, proposals from higher education institutions to improve the quality of teaching on their campuses that are similar to the type of projects previously supported under the program's separate special Distinguished Teaching Professorship initiative will be considered in the regular program. The \$11.963 million we are requesting for our treasury funds budget line for FY 1994 would sustain our ability to help generate private donations to specific humanities projects supported across the Endowment's programming areas. Even during the period of sluggishness in the nation's economy, humanities projects have proved to be remarkably adept in raising third-party funds in response to NEH's offer of matching funds; the matching funds budget we are proposing for FY 1994 will help to sustain this vital leveraging role we play in the national humanities community.

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of Appropriations and Programs
(in thousands of dollars)

<u>Appropriation/Program</u>	<u>FY 1992 Actual</u>	<u>FY 1993 Estimate</u>	<u>FY 1994 Request</u>
I. <u>DEFINITE PROGRAMS</u>	<u>\$132,553</u> a/	<u>\$130,573</u> b/	<u>\$130,573</u>
<u>Education Programs</u>	<u>18,241</u>	<u>18,217</u>	<u>18,217</u>
Elementary and Secondary Education in the Humanities	7,370	7,100	6,800
Higher Education in the Humanities	6,739	7,100	6,800
Science and Humanities	--	600	600
Foreign Language Education	3,064	3,417	3,217
Teacher-Scholars	291	-- c/	800
History Projects	779	--	--
<u>Fellowships and Seminars</u>	<u>17,378</u>	<u>17,753</u> b/	<u>17,753</u>
NEH Fellowships			
University Teachers	3,273	3,173	3,128
College Teachers and Independent Scholars	3,206	3,173	3,128
Dissertation Grants	--	-- b/	350
Summer Stipends	793	892	879
Study Grants	291	297	293
Travel to Collections	279	99	--
Younger Scholars	342	372	367
Summer Seminars			
College Teachers	4,328	4,575	4,510
School Teachers	4,866	5,172	5,098

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Summary of Appropriations and Programs (cont'd)
(in thousands of dollars)

<u>Appropriation/Program</u>	<u>FY 1992 Actual</u>	<u>FY 1993 Estimate</u>	<u>FY 1994 Request</u>
<u>Public Programs</u>	<u>\$25,698</u>	<u>\$25,358</u>	<u>\$25,358</u>
Humanities Projects in Media	11,393	11,084	10,358
Humanities Projects in Museums and Historical Organizations	9,345	9,217	10,000
Humanities Projects in Libraries and Archives	2,694	2,727	2,500
Public Humanities Projects	2,265	2,330	2,500
<u>Research Programs</u>	<u>19,254</u>	<u>17,886</u>	<u>17,886</u>
Interpretive Research	4,203	4,100	4,100
Scholarly Publications	5,368	5,750	5,750
Reference Materials	7,615	5,000	5,000
Centers for Advanced Study	1,311	1,150	1,150
International Research	755	1,886	1,886
<u>Preservation and Access</u>	<u>\$24,433 a/</u>	<u>\$23,102 b/</u>	<u>\$23,102</u>
<u>State Programs</u>	<u>27,548</u>	<u>28,258</u>	<u>28,258</u>
II. <u>INDEFINITE FUNDS</u>	<u>24,971</u>	<u>26,191</u>	<u>26,191</u>
Challenge funds	12,392	14,228	14,228
Treasury funds	12,579	11,963 b/	11,963
III. <u>ADMINISTRATIVE FUNDS</u>	<u>19,501</u>	<u>20,649</u>	<u>20,727</u>
Total - NEH	\$177,025 a/	\$177,413 b/	\$177,491

a/ Includes FY 1991 carryover funds of \$2,727 thousand.

b/ FY 1993 figures exclude carryover funds from FY 1992 of \$1,656 thousand: \$987 thousand for Dissertation Grants (which includes funds for administering the program), \$412 thousand for the National Heritage Preservation program, and \$257 thousand in Treasury funds.

c/ To be supported entirely out of gifts and matching funds.

Note: Detail may not add to total due to rounding.

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NEH-93-011-F

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of Requested Appropriations for Fiscal Year 1994

The National Endowment for the Humanities requests an appropriation of \$177.491 million from Congress for FY 1994 to promote national progress in the humanities:

- * \$130.573 million in definite program funds;
- * \$11.963 million in indefinite program funds to match third-party contributions to humanities projects supported by the Endowment;
- * \$14.228 million in indefinite program funds for challenge grants to match donations in support of humanities institutions and organizations; and
- * \$20.727 million in administrative funds needed to operate the agency.

Attached is a table showing specific allocations requested for FY 1994 for the Endowment's divisions and programs.

An appropriation of \$177.491 million in FY 1994 will enable NEH to maintain its position as an effective and forceful advocate of education, scholarship, preservation and public understanding in the humanities throughout the nation. With this funding, support would be provided for significant projects in history, literature, foreign languages, philosophy and the other disciplines of the humanities that will help Americans in all regions of the country learn more about important historical and cultural ideas and events that have shaped--and continue to shape--our world. The Endowment will continue to act on the principle, which has been affirmed by every administration and every Congress since the agency was established in 1965, that such contact with the humanities opens doors to understanding the past and helps us contemplate the enduring concerns of the human condition. The knowledge that is acquired through this learning process is both personally rewarding and collectively vital to us as a nation. In this sense, the NEH FY 1994 appropriation request is a sound investment for the federal government to make in the educational and cultural life of the country.

In fashioning this request, the Endowment has been mindful both of its legislated mission to advance the humanities in the United States and of the constraints imposed by the federal budget

deficit. We are thus recommending that total program funds for FY 1994 be held constant at the FY 1993 appropriated level. We are also proposing that the FY 1994 allocations for our program divisions, the challenge grants program and our treasury matching funds account be identical to the amounts appropriated for these activities for FY 1993. At the FY 1994 request level, we believe that maintaining the FY 1993 distribution is the best way to meet the various needs and capabilities in the humanities.

Selected Highlights of the FY 1994 NEH Appropriation Request

1. HUMANITIES EDUCATION IN SCHOOLS AND COLLEGES

The Endowment's FY 1994 proposed budget request will help sustain many specific humanities education programming emphases we have put in place in recent years. We would continue the focus in our Education Programs division, for example, on intellectually stimulating humanities institutes for elementary, secondary, and postsecondary school teachers, including institutes to strengthen instruction in critically important foreign languages such as Japanese, Chinese, Arabic, and Russian that are not widely taught in the United States. The Education division also would continue its support for the teacher-scholar program, which makes opportunities available to elementary and secondary school teachers to pursue a year of research and study in the humanities; and for the new science and humanities program, which funds (in conjunction with the National Science Foundation and the Department of Education's Fund for the Improvement of Postsecondary Education) curricular projects in higher education that link the humanities and the sciences. In FY 1994, significant funding would also continue to be provided to the Fellowships and Seminars division for college and school teacher seminars, which enable teachers to spend a summer reading basic texts and studying important subjects in the humanities under the guidance of eminent scholars and teachers.

These highlights for FY 1994 complement our many other ongoing efforts to improve teaching and learning of the humanities in America's educational institutions, such as collaborative programs between schools and local colleges and universities and masterwork study grants, which bring together individual teachers and college faculty in collegial settings. Collectively, the Endowment's programs that are concerned primarily with teachers and institutions are strong, effective agents for helping to build educational excellence. The ultimate beneficiaries of the activities supported by these programs are the thousands of students at all levels of the nation's educational system who will be taught by more knowledgeable and intellectually engaged humanities teachers and who will be learning in institutions that are more firmly committed to academic substance and rigor.

2. PUBLIC PROGRAMMING IN THE HUMANITIES

Paralleling these classroom-based grant programs is the significant support we provide for projects involving out-of-school, lifelong education in the humanities. The Endowment's FY 1994 budget request recommends a significant investment of funds in programming that fosters participation in cultural projects for the general public. With a total of more than \$53.6 million in FY 1994 funding for the Division of Public Programs and the Division of State Programs, the Endowment will be able to support a wide array of informative and intellectually stimulating projects and programs in the humanities. The Endowment's State Programs division, for instance, will continue to help underwrite excellent humanities activities sponsored by the state humanities councils operating in all fifty states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, the Northern Marianas, and Guam. Some of the state councils also work closely with adult literacy programs in their states, thus making added contributions to the education of their citizens.

The Endowment's Public Programs division also makes opportunities available for Americans to engage in a life of learning. The division supports substantive museum exhibitions, reading and discussion groups in libraries and archives, symposia, and radio and television programs--such as the recent notable film "Simple Justice," a historical drama recounting the 20-year battle to end legal segregation in American schools. ("Simple Justice" was broadcast on PBS in January and was used in February as a centerpiece at the memorial service in New York for former Supreme Court Justice Thurgood Marshall.) In addition to continuing the main grant activities supported by the four programs of this division, for FY 1994 we also plan to use some of the enhanced funding in the Humanities Projects in Museums and Historical Organizations program to support self-study grants for small museums to improve long-range planning of their educational programs. This program emphasis will assist rural and inner-city institutions with their efforts to mount effective humanities projects in the coming years, an outcome the Endowment particularly wishes to promote.

3. HUMANITIES RESEARCH AND SCHOLARSHIP

The FY 1994 budget request also reaffirms the Endowment's commitment to providing significant support to institutions and individuals to conduct scholarly research in the humanities. The books, articles, and research resources scholars produce build and strengthen the foundation of our knowledge of history, literature, philosophy and other humanities subject areas. NEH support for humanities scholarship is administered through the Division of Research Programs and the Division of Fellowships and Seminars.

The Research division funds many complex, multiyear research

projects involving teams of two or more scholars. Grants are made, for example, to compile scholarly editions of the writings and papers of historical or literary figures such as George Washington, Martin Luther King, Jr., Jane Addams, Albert Einstein, and Marcel Proust; and to translate into English significant works such as the widely acclaimed NEH-supported new translation of Dostoevsky's The Brothers Karamazov. The division also supports archaeology projects such as a recent study of archaeological evidence documenting the history of the Mohawk Iroquois in the sixteenth and seventeenth centuries; and the organization and arrangement of reference materials useful to scholars, students and general readers such as the Assyrian Dictionary, the Encyclopedia of Southern Culture and the Dictionary of Middle English. In addition to making major contributions to the intellectual and cultural life of the nation, many of these projects also directly inform the teaching and learning of the humanities in our schools and colleges as well as public education programs in museums, libraries, and similar institutions.

The Endowment's Fellowships division also provides significant support for scholarly research in the humanities. For FY 1994, this division will continue to implement a number of program emphases that are already in place, such as the stimulation of more applications from scholars at historically black colleges and universities and two-year colleges and from independent scholars and humanities professionals associated with museums and other non-academic institutions.

4. PRESERVATION OF ENDANGERED BOOKS, DOCUMENTS AND MATERIAL CULTURE COLLECTIONS

Funding proposed for FY 1994 also will permit the NEH Division of Preservation and Access to continue providing critical leadership in the national effort to preserve humanities research resources and objects of material culture that are deteriorating or otherwise endangered because of high-acid paper content, age, or improper storage and handling. In addition to the Endowment's grants for projects to microfilm brittle books, which is the chief focus of the division, the FY 1994 request will enable us to fund essential related activities, such as the education and training of preservation administrators, and to continue supporting projects that preserve and make more accessible the content of other endangered materials necessary for humanities research, such as newspapers and periodicals. Funding would also be provided in the Preservation and Access division to sustain the National Heritage Preservation program, which supports museums, libraries, archives, universities and other repositories of cultural artifacts in their efforts to protect and preserve their material culture collections.

5. OTHER FEATURES OF THE FY 1994 NEH BUDGET REQUEST

o Outreach Activities

A vital element in the NEH FY 1994 request involves our continued support for two special outreach activities--an initiative on behalf of historically black colleges and universities (HBCUs) and an effort to increase the educational excellence of programming involving Hispanic Americans. The Endowment has been active for some time in trying to widen its support for HBCUs. Just recently, for example, the Preservation and Access division awarded a grant to the National Association for Equal Opportunity in Higher Education, a consortium of historically black institutions, to support workshops on the care of archival records documenting the life, culture and education of African-Americans in the 19th and 20th centuries. NEH's commitment in this area will continue in FY 1994: Our Fellowships and Seminars division will sponsor a special fellowship competition for HBCU faculty members to pursue their doctoral studies in the humanities; the Research division will encourage HBCUs to compile editions of important historical or literary materials in their collections; the Preservation and Access division will again make a special effort to encourage HBCU institutions to apply for grants to provide access to and the preservation of their unique humanities collections; and the Office of Challenge Grants will encourage HBCUs to submit applications to invest in the study of the humanities at their institutions. The Endowment will also be making a special effort in FY 1994 to invite Hispanic-serving colleges and universities to avail themselves of our grant programs. Moreover, an agency-wide task force is currently studying other ways we can help expand humanities opportunities for Hispanic Americans.

The Endowment's special emphases for HBCUs and Hispanic Americans are components of a comprehensive effort to make the agency and our grant programs more widely known nationally among rural, inner-city, tribal and minority communities. These activities are directed through the Office of Outreach located within the Division of State Programs. An informational film we produced recently, "Lives in Teaching Renewed," is being used by NEH staff at technical assistance workshops and presentations to introduce teachers, particularly those in our outreach target groups, to the agency's grant opportunities. During FY 1994, we will continue to work hard to ensure that people of all backgrounds and from all regions of the country have opportunities to participate in the humanities.

o Emergence of Democracy Initiative

The FY 1994 appropriation request will also allow us to maintain our support for projects that respond to the agency-wide Emergence of Democracy initiative, which was established in April 1992.

The purpose of this special programming emphasis is to acknowledge the spread of democracy in our time and to commemorate the birth of this form of government 25 centuries ago in ancient Greece. The collapse of communism and the break up of the Soviet Union have helped to spark a renewed interest in--and greater opportunities for--the study of cultures and states that are now embracing democratic institutions. The trend toward democracy in Latin America, as well as democratic movements in Asia and Africa, also make this a timely topic for research, education and public audience projects in the humanities. As part of this initiative, in FY 1993 the Research division is sponsoring a special grant competition that is helping to expedite the access of American scholars to historical materials held in recently opened archives of the democratizing countries of eastern Europe, the former Soviet Union and elsewhere in the world.

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NEH is also recommending that a significant amount of funding--\$26.191 million in FY 1994--again be allocated for efforts to leverage nonfederal contributions to humanities projects and institutions. The proposed FY 1994 Challenge Grants budget of \$14.228 million would enable us to honor our outstanding commitments to current challenge grantees and to support a number of new awards and would help generate a minimum of \$42.7 million in gifts to humanities institutions holding these grants. To improve efficiency in this program, beginning with the FY 1994 application cycle, proposals from higher education institutions to improve the quality of teaching on their campuses that are similar to the type of projects previously supported under the program's separate special Distinguished Teaching Professorship initiative will be considered in the regular program. The \$11.963 million we are requesting for our treasury funds budget line for FY 1994 would sustain our ability to help generate private donations to specific humanities projects supported across the Endowment's programming areas. Even during the period of sluggishness in the nation's economy, humanities projects have proved to be remarkably adept in raising third-party funds in response to NEH's offer of matching funds; the matching funds budget we are proposing for FY 1994 will help to sustain this vital leveraging role we play in the national humanities community.

NATIONAL ENDOWMENT FOR THE HUMANITIES

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Reference Materials	7,615	5,000	5,000
Centers for Advanced Study	1,311	1,150	1,150
International Research	755	1,886	1,886
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II. <u>INDEFINITE FUNDS</u>	<u>24,971</u>	<u>26,191</u>	<u>26,191</u>
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Treasury funds	12,579	11,963 b/	11,963
III. <u>ADMINISTRATIVE FUNDS</u>	<u>19,501</u>	<u>20,649</u>	<u>20,727</u>
Total - NEH	\$177,025 a/	\$177,413 b/	\$177,491

a/ Includes FY 1991 carryover funds of \$2,727 thousand.

b/ FY 1993 figures exclude carryover funds from FY 1992 of \$1,656 thousand: \$987 thousand for Dissertation Grants (which includes funds for administering the program), \$412 thousand for the National Heritage Preservation program, and \$257 thousand in Treasury funds.

c/ To be supported entirely out of gifts and matching funds.

Note: Detail may not add to total due to rounding.

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NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:
Duane DeBruyne, 202/606-8449
James Turner, 202/606-8449

NEH-93-011-N

FOR IMMEDIATE RELEASE

PRESIDENT CLINTON REQUESTS \$177.491 MILLION FOR NATIONAL ENDOWMENT FOR THE HUMANITIES IN FISCAL YEAR 1994

WASHINGTON, April 8 -- President Clinton today recommended to Congress a budget of \$177.491 million for the National Endowment for the Humanities (NEH) in fiscal year 1994.

This request, which matches the agency's appropriation of program funds for fiscal year 1993, is mindful both of the Endowment's legislative mission to advance the humanities in the United States and of the constraints imposed by the federal budget deficit.

Acting NEH Chairman Jerry L. Martin said, "It is the mandate of the Endowment to buoy the nation's intellectual life by supporting humanities education and scholarship, preservation of important humanities materials, and public understanding of the humanities. The 1994 appropriation will enable NEH to continue to fulfill this critical responsibility to the nation."

The President's request to Congress for NEH funding in FY 1994 comprises the following components:

- \$130.573 million in program funds for humanities projects;
- \$11.963 million in funds for one-to-one matching of nonfederal contributions to humanities projects;

- MORE -

- \$14.228 million in funds for challenge grants, which require that an institution raise at least three nonfederal dollars for each federal dollar provided; and
- \$20.727 million for the agency's administrative expenses.

Through matching funds and challenge grants, NEH each year leverages significant private-sector support for humanities projects and programs. The FY 1994 request has the potential to generate an additional \$55 million in nonfederal contributions for humanities projects nationwide.

The specific allocations to NEH program divisions in the recommended FY 1994 budget are as follows:

Division of Education Programs: \$18.217 million to support institutional projects and enrichment programs for elementary, secondary and collegiate teachers,

Division of Fellowships and Seminars: \$17.753 million to support scholarly research and teaching,

Division of Public Programs: \$25.358 million to support film and radio programs; museum exhibitions, including self-study grants for small museums to improve long-range planning of their educational programs; programs in libraries and archives; and other public programs,

Division of Research Programs: \$17.886 million to support interpretive research, scholarly publications, reference materials, centers for advanced study and international research,

Division of Preservation and Access: \$23.102 million to support preservation of and access to materials central to the study of the humanities, and

Division of State Programs: \$28.258 million to support local projects initiated in all of the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam and the Northern Mariana Islands. This division also administers outreach activities aimed at bringing humanities programming to Americans from all backgrounds and regions of the country, with special emphasis on support of historically black colleges and universities and programming for Hispanic Americans.

In FY 1994, the Endowment also will continue to support projects in all divisions under the agency's Emergence of Democracy Initiative, which commemorates the 2,500th anniversary of the birth of democracy and recognizes the spread of democratic institutions in our own time.

Created by Congress in 1965, the National Endowment for the Humanities is an independent grant-making agency that supports research, education, preservation and public programs in the humanities.

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NOTE: Attached is a summary of NEH program highlights for fiscal year 1994, including a funding table showing proposed allocations for each program.

NEWS

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NEH-93-012-N

FOR IMMEDIATE RELEASE

**PRESIDENT CLINTON NAMES
MICHAEL S. SHAPIRO GENERAL COUNSEL
OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, April 16 -- President Clinton has appointed Michael S. Shapiro, an attorney, historian and former museum director, as General Counsel and Congressional Liaison for the National Endowment for the Humanities (NEH), the independent federal agency that supports research, education, preservation and public programs in the humanities.

In making the appointment on Tuesday, April 13, President Clinton said, "Michael Shapiro has demonstrated true ability in the management of cultural institutions." The President, who combined Shapiro's appointment with the announcement of his intention to nominate University of Pennsylvania President Sheldon Hackney to be the Endowment Chairman, noted, "I am confident that the NEH will flourish in their hands."

Prior to being named as NEH's chief legal adviser, Shapiro was senior attorney with the Washington, D.C., law firm of Weil, Gotshal & Manges. Shapiro has practiced law since 1986, specializing in the areas of technology transfer and the international protection of intellectual property. As an active member of the American Bar

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Association and the District of Columbia Bar, Shapiro has assisted in advising the Department of State on legal and policy issues related to the international movement of cultural property. He was a contributing author to International Intellectual Property: The European Community and Eastern Europe (Prentice Hall, 1992).

Before entering law practice, Shapiro served as an associate professor of American civilization at George Washington University and later directed the institution's nationally recognized graduate program in museum studies, where he integrated legal and nonprofit management principles into the humanities curriculum. Before that, he was chief of the Bureau of Museums and Historic Sites for the state of Delaware. Shapiro has also served as director of the American Swedish Historical Museum in Philadelphia.

Shapiro holds M.A. and Ph.D. degrees in American civilization from Brown University and a J.D. from George Washington University's National Law Center. His bachelor's degree is in American civilization from Syracuse University.

He is author of Child's Garden: The Kindergarten Movement from Froebel to Dewey (1984), which was selected by Choice as an outstanding academic book of 1984, and editor of The Museum: A Reference Guide (1990).

Shapiro resides in Bethesda, Md., with his wife Susan and his children David and Rebecca.

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For More Information Contact:

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NEH-93-013-N

FOR IMMEDIATE RELEASE

**HISTORIAN ROBERT CONQUEST WILL ADDRESS
"HISTORY, HUMANITY AND TRUTH"
DURING MAY 5
JEFFERSON LECTURE IN THE HUMANITIES**

WASHINGTON, April 23 -- Is it possible for historians to achieve certitude? Objectivity? Truth?

The man who first unmasked the lies of Stalinist Russia more than three decades ago, Robert Conquest, will examine these questions in the 22nd annual Jefferson Lecture in the Humanities, the highest official award bestowed by the federal government for distinguished intellectual achievement in the humanities.

Conquest's lecture, titled "History, Humanity and Truth," will be delivered May 5 at 8:00 p.m. at the Andrew W. Mellon Auditorium in Washington and May 12 at the Hoover Institution at Stanford University in Stanford, Calif.

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NOTE TO EDITORS/REPORTERS: Press coverage of the Jefferson Lecture in Washington, or advance interview opportunities with Robert Conquest can be arranged by contacting Duane DeBruyne or Kelly Porter at NEH's Office of Media Relations at 202/606-8449.

For press information on the event taking place in Stanford, Calif., contact Gloria Walker or Michele Horaney at 415/723-0603.

ROBERT CONQUEST

22nd Jefferson Lecturer in the Humanities

Robert Conquest is one of the world's leading experts on Soviet history. He is internationally known as a preeminent authority on the Stalin era.

Born in 1917 in Worcestershire, England, of an American father and an English mother, Conquest is of dual American-British citizenship. He was educated at Winchester, the University of Grenoble in France, and Magdalen College at Oxford. He joined the British army in 1939, serving until 1946, latterly in the Balkans.

In the British foreign service from 1946 to 1956, Conquest became prominent in British literary circles. He has produced six volumes of poetry, two novels titled A World of Difference (1955) and The Egyptologists (with Kingsley Amis) (1966) and a volume of literary criticism titled The Abomination of Moab (1979).

Before becoming a senior research fellow at Stanford University's Hoover Institution in 1981, Conquest was a research fellow at the London School of Economics (1956-58), a visiting poet and lecturer at the University of Buffalo (now SUNY Buffalo) (1959-60), literary editor of The Spectator (1962-63), a senior fellow at the Russian Institute at Columbia University (1964-65), a fellow at the Woodrow Wilson International Center for Scholars (1976-77) and a distinguished visiting scholar at the Heritage Foundation (1980-81).

Conquest also serves as scholar-curator of the Hoover Institution's Russian and East European collection, as an adjunct fellow at the Washington Center for Strategic Studies and as a research associate at Harvard University's Ukrainian Research Institute.

Conquest's books include Stalin: Breaker of Nations (1991), The Great Terror: A Reassessment (1991), Stalin and the Kirov Murder (1988), The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine (1986), Inside Stalin's Secret Police: NKVD Politics, 1936-39 (1985), Present Danger: Towards a Foreign Policy (1979), V.I. Lenin (1972), Where Marx Went Wrong (1970), The Nation Killers (1970), The Great Terror: Stalin's Purge of the Thirties (1968), Russia After Khrushchev (1965) and Power and Policy in the USSR: The Study of Soviet Dynasties (1962).

Robert Conquest lives in Stanford, Calif. He is married to a Texan, the former Elizabeth Neece, and has two grown sons from a former marriage.

FACTS

National Endowment
for the Humanities
A Federal Agency

1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506
202/606-8449

NEH-93-013-F

THE JEFFERSON LECTURE IN THE HUMANITIES

The Jefferson Lecture in the Humanities was established in 1972 by the National Endowment for the Humanities (NEH), the independent federal agency that supports research, education, preservation and public programs in the humanities.

Created to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lecture provides an opportunity for an eminent writer or scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries an honorarium of \$10,000.

Selection Process

The Jefferson Lecturer is selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of NEH. Nominations are solicited from scholarly societies, cultural and historical organizations, public and private institutions and other interested parties located throughout the United States. A special committee of NEH Council members considers the nominees, ultimately recommending a list of finalists for consideration by the full Council.

Selection Criteria

There are three specific criteria for selecting the Lecturer:

1. The individual must have demonstrated exemplary scholarship in one of the disciplines of the humanities.
2. The individual should be able and will be expected to give an original and substantive address relating broad public issues to the central perspectives of the humanities disciplines.
3. The individual should be able to speak from an experience wide-ranging enough to reach a variety of persons drawn from different backgrounds and disciplines.

The Jefferson Lecturers

<u>Year</u>	<u>Lecturer</u>	<u>Lecture Title</u>
1993	Robert Conquest.....	"History, Humanity and Truth"
1992	Bernard M.W. Knox.....	"The Oldest Dead White European Males"
1991	Gertrude Himmelfarb...	"Of Heroes, Villains and Valets"
1990	Bernard Lewis.....	"Western Civilization: A View From the East"
1989	Walker Percy.....	"The Fateful Rift: The San Andreas Fault in the Modern Mind"
1988	Robert Nisbet.....	"The Present Age"
1987	Forrest McDonald.....	"The Intellectual World of the Founding Fathers"
1986	Leszek Kolakowski.....	"The Idolatry of Politics"
1985	Cleanth Brooks.....	"Literature and Technology"
1984	Sidney Hook.....	"Education in Defense of a Free Society"
1983	Jaroslav Pelikan.....	"The Vindication of Tradition"
1982	Emily T. Vermeule.....	"Greeks and Barbarians: The Classical Experience in the Larger World"
1981	Gerald Holton.....	"Where is Science Taking Us?"
1980	Barbara Tuchman.....	"Mankind's Better Moments"
1979	Edward Shils.....	"Render Unto Caesar: Government, Society, and Universities in Their Reciprocal Rights and Duties"
1978	C. Vann Woodward.....	"The European Vision of America"
1977	Saul Bellow.....	"The Writer and His Country Look Each Other Over"
1976	John Hope Franklin....	"Racial Equality in America"
1975	Paul A. Freund.....	"Liberty: The Great Disorder of Speech"
1974	Robert Penn Warren....	"Poetry and Democracy"
1973	Erik Erikson.....	"Dimensions of a New Identity"
1972	Lionel Trilling.....	"Mind in the Modern World"

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

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Office of Media Relations
April 1993



Robert Conquest
1993 Jefferson Lecturer in the Humanities

NH National Endowment
EH for the Humanities

(Photo courtesy of the Hoover Institution, Stanford University)



Robert Conquest
1993 Jefferson Lecturer in the Humanities

NH National Endowment
EH for the Humanities

(Photo courtesy of the Hoover Institution, Stanford University)

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:
Jimmy Williams, 202/606-8449
Duane DeBruyne, 202/606-8449

NEH-93-014-N39

ATTENTION: City Editor
Education Writer
State Reporter

SPECIAL NEWS FOR TEXAS -- FOR IMMEDIATE RELEASE

NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES "YOUNGER SCHOLARS" FOR 1993

WASHINGTON, April 27 -- The National Endowment for the Humanities (NEH) today announced the names of 75 high school and 82 college students who have been awarded "Younger Scholars" grants for 1993. Fifteen Texas students are among the national recipients.

(A complete list of Texas recipients with their phone numbers accompanies this release.)

The NEH Younger Scholars program provides grants to outstanding students of the humanities to conduct independent research projects during the summer months. College Younger Scholars receive \$2,000 to support their projects; high school students receive \$1,600. Each award includes an additional \$400 stipend for a faculty mentor.

"We are pleased to provide these outstanding students with the opportunity to undertake an intensive research project in the humanities this summer," said NEH Acting Chairman Donald Gibson in making the announcement. "Their explorations into history, literature, philosophy and other disciplines of the humanities will not only expand their knowledge, but also demonstrate the exciting rewards of rigorous scholarship. We salute them all."

This year's award recipients were selected from a nationwide pool of 835 applications. High school and college student proposals were reviewed separately by panels of humanities educators who evaluated applications based on significance of the topic, intellectual quality, strength of the study plan, appropriateness of the project adviser, and evidence of the applicant's ability to undertake serious independent research.

- MORE -

Currently in its tenth year, the Younger Scholars program has awarded more than 1,330 grants to students from across the United States. At the conclusion of the nine-week summer study period, each Younger Scholar is required to submit a substantial research paper.

In June 1993, NEH will have applications available for Younger Scholars projects to be conducted during the summer of 1994. The application deadline for the 1994 cycle is November 1, 1993. For information on applying, contact NEH, Room 316, 1100 Pennsylvania Avenue, N.W., Washington, D.C., 20506. The telephone number is 202/606-8463.

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

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NOTE TO WRITERS/EDITORS: Enclosed is a complete list of the 1993 NEH Younger Scholars. For further information on this program, please see the fact sheet that follows at the end of the list or contact the NEH Office of Media Relations at 202/606-8449.

NATIONAL ENDOWMENT FOR THE HUMANITIES
1993 Younger Scholars from Texas

<u>Hometown</u>	<u>Student</u> <u>Phone #</u>	<u>School</u>	<u>Project Title</u>
Austin	Stefanie Markovits 203/436-1539	Yale University	Gendered Epistemology in the Novel: A Study in Jane Austen
Dallas	David Irving 214/890-0836	Southern Methodist University	The Foregrounding of Metaphor in Pynchon and Barthelme
Dallas	Molly Williams 214/661-1211	Greenhill School	Playwright in Politics: The Rise and Fall of Vaclav Havel
Garland	Matthew Durlington 512/476-7035	University of Texas at Austin	Analysis of the Black Image in Independent Black Cinema, 1930-50
Garland	Kevin Matthews 512/480-9067	University of Texas at Austin	Development of Symbolism in Tennessee Williams' <u>Night of the Iguana</u>
Houston	William Trainor 713/896-3400	Jersey Village High School	Eliot as Fisher King: The Search for Spiritual Rebirth in the Poetry of T.S. Eliot
Houston	Charu Chandrasekhar 713/667-2064	Bellaire High School	Influences of Victorian England and the Bloomsbury Group on the Development of Virginia Woolf's Feminism
Houston	Brian Childs 713/896-3400	Jersey Village High School	Lenin and the Bolsheviks, Robespierre and the Jacobins: The Legacy of the French Revolution
Houston	Hamsa Murthy 713/492-1651	Mayde Creek High School	Analysis of Three Utopian Societies and Development of a Utopian Society
Pecos	David Hilton 915/447-7222	Pecos High School	Henry Flipper, West Point's First Black Graduate and the Army's First Black Officer
Plano	Jeffrey Andrews 210/824-5087	Trinity University	From Merchant to Banker: Stephen Girard and the Making of the Modern American Economy
Port Arthur	Christine Barton 512/452-7666	University of Texas at Austin	Frontier Slavery in Microcosm: The Billingsley and Devereux Plantations in Texas
San Angelo	Jessica Coughran 409/845-1957	Texas A&M University	Albucasis: A Study of the 11th-Century Arabic Physician and His Influence on Medicine in the Middle Ages
San Antonio	Tom Nguyen 409/764-0577	Texas A&M University	Negative and Positive Freedom in Democratic Thought
Spring	Ryan Hill 713/376-1902	Klein High School	"Who Said That?" Perspectives of the Black Press during Integration in Houston, Texas, 1960-64

NEWS

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For More Information Contact:
Jimmy Williams, 202/606-8449
Duane DeBruyne, 202/606-8449

NEH-93-014-N40

ATTENTION: City Editor
Education Writer
State Reporter

SPECIAL NEWS FOR NEW YORK -- FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES
"YOUNGER SCHOLARS" FOR 1993**

WASHINGTON, April 27 -- The National Endowment for the Humanities (NEH) today announced the names of 75 high school and 82 college students who have been awarded "Younger Scholars" grants for 1993. Thirty-five New York students are among the national recipients.

(A complete list of New York recipients with their phone numbers accompanies this release.)

The NEH Younger Scholars program provides grants to outstanding students of the humanities to conduct independent research projects during the summer months. College Younger Scholars receive \$2,000 to support their projects; high school students receive \$1,600. Each award includes an additional \$400 stipend for a faculty mentor.

"We are pleased to provide these outstanding students with the opportunity to undertake an intensive research project in the humanities this summer," said NEH Acting Chairman Donald Gibson in making the announcement. "Their explorations into history, literature, philosophy and other disciplines of the humanities will not only expand their knowledge, but also demonstrate the exciting rewards of rigorous scholarship. We salute them all."

This year's award recipients were selected from a nationwide pool of 835 applications. High school and college student proposals were reviewed separately by panels of humanities educators who evaluated applications based on significance of the topic, intellectual quality, strength of the study plan, appropriateness of the project adviser, and evidence of the applicant's ability to undertake serious independent research.

- MORE -

Currently in its tenth year, the Younger Scholars program has awarded more than 1,330 grants to students from across the United States. At the conclusion of the nine-week summer study period, each Younger Scholar is required to submit a substantial research paper.

In June 1993, NEH will have applications available for Younger Scholars projects to be conducted during the summer of 1994. The application deadline for the 1994 cycle is November 1, 1993. For information on applying, contact NEH, Room 316, 1100 Pennsylvania Avenue, N.W., Washington, D.C., 20506. The telephone number is 202/606-8463.

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

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NOTE TO WRITERS/EDITORS: Enclosed is a complete list of the 1993 NEH Younger Scholars. For further information on this program, please see the fact sheet that follows at the end of the list or contact the NEH Office of Media Relations at 202/606-8449.

NATIONAL ENDOWMENT FOR THE HUMANITIES
1993 Younger Scholars from New York

<u>Hometown</u>	<u>Student</u> <u>Phone #</u>	<u>School</u>	<u>Project Title</u>
Atlantic Beach	Sara Horowitz 516/295-8029	Lawrence High School	Friends of Liberty: English Views of the French Revolution
Bayside	Francesca Fiore 212/860-1277	Hunter College High School	The Extent of Ezra Pound's Political and Economic Ideology Expressed in the Cantos
Briarwood	Jerry Pritsker 718/631-4880	Benjamin N. Cardozo High School	Gorbachev's Leadership Style and Abilities: A Virtuous Prophet or a Messiah?
Brooklyn	Natalya Bolshun 718/258-9283	E.R. Murrow High School	The Role of Women in Traditional and Revolutionary Russian Societies
Brooklyn	Samuel David 718/789-6060	Berkeley Carroll School	Native American Traditions and Modern Fiction
Brooklyn	Christopher Sclafani 203/432-2900	Yale University	The 1964 Democratic Convention: The Impact on the Party Coalition
Buffalo	Rachel Massey 312/702-1234	University of Chicago	The Definition of a Refugee: Philosophical and Practical Implications
Cedarhurst	Margaret Chalson 516/295-8029	Lawrence High School	A Park for the People of Brooklyn: Class Conflict over Recreational Space in 19th-Century New York
Cedarhurst	Adam Herbsman 516/295-8029	Lawrence High School	His Majesty's Loyal Subjects: Long Island's Tories and the Division of Hempstead Town
Cedarhurst	Andrew Martin 516/295-8029	Lawrence High School	Where Did You Go to School, Great-Grandpa?: Educational Options for the 19th-Century Immigrant
Flushing	Sewell Chan 212/860-1267	Hunter College High School	Early Anglo-Ottoman Diplomatic and Commercial Relations: An Analysis of William Harborne and the Levant Company
Flushing	Julie Suk 212/860-1280	Hunter College High School	Myth and Metaphor in Chinese-American Literature
Flushing	Indraneel Sur 212/860-1267	Hunter College High School	Roman Law and Germanic Law: A Study of Diffusion
Hewlett	Seth Stern 516/374-8000	George W. Hewlett High School	"A World Apart": An Examination of the Philosophies of W.E.B. DuBois and Booker T. Washington
Hewlett Neck	Jason Carls 516/374-8000	George W. Hewlett High School	The Humanist as Teacher: Machiavelli's Lessons in Government
Hollis Hills	Demetrios Kapetanakos 212/295-0200	Bronx High School of Science	The Horrors of War in Goya's "Third of May, 1808" and Picasso's "Guernica"
Lawrence	Tahra Kerman 516/295-8029	Lawrence High School	Beyond Scarlett: Rediscovering the Women of the Antebellum South

Locust Valley	Alfred Jollon 212/854-1754	Columbia University	Abolitionism in American Politics, 1832-60: The Buffalo Convention and the Birth of the Free Soil Party
New York City	Elizabeth Bergman 212/568-6651	Columbia University	Aaron Copland and the Identity of American Music, 1920-30
New York City	Nicholas Kolodny 413/597-3131	Williams College	The Role of 18th-Century Historical Theory on Kant's Moral and Religious Philosophy
New York City	Abigail Schade 212/860-1267	Hunter College High School	Paul Schiemann's Impact on Baltic-German Minority Politics, 1917-33
New York City	Daniel Vitz 212/288-1100	Regis High School	The New York Draft Riots of 1863: A Confederate Conspiracy?
Pittsford	David Gunter 716/381-9940	Pittsford Sutherland High School	The Kaiser vs. the Chancellor: Bismarck's Final Diplomatic Challenge
Pittsford	Steven Furlanetto 716/381-9940	Pittsford Sutherland High School	The Integration of Evolution and Society
Port Jefferson	Caela Miller 516/473-3333	E.L. Vandermeulen High School	Practicing Science: A Comparison of Rosalind Franklin and Barbara McClintock
Rochester	Henry Constantine 716/381-9940	Pittsford Sutherland High School	The Specter of Ethnic Conflict: Events in Yugoslavian History
Rochester	Matthew Walker 716/275-2100	University of Rochester	The Boston City Charter Reform of 1909: The Campaign and the Popular Vote
Rocky Point	Heather Matovicik 516/744-1600	Rocky Point High School	The Use of Biography to Interpret Emily Dickinson's Poetry
Stony Brook	Marc Isserles 914/793-7990	Sarah Lawrence College	A Tocquevillian Anthropology: American Democratic Man and His Culture
Valley Stream	Gail Bayarin 516/374-8000	George W. Hewlett High School	In the Struggle Lies the Joy: Reflections of William H. Johnson and Langston Hughes
White Plains	Diana Greenberg 914/422-2000	White Plains High School	Salman Rushdie: The Pen's Power, the Sword's Wrath
Whitestone	Albert Ko 718/631-4880	Benjamin N. Cardozo High School	The Impact of Soviet-American Relations on the Decision to Use the Atom Bomb on Japan
Woodmere	Erik Atlas 516/374-8000	George W. Hewlett High School	The Icelandic Sagas: Chronicles of Viking Law
Woodmere	Deena Kahn 516/295-8029	Lawrence High School	My Family, My People: A Micro-History of New York's Lower East Side Jews
Woodmere	Shefali Kothari 516/374-8000	George W. Hewlett High School	The Forgotten Voice: Annie Besant's Contributions to India

NATIONAL ENDOWMENT FOR THE HUMANITIES
1993 Younger Scholars

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>ARKANSAS</u>			
Fayetteville	Jennifer Howard	University of Arkansas	The <u>Miracula</u> of Hildegard von Bingen and Women's Mystical Authority in 12th-Century Germany
<u>CALIFORNIA</u>			
Diamond Bar	Nezar Andary	Columbia University	Self-Identity in Modern Druze Thought
Eureka	Nathan Harper	Eureka High School	Societal Influences on the Development of Writer Milan Kundera
Oakland	Rachel Johnson	San Francisco Univ. High School	A Light in Our Path: The Harlem Renaissance
Ontario	Jennifer Shrum	Chaffey High School	Black Women's Voices: All Women's Issues
Panorama City	Gil Lahav	Harvard University	Black-Jewish Relations, 1984-92
Pasadena	Pia Luedtke	Polytechnic School	Architect Julia Morgan: Blueprint for Social Change
Placentia	Dennis Lin	Harvard University	The Discourse of Contagion in the 19th Century: An Analysis of Literary and Medical Texts of Cholera in France
Sacramento	Mark Jones	Princeton University	Anti-Urban Visionaries: Berlin Expressionist Architects and Their Work
Santa Clara	Ricardo Flores	Santa Clara University	Proposed Philosophical Framework for the Search and Development of Artificial Intelligence
San Diego	Khalil Khan	San Diego High School	States' Rights: Ideological Principle or Pragmatic Justification of Slavery in the Confederacy
San Francisco	Rebekah Edwards	Mills College	The Character of Architecture in the Gothic Novel
Saratoga	Laura Demmelmaier	St. Francis High School	Art for Political Purposes in Nigeria: Studies of Fiction by Wole Soyinka and Chinua Achebe
<u>COLORADO</u>			
Fort Collins	Neal Enssle	Gustavus Adolphus College	The Ideal Parish Minister in 16th- and 17th-Century English Thought
<u>CONNECTICUT</u>			
Farmington	Dale Zumbroski	Miss Porter's School	Courtly Women and Courtesans of the Italian and French Renaissance: Cultural Idealizations and Realities

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>CONNECTICUT</u> (continued)			
New Haven	Amanda Oberg	Williams College	Depreciated Speech: The Greek Lallwörter
New Haven	Clare Gillis	Hopkins School	Anomie: Its Causes and Manifestations in 20th-Century Youth as Seen in Literature
Pomfret Center	Mary Hull	Brown University	The Role of African-American Religion In the Politics of Civil Rights, 1954-68
Stamford	Jean-Luc Charles	Amherst College	Speaking as Becoming in Gwendolyn Brooks' <u>Maud Martha</u>
West Hartford	Loreen Myerson	Cleveland State University	Stereotypes and Perceptions in Literature of Disabled Women: An Anthropological Perspective
<u>FLORIDA</u>			
Plantation	J. Benjamin Eggleston	Washington and Lee University	Act-Utilitarianism Versus Rule-Utilitarianism: A Critical Analysis
Tampa	Joshua Anderson	Hillsborough High School	The Ideals of Jose Marti in the History of Cuba
<u>GEORGIA</u>			
Atlanta	Andrew Katz	Pace Academy	Elwyn Brooks White, 20th-Century Transcendentalist
Jonesboro	Jeffrey Kepple	Woodward Academy	The Spirit of Dionysus in the Philosophy of Friedrich Nietzsche
<u>HAWAII</u>			
Honolulu	Alia Yap	Punahou School	Unraveling the Mystics: A Study of Religious and Philosophical Influences on the Writings of Emerson
<u>IDAHO</u>			
Boise	Olen Hsu	Boise High School	Kahn and Bartok: In Search of a Universal Perceptual Structure between Architecture and Music
Moscow	Zachary Pall	Moscow High School	The Political Development of Thomas Mann Seen through the <u>Joseph</u> Novels
<u>ILLINOIS</u>			
Aurora	Jenny Deller	Illinois Math and Science Academy	A Continent Apart: Visions of Women in Post-World War II Britain and America
Casey	Stacey Reed	University of Notre Dame	The Role of Equality in Justifying Democracy in Rawls and Mill
Chicago	William Wimsatt	Oberlin College	How Should the Court Resolve Competing Constitutional Values?

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>ILLINOIS</u> (continued)			
Evanston	Eli Rubin	Evanston Township High School	Madman or Martyr: A Psychohistory of John Brown
Fairview Heights	Kelly Jones	Univ.of Illinois-Urbana Champaigne	The Cultural Patronage of Anne, Countess of Warwick
Richton Park	Thomas Kelly	University of Notre Dame	The Idea of Toleration in the Tradition of Democratic Liberalism
Silvia	Todd Stevenson	Monmouth College	Collective Security and Interdependence in the Post-Cold War Era
<u>INDIANA</u>			
Chesterton	Kelly Slater	University of Chicago	Female Desire and Religious Desire Conjoined: Christina Rossetti's Devotional Poetry
Valparaiso	Gregory Karpenko	Valparaiso University	Narrative as Philosophy of Religion
Zionsville	Amy Markley	Michigan State University	Narrative Practice in the Novels of Henry James
<u>IOWA</u>			
Ainsworth	Scott Samuelson	Grinnell College	Identity and Genre in the Work of Djuna Barnes
Ames	Deborah Forsman	Central College	Willa Cather's Pastoral Vision and Female Development
North Liberty	Brent Stinski	Northwestern University	Languages of Destruction and Understanding in the Works of Gertrude Stein and D.H. Lawrence
<u>KANSAS</u>			
Lawrence	Anitra Menning	Lawrence High School	Andrei Sakharov and Russian Civil Society
Salina	Billie Blair	Kansas Wesleyan University	A Comparison of Women's Leadership Roles in First Century Judaism, Christianity and Roman Culture
Topeka	Walter Davis	University of Kansas	Mind and the Return in Parmenides: A Prologue to Philosophy
<u>KENTUCKY</u>			
Louisville	Zackary Berger	California Institute of Technology	Historical and Autobiographical Elements in I.J. Schwartz's <u>Kentucky</u>
Louisville	Brent Little	Transylvania University	Contemporary Criticism of Classical Ethical Theory
Newport	Brian Sebastian	Xavier University	Platonic and Aristotelian Undertones in Cicero's "Laelius: De Amicitia"

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>LOUISIANA</u>			
Hammond	William Ross	Saint Paul's School	Walker Percy's Use of the "Delta Factor" in <u>The Thanatos Syndrome</u>
New Orleans	Charles Sanders	University of Texas at Austin	Unchained Melodies: A Multimedia Approach to the Soviet Free Jazz Movement
Opelousas	David Gurley	Bard College	Travel, Trade and Progress in Ancient Egypt and Phoenicia
<u>MARYLAND</u>			
Baltimore	Corinne Funk	Bryn Mawr School	Three 20th-Century Baltimore Writers: Edith Hamilton, H.L. Mencken and Anne Tyler
Baltimore	Amanda Lin	Cornell University	The Origins of Democracy in the Phillipines
Brookeville	Mary Murray	Columbia University	The Development of American Religious Oratory: John Cotton, Jonathan Edwards and Ralph Waldo Emerson
Elkton	Heather Pilar	North East High School	William Butler Yeats: His Relationship to Women and the Muse
<u>MASSACHUSETTS</u>			
Dracut	David Dumaresq	Saint Anselm College	Ronald Dworkin and the Founding Fathers on How Judges Should Decide Cases
Falmouth	Matthew Bothner	Boston University	Charismatic Religion and Race Relations: The Azusa Street Pentacostal Revival
Hanson	Alene Conant	Whitman-Hanson Regional High School	The "Golden Age" of Moorish Spain: A Model of Multicultural Achievement
Newton	Jeremy Stern	Brandeis University	Ideas of Freedom in the American Revolution
South Yarmouth	Joline Jozokos	Urban School of San Francisco	Women's Independent Religious Expression in the High Middle Ages
Watertown	Gregory White	Swarthmore College	The Intra-Madhyamaka Debate: Logic, Philosophical Method and Historical Context
Williamstown	Julia Savacool	Mount Greylock Regional High School	Assessing the Validity of Four Controversial Theories of Voyages to America before Columbus
Winchester	Catherine Krumme	Winchester High School	Elizabeth Cady Stanton: The Intellectual Force behind Suffrage
<u>MICHIGAN</u>			
Ann Arbor	Martin Carlson	Macalester College	Red Cloud and the Problem of Form in Native American Biography
Bloomfield Hills	Kevin Dwarka	Columbia University	Gay Community Development in New York's West Village after the Stonewall Riot of 1969

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>MICHIGAN</u> (continued)			
Kalamazoo	Sara Ferguson	University of Michigan	Obligation and Freedom in Kant's Ethics
St. Joseph	Anthony Perron	University of Chicago	Caesar or King? Literary Portrayals of Charlemagne in Einhard and Alcuin
<u>MINNESOTA</u>			
Dawson	Janet Liebl	Southwest State University	Orphan Trains on the Prairie: The Southwestern Minnesota Experience
Duluth	Jessica Johnson	The Marshall School	Mak, Gill, Froward and Garcio: Amoral Voices in Medieval Plays by the Wakefield Master
Duluth	Scott Newstrom	Grinnell College	A Study of Marriage in Willa Cather's Novels
Plymouth	Kristin Schwain	Valparaiso University	The Reception of German Art at the 1893 World Columbian Exposition
<u>MISSOURI</u>			
Kansas City	Mathew Caughron	Thomas Aquinas College	The Predictability of Species in Aristotle's <u>Organon</u>
St. Louis	Daniel Bender	Yale University	Social and Labor History of the Farmington Canal
<u>NEBRASKA</u>			
Omaha	Jeffrey Engel	Cornell University	United States-France, Economic Blocs and the Origins of the Cold War
<u>NEW HAMPSHIRE</u>			
Central Barnstead	Molly Jacobs	Pittsfield High School	Women in Shakespeare
<u>NEW JERSEY</u>			
Cranford	Josephine Coakley	Cranford High School	A Feminine Voice in a Cavalier Age: A Study of the Prose and Poetry of Aphra Behn
Highland Lakes	Christie Routel	Vernon Township High School	The Influence of Dorothy Thompson's Journalism
Lawrenceville	David Greenberg	Yale University	The Plays of Children's Companies, 1600-09: An Examination of Their Place in English Renaissance Drama
Medford	Elizabeth Landen	Roanoke College	The Role of the Freedmen's Bureau in the Reconstruction of Virginia
Paterson	Mark Micchio	Rutgers University	Patriotism or Profit: Motivation for Enlistment during the American Revolution

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>NEW JERSEY</u> (continued)			
Ridgewood	Elliott Casey	University of Virginia	Alisdair MacIntyre's Virtue-Ethics and Biomedical Ethics
<u>NEW YORK</u>			
Atlantic Beach	Sara Horowitz	Lawrence High School	Friends of Liberty: English Views of the French Revolution
Bayside	Francesca Fiore	Hunter College High School	The Extent of Ezra Pound's Political and Economic Ideology Expressed in the Cantos
Briarwood	Jerry Pritsker	Benjamin N. Cardozo High School	Gorbachev's Leadership Style and Abilities: A Virtuous Prophet or a Messiah?
Brooklyn	Natalya Bolshun	E.R. Murrow High School	The Role of Women in Traditional and Revolutionary Russian Societies
Brooklyn	Samuel David	Berkeley Carroll School	Native American Traditions and Modern Fiction
Brooklyn	Christopher Sclafani	Yale University	The 1964 Democratic Convention: The Impact on the Party Coalition
Buffalo	Rachel Massey	University of Chicago	The Definition of a Refugee: Philosophical and Practical Implications
Cedarhurst	Margaret Chalson	Lawrence High School	A Park for the People of Brooklyn: Class Conflict over Recreational Space in 19th-Century New York
Cedarhurst	Adam Herbsman	Lawrence High School	His Majesty's Loyal Subjects: Long Island's Tories and the Division of Hempstead Town
Cedarhurst	Andrew Martin	Lawrence High School	Where Did You Go to School, Great-Grandpa?: Educational Options for the 19th-Century Immigrant
Flushing	Sewell Chan	Hunter College High School	Early Anglo-Ottoman Diplomatic and Commercial Relations: An Analysis of William Harborne and the Levant Company
Flushing	Julie Suk	Hunter College High School	Myth and Metaphor in Chinese-American Literature
Flushing	Indraneel Sur	Hunter College High School	Roman Law and Germanic Law: A Study of Diffusion
Hewlett	Seth Stern	George W. Hewlett High School	"A World Apart": An Examination of the Philosophies of W.E.B. DuBois and Booker T. Washington
Hewlett Neck	Jason Carls	George W. Hewlett High School	The Humanist as Teacher: Machiavelli's Lessons in Government
Hollis Hills	Demetrios Kapetanakos	Bronx High School of Science	The Horrors of War in Goya's "Third of May, 1808" and Picasso's "Guernica"

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>NEW YORK</u> (continued)			
Lawrence	Tahra Kerman	Lawrence High School	Beyond Scarlett: Rediscovering the Women of the Antebellum South
Locust Valley	Alfred Jollon	Columbia University	Abolitionism in American Politics, 1832-60: The Buffalo Convention and the Birth of the Free Soil Party
New York City	Elizabeth Bergman	Columbia University	Aaron Copland and the Identity of American Music, 1920-30
New York City	Nicholas Kolodny	Williams College	The Role of 18th-Century Historical Theory on Kant's Moral and Religious Philosophy
New York City	Abigail Schade	Hunter College High School	Paul Schiemann's Impact on Baltic-German Minority Politics, 1917-33
New York City	Daniel Vitz	Regis High School	The New York Draft Riots of 1863: A Confederate Conspiracy?
Pittsford	David Gunter	Pittsford Sutherland High School	The Kaiser vs. the Chancellor: Bismarck's Final Diplomatic Challenge
Pittsford	Steven Furlanetto	Pittsford Sutherland High School	The Integration of Evolution and Society
Port Jefferson	Caela Miller	E.L. Vandermeulen High School	Practicing Science: A Comparison of Rosalind Franklin and Barbara McClintock
Rochester	Henry Constantine	Pittsford Sutherland High School	The Specter of Ethnic Conflict: Events in Yugoslavian History
Rochester	Matthew Walker	University of Rochester	The Boston City Charter Reform of 1909: The Campaign and the Popular Vote
Rocky Point	Heather Matovicik	Rocky Point High School	The Use of Biography to Interpret Emily Dickinson's Poetry
Stony Brook	Marc Isserles	Sarah Lawrence College	A Tocquevillian Anthropology: American Democratic Man and His Culture
Valley Stream	Gail Bayarin	George W. Hewlett High School	In the Struggle Lies the Joy: Reflections of William H. Johnson and Langston Hughes
White Plains	Diana Greenberg	White Plains High School	Salman Rushdie: The Pen's Power, the Sword's Wrath
Whitestone	Albert Ko	Benjamin N. Cardozo High School	The Impact of Soviet-American Relations on the Decision to Use the Atom Bomb on Japan
Woodmere	Erik Atlas	George W. Hewlett High School	The Icelandic Sagas: Chronicles of Viking Law
Woodmere	Deena Kahn	Lawrence High School	My Family, My People: A Micro-History of New York's Lower East Side Jews

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>NEW YORK</u> (continued)			
Woodmere	Shefali Kothari	George W. Hewlett High School	The Forgotten Voice: Annie Besant's Contributions to India
<u>OHIO</u>			
Canton	Katharine Mueller	Ohio State University	Kant's Theory of the State: Discovering Freedom in Society
Cleveland	Jennifer Van Dijk	Hawken School	The Medieval View of Women as Portrayed by the Authors Manuel, Chaucer and Boccaccio
Oberlin	Caroline Sherman	Lake Ridge Academy	Patriots and Loyalists: Rhetoric and Reality before the American Revolution
Warren	Arvind Manocha	Cornell University	The Influence of Indian Philosophy on Thoreau's <u>Nature</u> and <u>Walden</u>
<u>OKLAHOMA</u>			
Jenks	Chong-Min Hong	Harvard University	The Heroic Ideals in Sophocles' <u>Electra</u>
Oklahoma City	Benjamin Oldham	Casady School	The History of an African-American Regiment in the American Civil War
Yukon	Dy Tran	Columbia University	Goethe's <u>Werther</u> and the Philosophy of Language
<u>OREGON</u>			
Eugene	Joseph Tobin	Reed College	Machiavellian Political Virtue
Grants Pass	Austin Patty	University of Oregon	Moravian Folk Music and Other Influences in Janacek's <u>Second String Quartet</u>
Salem	M. Erik Gilbert	University of Puget Sound	Women and the Transcendentalist Utopian Community at Brook Farm
<u>PENNSYLVANIA</u>			
Allentown	Patricia Larash	William Allen High School	"Dux femina facti": The Portrayal of Strong Women in the Epic Poetry of Homer and Vergil
Chalfont	Jessica Bloom	Central Bucks West High School	The Cultural Revolution in China: First-Person Narratives
Gettysburg	Jakob Boritt	Gettysburg High School	The Immediate Northern Reaction to Lincoln's Gettysburg Address
Pittsburgh	Laura Appleman	University of Pennsylvania	The Effect of the Arthurian Gender Stereotype on Victorian Women
St. Davids	John Dewis	Haverford School	The Concept of Justice in Greek Tragedy

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>PENNSYLVANIA</u> (continued)			
Swarthmore	Rebecca Saunders	Strath Haven High School	An Exploration of the Influence of Men on the Writings of Zora Neale Hurston
Wexford	David Moore	University of Chicago	An Examination of Sartre's <u>Being and Nothingness</u> and <u>Notes for an Ethics</u>
<u>SOUTH CAROLINA</u>			
Clemson	Robert Brosnan	Clemson University	The Influence of Henri Bergson on the Italian Futurists: Ideas of Consciousness in Motion
Columbia	Lauren Griswold	Richland Northeast High School	John Shaw Billings, Time, Inc. and the Cold War
<u>TENNESSEE</u>			
Nashville	Mendi Lewis	Spelman College	The Black Experience in the Voices of Nicolas Guillen and Langston Hughes
<u>TEXAS</u>			
Austin	Stefanie Markovits	Yale University	Gendered Epistemology in the Novel: A Study in Jane Austen
Dallas	David Irving	Southern Methodist University	The Foregrounding of Metaphor in Pynchon and Barthelme
Dallas	Molly Williams	Greenhill School	Playwright in Politics: The Rise and Fall of Vaclav Havel
Garland	Matthew Durington	University of Texas at Austin	Analysis of the Black Image in Independent Black Cinema, 1930-50
Garland	Kevin Matthews	University of Texas at Austin	Development of Symbolism in Tennessee Williams' <u>Night of the Iguana</u>
Houston	William Trainor	Jersey Village High School	Eliot as Fisher King: The Search for Spiritual Rebirth in the Poetry of T.S. Eliot
Houston	Charu Chandrasekhar	Bellaire High School	Influences of Victorian England and the Bloomsbury Group on the Development of Virginia Woolf's Feminism
Houston	Brian Childs	Jersey Village High School	Lenin and the Bolsheviks, Robespierre and the Jacobins: The Legacy of the French Revolution
Houston	Hamsa Murthy	Mayde Creek High School	Analysis of Three Utopian Societies and Development of a Utopian Society
Pecos	David Hilton	Pecos High School	Henry Flipper, West Point's First Black Graduate and the Army's First Black Officer
Plano	Jeffrey Andrews	Trinity University	From Merchant to Banker: Stephen Girard and the Making of the Modern American Economy

<u>STATE/Hometown</u>	<u>Student</u>	<u>School</u>	<u>Project Title</u>
<u>TEXAS</u> (continued)			
Port Arthur	Christine Barton	University of Texas at Austin	Frontier Slavery in Microcosm: The Billingsley and Devereux Plantations in Texas
San Angelo	Jessica Coughran	Texas A&M University	Albucasis: A Study of the 11th-Century Arab Physician and His Influence on Medicine in the Middle Ages
San Antonio	Tom Nguyen	Texas A&M University	Negative and Positive Freedom in Democratic Thought
Spring	Ryan Hill	Klein High School	"Who Said That?" Perspectives of the Black Press during Integration in Houston, Texas, 1960-64
<u>VIRGINIA</u>			
Stafford	Christopher Campbell	Reed College	The Fragmented Imagery of Identity: Karoline von Gunderode and the Quest for Romantic Individuality
Leesburg	Robert Ripperger	U.S. Military Academy	The Influence of the Dreyfus Affair on French Military Doctrine
Williamsburg	Eric Haas	Bruton High School	Boyhood in the Jamestown Colony: The Early Years
<u>VERMONT</u>			
South Burlington	Tracey Billado	Smith College	Julian of Norwich and Margery Kempe: A Comparison of Women Mystics in Late Medieval England
<u>WASHINGTON</u>			
Issaquah	David Shull	Harvard University	The Role of Fiction in Language: Reference for Fictional Words
<u>WISCONSIN</u>			
Monona	Ellen Seagren	Monona Grove High School	The Power of Feminine Divinities
Sheboygan Falls	Danielle Toppins	Beloit College	"White Ink" in the Novels of Hélène Cixous and Albalucia Angel: A Comparative Approach
<u>WYOMING</u>			
Worland	Halley Wheelless	Worland High School	From Athens to Cheyenne: An Investigation of the Journey Motif in Homer's <u>Odessey</u> and Larry McMurtry's <u>Lonesome Dove</u>

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FACTS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

NEH-93-014-F

NEH YOUNGER SCHOLARS

The Program

Awards for Younger Scholars provide outstanding students of the humanities with opportunities to conduct independent research and writing projects during the summer months. Under the close supervision of advisers who are teachers and scholars in the humanities, individuals pursue their own projects during a concentrated period of time not normally available during the school year. This program enables the Younger Scholars to enhance their intellectual development by producing research papers on a specific topic. In both subject matter and methodology, projects must be firmly grounded in one or more of the disciplines of the humanities.

What Are the Humanities?

As defined in the National Foundation on the Arts and the Humanities Act of 1965, the federal legislation that brought the Endowment into existence, the humanities include history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Who May Apply

The Younger Scholars Program is intended for two groups of students. High School Younger Scholars awards are made to secondary school students; and College Younger Scholars awards are made to undergraduates below the level of senior. These two competitions are judged separately.

High School Younger Scholars

Any high school student may apply. Applicants must be either U.S. citizens or foreign nationals who have lived in the United States for at least three years immediately preceding the application deadline. High school students may apply for \$2,000, of which \$400 is allotted to the project adviser.

College Younger Scholars

Full-time college students who are below the level of senior may apply. Applicants must be either U.S. citizens or foreign nationals who have lived in the United States for at least three years immediately preceding the application deadline. College students may apply for \$2,400, of which \$400 is allotted to the project adviser.

Grant Requirements

1. All grants involve nine weeks of full-time work by an individual on a specific humanities project during the summer months.
2. All projects require a project adviser with knowledge and qualifications in an appropriate humanities discipline who will work closely with the grantee. The Endowment suggests a minimum of one conference per week and requires that applicant-adviser meetings be conducted in person; advising by telephone is not sufficient. Only one person may be listed by the applicant as the official project adviser.
3. All projects are expected to result in a substantial research paper, with bibliography, that must be submitted to the Endowment in conjunction with a final narrative report.
4. The project adviser must submit an assessment of the summer's work within 90 days following the end of the grant period.

How Applications Are Evaluated

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality and significance of the proposed project.

Evaluators will consider the following questions:

1. Is the project firmly grounded in a discipline or disciplines of the humanities?
2. Is the topic sufficiently significant so that carrying out the project will enhance the intellectual development of the applicant?
3. Does the project have a carefully defined scope and are the objectives attainable within the grant period?
4. Is the plan of work logical and rigorous?
5. Does the adviser have training and knowledge in the humanities appropriate to the project? Does the adviser have an appropriate role in the project?
6. Does the applicant have the necessary ability and academic background to undertake the project?

How to Apply

To request guidelines and application forms for the 1994 competition, write or call: NEH Younger Scholars, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506. The telephone number is (202) 606-8463.

For NEH/Younger Scholars projects that would take place in summer 1994, applications must be postmarked no later than November 1, 1993. Announcement of awards will be made on or about March 15, 1994.

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NEWS

National Endowment
for the Humanities

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

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HOLD FOR RELEASE UNTIL 8:00 P.M. (EDT), WEDNESDAY, MAY 5, 1993

"HISTORY, HUMANITY AND TRUTH"

NEH Jefferson Lecturer Robert Conquest
Warns Against Scientific Systems of Historical Interpretation

WASHINGTON, May 5 -- What is to be gleaned from communism's telling of history? The use of mechanical systems to interpret history is folly. Human judgment is paramount. And contrary to much current scholarly opinion, "certitude" in history is simply unattainable, historian Robert Conquest argued here tonight in the 22nd Jefferson Lecture in the Humanities.

The Jefferson Lecture, the highest honor bestowed by the federal government for distinguished intellectual achievement in the humanities, was delivered by Conquest to an audience of some 1,000 invited guests at the Andrew W. Mellon Auditorium. Conquest, a historian of the Soviet era, is a senior research fellow at Stanford University's Hoover Institution.

Conquest's lecture was cautionary, warning against trendy, presumptive theorizing that offers a false sense of historical certainty.

"History is not some past from which we are cut off," Conquest said. "We are merely at its forward edge as it unrolls. And only

- MORE -

if one is without historical feeling at all can one think of the intellectual fads and fashions of one's own time as a 'habitation for everlasting.' We may feel that at last, unlike all previous generations, we have found certitude. They thought so too."

Conquest took particular umbrage at the use of social scientific methods to impose quantitative but distorting interpretive models on historical data in efforts to proclaim definitive truths about history.

Reminding the audience that Thomas Jefferson and the other founders of the American republic "sought perspective rather than infallible revelations" in historical studies, Conquest noted that the "broader problem" in the history profession today is "the never-ending urge for systematizations as wholly explanatory in the field of the humanities." He cited the Soviet experience as an extreme example of how systematization falsifies history, robbing citizens of the "historical facts on which a society must subsist."

Emphasizing that proper historiography is descriptive rather than predictive, Conquest said the work of a professional historian "resembles more that of a detective than of a scientist -- a search for and judgment of particular evidence rather than of repeatable experiment."

Rather than following "rules" dictated by interpretive models and quantitative methods in the process of historical verification, Conquest said historians need to develop "judgment" through wide knowledge of the world's cultures.

"The procedure implies the forming of general impressions from a

mass of material, considered not only in itself but in the perspectives of other knowledge," Conquest said. "This again is not a mechanical art, and cannot be made so. We need knowledge of much human history of other periods and places and of the motivations of men and cultures far different from what any parochial view can give us."

Conquest was one of the first Western scholars to uncover the sordid reality of Stalin's rule through careful study of primary documents. Now that the Soviet archives have been opened to Western scholars, Conquest warned that scholars may fail to perceive events underlying various documents.

"For example I have read some of the lesser secret police interrogation reports, and they appear as rational questioning, with the prisoner giving very detailed factual answers," said Conquest. "Nothing on paper shows the true context of torture. At least, the wording does not: but occasionally reality breaks through, as with the 'forensically identifiable' bloodstains on the interrogation record of Marshal Tukhachevski."

Amassing historical facts from documents would "not in itself tell anything like the full story," Conquest said, and sometimes such research produces diminishing returns: "Moreover beyond a certain point 'research' can lose its usefulness. If undertaken in a more or less automatic way, without a background of knowledge or of practical judgment, it invites the comment made by Sir Joshua Reynolds, a scholar as well as a painter: 'A provision of endless apparatus, a bustle of infinite inquiry and research ... may be

employed, to evade and shuffle off real labor -- the real labor of thinking.'"

History, in being co-opted by the social sciences, has become vulnerable to the same distorting tendencies, Conquest said: "More generally it is the bane of the non-exact sciences or studies that they tend to become prey to constrictive theorists. Marx was, of course, one of these. ..."

He continued, "Marxism, as it is today, may seem less of a nuisance than some other efforts. ... at least this Marxism does not demand a rigid systemification: it believes in the possibility of coherent thought; and it rejects the notion that the whole of life and art and literature has no significance beyond the suppression of social or other categories -- more than can be said of a certain level of contemporary academe."

Denouncing the use of "modeling" in historical studies, Conquest said, "Models are also misleading because they imply that the similarities between historical phenomena are more important than the differences. Models, moreover, are often projections of ... parochialism ... , being based on social science kits derived from the Western experience or outlook only."

While "a profound knowledge of world history, and of the particular facts and background of a given country's evolution, may produce a general grasp of the range of possible outcomes in a given situation ... , no conceivable advantage, apart from the comforting delusion of rigor, could accrue by putting these possibilities in

'scientific' form," he said.

Conquest argued for variable rather than monolithic renderings of history: "Of course historians write from various points of view, and the account given varies accordingly. But this is no more than is true of a set of photographs from various angles, in different lights, which will give pictures which differ in many ways, without therefore being false or misleading if read with a modicum of common sense."

In covering "the inexhaustible variety of the human condition, of individual minds, and of the cultures in which they exist," said Conquest, history "brings together the whole of human creativity, and destructiveness, in a never complete or final synthesis -- but all the same as a major concentration, neither too absolute nor too ambitious, of our hard-earned wisdom as a species."

Conquest will deliver the Jefferson Lecture a second time on May 12, 1993, at the Hoover Institution at Stanford University in Stanford, Calif.

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Created by Congress in 1965, the National Endowment for the Humanities is an independent grant-making agency that supports education, research, preservation projects and public programs in the humanities.

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HISTORY, HUMANITY AND TRUTH

The Jefferson Lecture in the Humanities
1993

by Robert Conquest

I

I am deeply honored that you have chosen me to give the Jefferson Lecture in the Humanities, and asked me to speak to so distinguished an audience.

This is not, I think, a suitable occasion for formal analytics. I propose, rather, to pursue certain trains of thought, and then come to some conclusions.

It does seem especially appropriate for the Jefferson Lecture to be delivered (not for the first time) by a historian. Jefferson himself urged that the education of the members of a modern democracy should be, as he put it, "chiefly historical." His reasoning was that history "by apprising them of the past, will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men."

Jefferson and his colleagues were well read in the history of England, of Europe, of the ancient world -- in fact of the world as a whole insofar as it was available to them; and, as can be seen in their writings and speeches, they assumed a similar knowledge or receptivity to such knowledge in the whole American political milieu.

As Jefferson says, they drew lessons from this rich and varied past. But they did not apply these automatically and uncritically to their own place and period. They sought perspective rather than infallible revelations. The Founding Fathers were, in Carl Bridenbaugh's words, "men of intellect, not intellectuals"; or as Arthur Schlesinger Sr. puts it, "men of vision without being visionaries."

In many respects, while much more is now known, our citizenry is less well educated in historical matters than in Jefferson's time: certainly less than Jefferson would have wished. In part,

no doubt, this is due to defects in the school system about which there seems to be general agreement. But it is also the case that history at the academic level is under a variety of pressures which tend to remove it from its status as one of the humanities without otherwise improving it. In part this may be perhaps because "intellectuals" and "visionaries" are still with us.

II

History is not some past from which we are cut off. We are merely at its forward edge as it unrolls. And only if one is without historical feeling at all, can one think of the intellectual fads and fashions of one's own time as a "habitation for everlasting." We may feel that at last, unlike all previous generations, we have found certitude. They thought so too.

We should look at the broader problem: at the never-ending urge for systematizations as wholly explanatory in the field of the humanities. Eric Temple Bell, the mathematician, once wrote that

the consuming hunger of the uncritical mind for what it imagines to be certainty or finality impels it to feast upon shadows in the prevailing famine of substance.

We spoke of fads and fashions. Fanaticisms and factiousnesses too, unfortunately. The Soviet experience was, of course, a terrible example of what can happen when an idea gets out of hand.

III

With us, feeling for the past is weaker and vaguer than it ought to be. But though the roots could do with some watering, they have not been cut. With the Russians the case was far worse. Not only were they submitted to a long and horrifying experience based on a false historical theory; they were also robbed of knowledge of the historical facts on which a society must subsist; and they felt it keenly.

This destruction came in two modes. First, a suppositious "class" scheme was imposed on every public fact: so that, for example, a wholly invented class of kulaks was created and real people were assigned to it, and then repressed by the million.

Then, in the 1930s, not mere distortion, but total falsification became the norm. The experiment had proved a disastrous failure, but this was not to be admitted. Two Soviet Unions henceforth existed -- one the reality of poverty, exploitation, terror, falsehood, sycophancy, the other the fantasy of posters, the media, demonstrations, splendid statistics, public enthusiasm. History became part of the fantasy, culminating in the thoroughly falsified 1939 Short Course History of the Communist Party, which sold 40 million copies the world over -- became, in fact, the bible of the world Communist movement.

At one level, everyone in the Soviet Union not battered into mindlessness felt the falsity: and this disjunction became stronger and stronger. Fifteen or twenty years ago, when one spoke with Soviet delegates here one began increasingly to notice a look of shame as they presented to Westerners what were not just lies, but obvious, contemptible and discreditable lies -- and this was an important factor in the moral and intellectual crisis which matched in its effects the material failure of the system. For while Russia was deprived of its history there remained a common longing for the truth -- not merely in the abstract, but centered on a deep desire to know the real circumstances of the forces which had destroyed relatives and friends.

Until a few years ago, this aching gap could only be filled by foreigners, writing in the West. This of course also involved the refuting of the Stalinist and sub-Stalinist myth which had penetrated our own countries.

It is difficult to make clear to the present generation how deeply it affected much of the Western intelligentsia. Not only its pervasiveness, but also its virulence: as Orwell remarked, anyone expressing "mild distaste for slave labor camps or one-candidate elections" was often treated as "either insane or actuated by the worst of motives." As he says, "anti-Communist" was usually preceded by "rabid."

There were many reasons for these Western delusions about the USSR: the ideological pull of the idea of state socialism, the anti-Western bias within an alienated intelligentsia which could see nothing but good in its enemy and opposite. For them genuine knowledge of the Soviet Union had vanished; emptied of reality the country appeared, as in those old maps of America and Africa, as the home of mythical beasts -- Socialism, Workers' Power, and so on. Moreover, in academe one can also note, harmful to this day, intellectual investment in fallacy, long after its refutation: a phenomenon by no means uncommon even in the hard sciences. But perhaps even more important was mere parochialism -- as Joseph Brodsky once pointed out, some people in the West were simply not up to facing the reality of the Soviet past. And indeed if one does not know, or ignores, a good deal of world history, one cannot believe in some of the things that could and did happen.

It is a remarkable fact that some of the soundest understanding of the Soviet phenomenon, even in the West, came from novelists -- George Orwell, Arthur Koestler, and a few others. This was surely because an effort not merely of the intellect, but also of the imagination, was needed for a true view.

It seems clear that serious Western research, gradually establishing the truth about the Soviet background and motivations, had powerful effects on our own political and intellectual classes, Democrat and Republican, Conservative and Labor, Socialist and Christian Democrat, and contributed to sound policy. In the Soviet Union itself, such work penetrated either in English or in Russian editions printed in the West, or in samizdat translations. Educated Russians are touchingly grateful, and maintain that the effect was highly important in disinfecting

their minds, liberating their critical spirit, and hence to the whole phenomenon of glasnost.

Glasnost was of course intended to provide a forum for discussion on ways to improve the system. But freer, then freer, publication led above all to a great printing of these historical facts, almost always tending to put the whole regime in question. This was a major element in the path to the recent revolution. History, the struggle for true history, does have its effects in the great world!

IV

How was it possible in the pre-glasnost period for a Western historian to write Soviet history? His sources were few, scattered, often of doubtful reliability. He was in the position of a historian writing about some empire of antiquity, and relying on a few score papyri, a few scant inscriptions. Successful work could only be done by comprehensive search, following up all possible leads, and considering them in the most careful and critical manner. It contrasted markedly with another approach by Western writers who -- even quite recently -- accepted the official published material of the period, a congeries of massive falsification, and rejected in principle unofficial reports and memoirs, some of which at least were true.

Now, the conditions of the study have radically changed. The thirty to forty million files -- files not documents -- of the Central Party Archives are or will be available, with a similar number in the secret police records, and millions more elsewhere. Which, in the words of Shakespeare's Mark Antony "which, pardon me, I do not mean to read."

But, of course, this material (in whose release I have been closely involved) is highly welcome. Russian researchers have already made much plain which was formerly obscure, and we have been able to use this. They will produce more. But it will be a long, tedious and indeed in one sense uncompletable job. Arnold Toynbee actually prefers our understanding of the Greco-Roman epoch on the grounds that it is "not encumbered and obscured by a surfeit of information."

For even if such a mass of "documentation" were in some sense fully available or usable, or a representative selection possible, it would still not in itself tell anything like the full story. It is not so much a gift as a challenge to true, critical scholarship. As a great researcher once wrote "It is perfectly possible, as all who have made any historical researches can attest, to read bale after bale of dispatches and protocols without catching one glimpse of light about the relations of governments."

Documents do not describe the circumstances of their composition. For example, I have read some of the lesser secret police interrogation reports, and they appear as rational questioning, with the prisoner giving very detailed factual

answers. Nothing on paper shows the true context of torture. At least, the wording does not: but occasionally reality breaks through, as with the "forensically identifiable" bloodstains on the interrogation record of Marshal Tukhachevski.

But, as I say, even if the documents were pure records of what they purport to be, they would not give more than a part of the true picture. Moreover beyond a certain point "research" can lose its usefulness. If undertaken in a more or less automatic way, without a background of knowledge or of practical judgment, it invites the comment made by Sir Joshua Reynolds, a scholar as well as a painter: "A provision of endless apparatus, a bustle of infinite inquiry and research ... may be employed, to evade and shuffle off real labor -- the real labor of thinking."

V

Anyone who is not genuinely addicted to the search for knowledge is unlikely to have the psychological energy to be a true scholar in any field. But in history this work resembles more that of a detective than of a scientist -- a search for and judgment of particular evidence rather than of repeatable experiment. And no system of procedure is possible.

Jacques Barzun and Henry F. Graff tell us in their The Modern Researcher, that the process of historical verification is "conducted on many planes, and its technique is not fixed. It relies on attention to detail, on common-sense reasoning, on a developed 'feel' for history and chronology, on familiarity with human behavior, and on ever enlarging stores of information." And, they conclude, "No interesting or important question ... can be settled without detailed knowledge, solid judgment, lively imagination and ability to think straight. What to do and how to go about it come with practice; to enumerate rules would be endless and of little use." This is, in fact, the crux: that "judgment" is needed, that it is a delicate matter, and that no mechanical criteria for validating or rejecting evidence exist.

VI

Having discovered, or amassed, his array of facts, the historian must now achieve a synthesis. He must, in a few hundred pages, in some way present the experience of millions of people over years of time. As Macaulay put it, no history can give the whole truth; "but those are ... the best histories which exhibit such parts of the truth as most nearly produce the effects of the whole."

The procedure implies the forming of general impressions from a mass of material, considered not only in itself but in the perspectives of other knowledge. This again is not a mechanical art, and cannot be made so. We need knowledge of much human history of other periods and places and of the motivations of men and cultures far different from what any parochial view can give us.

It is indeed not easy to get into another man's skin, let alone that of another culture. The great French general Conde once remarked to the Cardinal de Retz that the reason why historians got things wrong was because "these rascals make us speak and act as they themselves would have done in our place." But if academics fail to understand the temperaments of the soldiers of their own culture, they are all the more unlikely to grasp the temperaments producing and produced by other traditions.

As for the modern autocracies, these simply cannot be put in perspective without some knowledge of the "pre-critical" orders of antiquity and the great Asian military empires; and, on the other hand, of the millenarian sects of, say, 15th-century Germany. I feel, in this context, much in debt to Norman Cohn's The Pursuit of the Millennium, which demonstrates that, in spite of a modernized vocabulary, "Communism and Nazism have been inspired by fantasies which are downright archaic."

Yes, we must consider Soviet history, and with care, but we need a broad outlook on history as a whole. And above all we should avoid consciously or unconsciously projecting onto other cultures the feelings, ideas and motivations we feel natural, and refrain from applying analytical concepts developed in our own backyards to the wild deserts and steppes of the outside world.

And it cannot be urged too strongly that this is not merely an abstract intellectual matter. Michael Howard in 1980 remarked of the "real lessons of history" in his inaugural lecture as Regius Professor at Oxford, that these apply to "people, often of masterful intelligence, trained usually in law or economics or perhaps political science, who have led their governments into disastrous miscalculations because they have no awareness whatever of the historical background, the cultural universe of the foreign societies with which they have to deal. It is an awareness for which no amount of strategic or economic analysis, no techniques of crisis management or conflict resolution ... can provide a substitute."

A recent example was the erroneous and misleading concept, prevalent in important political circles here, that the Soviet Union could be democratized and still remain in being: for some time this had a distortive, and potentially quite dangerous, effect on our foreign policy.

VII

More generally, it is the bane of the non-exact sciences or studies, that they tend to become prey to constrictive theorists. Marx was, of course, one of these -- one of the most irritating habits of the old Soviet historians was their invariable reference to pro-Soviet Western writing as "scientific" and "objective." Indeed, the Soviet order itself was supposedly constructed on "scientific" lines. A Moscow joke of the period runs: "Comrade, was our system invented by scientists?" "No, comrade, if scientists had invented it they would have tried it out first on hamsters."

The notion that economic or class interests are decisive in history seems particularly inappropriate in the epoch of Lenin and Stalin and Hitler and Mao and the Ayatollah and all the others. It is perfectly clear, for example, that Soviet history over two generations had as its central drive ideas in the minds of its leaders -- ideas forced upon society, the economy, the culture, everywhere by a political mechanism, contrary to all the natural trends of the country.

Marxism is pernicious because it is constrictive and selective -- but above all nowadays, more broadly, as a bad example. For it implanted the idea that a "science of history" is possible. Marxism, as it is today, may seem less of a nuisance than some other efforts. Indeed, there are a few (a very few) who write from a more or less Marxist point of view whose work, though inevitably distorted, is still critical and useful. These have usually played down Marx's gross overemphasis on the socio-economic, and refined his clumsy categories of "feudalism" and so on. And at least this Marxism does not demand a rigid systemification: it believes in the possibility of coherent thought; and it rejects the notion that the whole of life and art and literature has no significance beyond the suppression of social or other categories -- more than can be said of a certain level of contemporary academe. However, that raises problems which seem psychological and political rather than intellectual, though in a sense they may be regarded as particularly absurd and extreme examples of a more widespread reductionism.

VIII

At the more serious level, a key word in modern studies of politics is "model." With its overtones of something that works in the same way as its original, like a model steam engine, it is highly unsuitable. Politics are sui generis. And though they may be conveniently treated under general categories for some purposes, this must not be pressed beyond what is possible and appropriate.

When we first learn history, we start with simple specifications. Conditions producing the French Revolution:

- (1) Feudal burdens on the peasantry,
 - (2) Influence of Rousseau, Voltaire, etc.,
 - (3) Example of the American Revolution,
- and so on; a simple "model."

After some years of immersing oneself in the material, and in the material of much else in human history, one can begin to see 1789 in all its interwoven complexity. And any "prerevolutionary model," or "crisis model," will seldom be of much greater use than the specifications and definitions of childhood. Moreover, as Alfred Cobban, a leading historian of the period, puts it, these theories are used to select the facts that fit them, which are then used to confirm the theory. ... We should anyway, at this stage, hardly need such props.

A great scholar in a comparable field, putting it rather strongly, wrote of such rules, that they " ... are nothing but a string of generalizations, necessarily inaccurate, which have been framed by the benevolent for the guidance, the support, and the restraint, of the three classes of persons." They are "leading strings," he said, for infants, "crutches" for the incapable, and "straitwaistcoats" for the demented. This is unfair to the extent that some otherwise qualified people find it easier to grasp facts presented schematically, even mathematically; what they should not do is try to impose this on the study as a whole. In particular, schematic methods are indeed easier to teach and learn than knowledge and judgment. But teaching of knowledge and training in judgment are possible, and desirable, and must not be pre-empted in this way.

Models are also misleading because they imply that the similarities between historical phenomena are more important than the differences. Models, moreover, are often projections of the parochialism we spoke of earlier, being based on social science kits derived from the Western experience or outlook only. Yet another trouble with modeling, however complex and sophisticated, is that the complexity and sophistication may be applied to phenomena which are not in themselves of any real relevance -- though they may appear on the face of it to be so. Phrenology achieved wide academic recognition and support in the 19th century. Its assumptions seemed reasonable -- that the brain is the organ of thought; that its shape in a given case must be an indication of that brain's particular characteristics; and that this shape is broadly speaking reflected in the structure of the surrounding skull. Phrenology produced an immensely complex analytical system. But it was totally valueless. For the phenomena it took as representing the truth were in fact irrelevant. Similarly with many scientisms of today.

There is a subspecies of modeling -- the attempt to reduce it to mathematical treatment. There is nothing new in mathematical treatments of politics. Nearly a quarter of a millennium ago the great Leibniz produced in Specimen demonstrationum politicarum pro eligendo rege polonorum (1669), his "mathematical proof" that the Count Palatine of Neuberg should be elected King of Poland. (He wasn't.)

Of course there are regularities in the general sphere of the study of history and of political cultures and their interactions. There are measurables, for example, in economic and -- to a lesser extent -- sociological matters, and admirable work can be done with them. But these constitute only part and in most cases not a decisive part, even of their own phenomena. Useful within limits, they should not be allowed to metastase over the political culture taken as a whole.

Indeed, from Pythagoras through pyramidology, extreme irrationalities have often been presented in numerical form. Astrology for centuries used the most sophisticated mathematical treatments available -- and is now worked out on computers: though there is, or used to be, an English law which provided that "every person pretending or professing to tell Fortunes, or using

any subtle Craft, Means or Device ... shall be deemed a Rogue and Vagabond."

As to mechanical and mathematical devices in general, we already have to hand a system of symbols, complex and subtle, capable equally of accurate description and of profound analysis: language. Language, properly handled, can represent historical or political events with the necessary combination of clarity and imprecision.

Sir Ernest Gower in his classic Plain Words, wrote of certain analysts that "Some of them strain after expert language because they are afraid that if their manner is lucid their matter will be despised as elementary. But no sensible reader supposes that what is easy to understand must have been easy to think of; and where the matter is really elementary (as sometimes it is bound to be) obscurity of manner reduces, not increases, the reader's respect for the writer's intellectual power."

Sorokin long ago remarked on the "speech disorders" of his fellow sociologists, including "the blind transference of terms from the natural sciences," the "ponderously obscure description of platitudes" and "neologisms which hinder precise communication." Similar complaints from serious scholars appear regularly in the press after every social or political science convention: terms frequently complained of include "script," "hegemonic" and so on -- though there are worse ones which I cannot bring myself to pronounce, and probably couldn't if I tried. It all reminds me, perhaps unfairly, of eight-year-old boys looking important when using long words, or ten-year-old boys' air of insufferable superiority when exchanging remarks in their gang's "secret language."

I lately had a letter from a graduate student of history at a well-known university (not my own, I hasten to add). In his department, he wrote, some professors thought history should be readable, others not: which view did I take? Well, since recording something on paper is done with the intention of transmitting information or opinion to others, the answer might seem obvious.

Whether avoiding language or misusing it, efforts to be, or to appear, rigorous have always been with us. They seek to avoid what seem to their sponsors to be old-fashioned, pre-scientific treatments of reality. But, as A.E. Housman once wrote, "the old unscientific days are everlasting; they are here and now; they are renewed perennially by the ear which takes formulae in, and the tongue which gives them out again, and the mind which meanwhile is empty of reflection."

IX

Aristotle long ago noted the necessary differences of approach among the disciplines: "In studying this subject we must be content if we attain as high a degree of certainty as the matter of it admits."

As Aristotle implies, a greater degree of exactness is to be sought in the hard sciences -- methods by which, it was said almost a century ago of a famous British physicist:

He saw the invisible,
He split the indivisible,
He changed the immutable,
And unscrewed the inscrutable.

Perhaps a worthy aim for the physicist, but anyhow not within the scope of a student of the human condition. We, on the contrary, as Vaclav Havel has put it, must cease to look for "a system that will eliminate all the disastrous consequences of previous systems," and seek instead "something different, something larger. We have to abandon the arrogant belief that the world is merely a puzzle to be solved." And, he adds, "in a word, human uniqueness, human action and the human spirit must be rehabilitated."

Havel was speaking as one who has suffered, with his people, the totalitarian experience. Totalitarianism is a concept long rejected by many Western writers on communism. We were lengthily and tediously rebuked for allegedly using the "totalitarian model." "Totalitarian" is a word. When we used it as such, we were not competing in the modeling field. We were conscious that it is a broad, general, descriptive term, not a definitive one. We meant, presumably, that as far as was feasible the state tried and grosso modo succeeded in directing human life. Leszek Kolakowski and Giovanni Sartori, among this country's leading political philosophers, found it a helpful term. Later, both Gorbachev and Yeltsin used it of the Soviet regime. But it is depressing to think that there were experts who could not have grasped, let alone accepted, the great Soviet author Vasily Grossman's observation, "the extreme violence of totalitarian social systems proved able to paralyze the human spirit throughout whole continents."

Totalitarianism was rejected because it implies a whole set of motives and actions. Modern scholastics were, and are, primarily concerned with institutions, with forms. But resemblances of form rather than of intent or actual activity tend to mislead. A wolf bears a very close resemblance, physiologically speaking, to a basset hound. Its reaction to a pat on the head, however, is different. Two identical cars may present different dangers if one is driven by an alcoholic psychopath. Such distinctions were evidently not available to the well-known Sovietologists who, ten or twelve years ago, argued at length about how very similar the Soviet and British political systems were.

These lifeless methods are also urged on the grounds that they involve an otherwise unobtainable "objectivity." For, it is argued, a good historian must be "objective" in the sense of not having opinions or emotions concerning his subject. Such postures of objectivity in fact merely conceal opinion. It is the frank admission by the historian that he indeed holds specific views which forces him to treat the evidence as objectively as possible. As G.M. Trevelyan puts it, "The dispassionateness of

the historian is a quality which it is easy to value too highly, and it should not be confused with the really indispensable qualities of accuracy and good faith." And the sceptical Edward Gibbon refers to the Jansenist scholar Le Nain de Tillemont as both sunk in "bigotry," and at the same time an "incomparable guide," full of "erudition, diligence, veracity and scrupulous minuteness."

So, yes, reasonable objectivity is not beyond the powers even of those with strong opinions. Some of the best historians, from Thucydides on, have in fact been politicians, and their views on particular policies can be and have been disputed. Clarendon, the first English historian -- or rather the first for the near millennium since Bede -- was one of the leading Royalists. Yet it has been said that for four generations his work was politically seminal both for the Tories who agreed with him and the Whigs who disagreed, and gave them both a wider scope of mind and a broader perspective, leaving them better Tories and better Whigs.

Of course historians write from various points of view, and the account given varies accordingly. But this is no more than is true of a set of photographs from various angles, in different lights, which will give pictures which differ in many ways, without therefore being false or misleading if read with a modicum of common sense.

X

One aim of these supposedly objective and scientific operations is to generate prediction. And indeed, if this were to be possible, it would be a remarkable and substantial achievement.

But, even in much simpler fields, such as the flow of water over a dam, or the weather, it is now accepted that such prediction is not feasible, since the initial conditions cannot be adequately specified.

History and politics are of course the realm of the unspecifiable to a far greater degree than such physical systems. In history and politics, in fact, the accidental, the totally unpredictable is often decisive. "If Mirabeau had lived one more year," as Carlyle puts it, the history of France and of the world could have been different -- and in major ways. A hundred such examples will spring to any historian's mind. Moreover, the decisive turn may be due to some quite trivial occurrence, hardly entering into the observer's consideration.

One reason for history's inability to predict is that, as Marx himself noted, "Happenings which are strikingly analogous but which occur in different historic milieux, often produce totally different results." It is impossible to develop a simple structure of cause and effect between "events." For, in Trevelyan's words, "An historical event cannot be isolated from its circumstances any more than the onion from its skins, because an event is itself nothing but a set of circumstances, none of which will ever recur."

Of course, a profound knowledge of world history, and of the particular facts and background of a given country's evolution, may produce a general grasp of the range of possible outcomes in a given situation; and may even offer some idea of probabilities. But even then the result may contain surprises. We could and did predict, even in the 1960s, that the Soviet regime was not viable and that drastic change would occur: we could and did predict that if free elections were held the Soviet Union would disintegrate: but not the how or the when. And no conceivable advantage, apart from the comforting delusion of rigor, could accrue by putting these possibilities in "scientific" form. In fact, as John Morley wrote, such an approach "applied to the vast complexity of man in the social union ... is either mischievous or futile, and mischievous exactly in proportion as it is not futile."

Indeed, the mere fact that we still differentiate between the humanities and the exact sciences is an admission that these are, whatever the partial and occasional overlap, different areas of thought. History spans the political, the social, the economic, the psychological, the cultural, all the aspects of the human being in life, where the individual is both autonomous and dependent on others, in which his or her mind operates at many levels, in many contexts, with many results. It covers the inexhaustible variety of the human condition, of individual minds, and of the cultures in which they exist. History, in principle, brings together the whole of human creativity, and destructiveness, in a never complete or final synthesis -- but all the same as a major concentration, neither too absolute nor too ambitious, of our hard-earned wisdom as a species.

Jefferson is quoted as saying that someone who knows nothing is nearer to the truth than someone whose mind is filled with falsehood and errors. But he thought we could do better than that. And so we can.

Thank you.

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NEH-93-016-N

STATEMENT CONCERNING REAUTHORIZATION OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, May 10 -- The following statement was issued today by the National Endowment for the Humanities:

The Administration is requesting a basic two-year extension of the authorization statute which governs the National Endowment for the Humanities (NEH), the National Endowment for the Arts (NEA) and the Institute of Museum Services (IMS).

The basic reauthorization recommendation provides for a simple extension of appropriation authorities for the agencies for a two-year period (FY 1994 and 1995). The funding level authorized for the National Endowment for the Humanities for FY 1994 is the \$177,491,000 reflected in the President's budget. The reauthorization proposal makes no substantive changes in the agencies.

The three agencies were last reauthorized by the Arts, Humanities and Museum Amendments of 1990 (Public Law 101-512), enacted on November 5, 1990. Present authorities for these agencies expire September 30, 1993.

Created by Congress in 1965, the National Endowment for the Humanities is an independent grant-making agency that supports education, research, preservation projects and public programs in the humanities.

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Sec. 967. AUTHORIZATION OF APPROPRIATIONS

(a) For the purpose of making grants under section 965(a) of this title, there are authorized to be appropriated \$28,777,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

(b) There are authorized to be appropriated such sums as may be necessary to administer the provisions of this subchapter.

(c) Sums appropriated pursuant to subsection (a) of this section for any fiscal year shall remain available for obligation and expenditure until expended.

(d) For the purpose of enabling the Institute to carry out its functions under this subchapter, there is authorized to be appropriated for each fiscal year ending before October 1, 1995, an amount equal to the amount contributed during such fiscal year period to the Institute under section 966 of this title.

(e)(1) Subject to paragraph (2), there are authorized to be appropriated \$1,000,000 for each of two fiscal years to carry out section 969 of this title.

(2) Paragraph (1) shall not be effective for any fiscal year for which the amount appropriated under subsection (a) of this section is less than \$ 24,000,000.

- (c) (1) There are authorized to be appropriated to the National Endowment for the Arts, \$24,466,000 for fiscal year 1994, and such sums as may be necessary for fiscal year 1995, to administer the provisions of this subchapter, or any other program for which the Chairperson of the National Endowment for the Arts is responsible, including not to exceed \$50,000 for each such fiscal year for official reception and representation expenses. The total amount which may be obligated or expended for such expenses for any fiscal year through the use of appropriated funds shall not exceed \$50,000.
- (2) There are authorized to be appropriated to the National Endowment for the Humanities \$ 20,727,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995, to administer the provisions of this subchapter, or any other program for which the Chairperson of the National Endowment for the Humanities is responsible, including not to exceed \$50,000 for each such fiscal year for official reception and representation expenses. The total amount which may be obligated or expended for such expenses for any fiscal year through the use of appropriated sums or any other source of funds shall not exceed \$ 50,000.
- (d) (1) The total amount of appropriations to carry out the activities of the National Endowment for the Arts shall not exceed \$174,593,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.
- (2) The total amount of appropriations to carry out the activities for the National Endowment for the Humanities shall not exceed \$177,491,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.
- (e) No grant shall be made to a workshop (other than a workshop conducted by a school, college, or university) for a production for which direct or indirect admission charge is asked if the proceeds, after deducting reasonable costs, are used for purposes other than assisting the grantee to develop high standards of artistic excellence or encourage greater appreciation of the arts and humanities by our citizens.
- (f) (1) Subject to subparagraph (2), in any fiscal year in which the aggregate amount appropriated to the National Endowment for the Arts exceeds \$175,000,000, 50 percent of such excess shall be available to carry out section 954a of this title.
- (2) In each fiscal year, the amount made available to carry out section 954a of this title shall not exceed \$40,000,000, in the aggregate.
- (3) Funds made available to carry out section 954a of this title shall remain available until expended.

except that the amounts so appropriated to such Endowment shall not exceed \$13,187,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

(B) There are authorized to be appropriated for each fiscal year ending before October 1, 1995, to the National Endowment for the Humanities an amount equal to the sum of---

(i) the total amounts received by such Endowment, including the value of property donated, bequeathed, or devised to such Endowment, for the purposes set forth in section 956(h)(1) of this title pursuant to the authority of section 959(a)(2) of this title; and

(ii) the total amounts received by the grantees of such Endowment from non-Federal sources, including the value of property donated, bequeathed, or devised to such grantees, for use in carrying out activities under subparagraph (A) through subparagraph (F) of section 956(h)(1) of this title;

except that the amounts so appropriated to such Endowment shall not exceed \$ 14,228,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

(C) Sums appropriated pursuant to subparagraph (A) and subparagraph (B) for any fiscal year shall remain available for obligation and expenditure until expended.

(4) The Chairperson of the National Endowment for the Arts and the Chairperson of the National Endowment for the Humanities, as the case may be, shall issue guidelines to implement the provisions of paragraph (2) and paragraph (3). Such guidelines shall be consistent with the requirements of section 954(e), section 954(p)(2), section 956(f), and section 956(h)(2) of this title, as the case may be, regarding total Federal support of activities, programs, projects, or productions carried out under authority of this subchapter.

(b)(1) Sums appropriated pursuant to subsection (a) of this section for any fiscal year shall remain available for obligation and expenditure until expended.

(2) In order to afford adequate notice to interested persons of available assistance under this subchapter, appropriations authorized under subsection (a) of this section are authorized to be included in the measure making appropriations for the fiscal year preceding the fiscal year for which such appropriations become available for obligation.

(ii) the total amounts received by the grantees of such Endowment from non-Federal sources, including the value of property donated, bequeathed, or devised to such grantees for use in carrying out projects and other activities under paragraph (1) through paragraph (10) of section 954(c) of this title;

except that the amounts so appropriated to the National Endowment for the Arts shall not exceed \$ 16,955,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

(B) There are authorized to be appropriated for each fiscal year ending before October 1, 1995, to the National Endowment for the Humanities an amount equal to the sum of --

(i) the total amounts received by such Endowment under section 959(a)(2) of this title, including the value of property donated, bequeathed, or devised to such Endowment; and

(ii) the total amounts received by the grantees and subgrantees of such Endowment from non-Federal sources, including the value of property donated, bequeathed, or devised to such grantees and subgrantees, for use in carrying out activities under paragraph (1) through paragraph (10) of section 956(c) of this title:

except that the amounts so appropriated to the National Endowment for the Humanities shall not exceed \$11,963,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

(3)(A) There are authorized to be appropriated for each fiscal year ending before October 1, 1995, to the National Endowment for the Arts an amount equal to the sum of

(i) the total amounts received by such Endowment, including the value of property donated, bequeathed, or devised to such Endowment, for the purposes set forth in section 954(p)(1) of this title pursuant to the authority of section 959(a)(2) of this title; and

(ii) the total amounts received by the grantees of such Endowment from non-Federal sources, including the value of property donated, bequeathed, or devised to such grantees, for use in carrying out activities under subparagraph (A) through subparagraph (F) of section 954(p)(1) of this title;

A BILL

To Authorize Appropriations for the National Endowment for the Arts, the National Endowment for the Humanities, and the Institute of Museum Services for Fiscal Years 1994 and 1995.

Sec 960 (sec. 11) AUTHORIZATION OF APPROPRIATIONS

(a)(1)(A)(i) For the purpose of carrying out section 954(c) of this title, there are authorized to be appropriated to the National Endowment for the Arts \$ 119,985,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

(ii) For fiscal years-

(I) 1994 and 1995 not less than 27.5 percent of the amount appropriated for the respective fiscal years shall be for carrying out section 954(g).

(iii) For fiscal years

(I) 1994 and 1995 not less than 7.5 percent of the amount appropriated for the respective fiscal year shall be for carrying out programs under section 5(p)(2) of this title (relating to programs to expand public access to the arts in rural and innercity areas). Not less than 50 percent of the funds required by this clause to be used for carrying out such programs shall be used for carrying out such programs in rural areas.

(B) For the purpose of carrying out section 956(c) of this title, there are authorized to be appropriated to the National Endowment for the Humanities \$130,573,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995. Of the sums so appropriated for any fiscal year, not less than 20 per centum shall be for carrying out section 956(f) of this title.

(2)(A) There are authorized to be appropriated for each fiscal year ending before October 1, 1995, to the National Endowment for the Arts an amount equal to the sum of --

(i) the total amounts received by such Endowment under section 959(a)(2) of this title, including the value of property donated, bequeathed, or devised to such Endowment; and

Section 20 of the bill extends for two years the authorization of appropriations for all Institute of Museum Services ("IMS") programs. The bill also extends the authorization of appropriations to match contributions to IMS. The bill authorizes \$28,777,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

Section 21 of the bill extends for two years the authorization of appropriations to match contributions to IMS.

Section 14 of the bill extends the authorization of appropriations for NEH's Challenge grants for two years.

Section 15 of the bill authorizes \$14,228,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995 for NEH's Challenge grants.

Section 16 of the bill extends the authorization of appropriations for administrative funds for NEA by authorizing \$24,466,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

Section 17 of the bill extends the authorization of appropriations for administrative funds for NEH by authorizing \$20,727,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

Section 18 of the bill extends the authorization of appropriations for the NEA for two years and authorizes \$174,593,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

Section 19 of the bill extends the authorization of appropriations for the NEH for two years and authorizes \$177,491,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

Section 7 of the bill provides for a two-year extension of the authorization of definite program appropriations for National Endowment for the Humanities ("NEH") for fiscal years 1994 and 1995. It authorizes \$130,573,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

Section 8 of the bill extends the authorization of appropriations for NEA's Treasury funds for two years.

Section 9 of the bill authorizes \$16,955,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995 for NEA's Treasury funds.

Section 10 of the bill extends the authorization of appropriations for NEH's Treasury funds for two years.

Section 11 of the bill authorizes \$11,963,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995 for NEH's Treasury funds.

Section 12 of the bill extends the authorization of appropriations for NEA's Challenge Grant Program for two years.

Section 13 of the bill authorizes \$13,187,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995 for NEA's Challenge Grant Program.

ARTS, HUMANITIES AND MUSEUMS AMENDMENTS OF 1993

SECTION-BY-SECTION ANALYSIS

TO AMEND THE NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES ACT OF 1965 AND THE MUSEUM SERVICES ACT, AS AMENDED (20 U.S.C. 951, et seq.).

Set forth below is a section-by-section analysis of the "Arts, Humanities and Museums amendments of 1993," a bill that would amend the National Foundation on the Arts and the Humanities Act of 1965, and the Museum Services Act, as amended.

Section 1 of the bill recites the short title for the Act.

Section 2 of the bill provides for a two year extension of the authorization of definite program appropriations for National Endowment for the Arts ("NEA") for fiscal years 1994 and 1995. It authorizes \$119,985,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995.

Sections 3 and 4 of the bill provide that 27.5 percent of the definite program appropriations for NEA for fiscal years 1994 and 1995 will continue to be allocated for carrying out section 954(g), for grants-in-aid to the States.

Sections 5 and 6 of the bill provide that 7.5 percent of the definite program appropriations for NEA for 1994 and 1995 will continue to be allocated for carrying out section 954(p)(2) relating to programs to expand public access to the arts in rural and innercity areas.

SEC. 17. Section 11(c)(2) of the Act (20 U.S.C. 960) is amended by striking out "\$17,950,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "\$20,727,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

SEC. 18. Section 11(d)(1) of the Act (20 U.S.C. 960) is amended by striking out from and including "A" through and including "1988" and inserting in lieu thereof "(A) \$174,593,000 for fiscal year 1994; and (B) such sums as may be necessary for fiscal year 1995".

SEC. 19. Section 11(d)(2) of the Act (20 U.S.C. 960) is amended by striking out from "A" through and including "1988" and inserting in lieu thereof "(A) \$177,491,000 for fiscal year 1994; and (B) such sums as may be necessary for fiscal year 1995".

SEC. 20. Section 209(a) of the Museum Services Act (20 U.S.C. 967) is amended by striking out "\$24,000,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "\$28,777,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

SEC. 21. Section 209(d) of the Museum Services Act (20 U.S.C. 967) is amended by striking "1993" and inserting in lieu thereof "1995".

SEC. 8. Section 11(a)(2)(A) of the Act (20 U.S.C. 960) is amended by striking out "1993" and inserting in lieu thereof "1995".

SEC. 9. Section 11(a)(2)(A) of the Act (20 U.S.C. 960) is further amended by striking out "\$13,000,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "16,955,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

SEC. 10. Section 11(a)(2)(B) of the Act (20 U.S.C. 960) is amended by striking out "1993" and inserting in lieu thereof "1995".

SEC. 11. Section 11(a)(2)(B) of the Act (20 U.S.C. 960) is further amended by striking out "\$12,000,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "\$11,963,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

SEC. 12. Section 11(a)(3)(A) of the Act (20 U.S.C. 960) is amended by striking out "1993" and inserting in lieu thereof "1995".

SEC. 13. Section 11(a)(3)(A) of the Act (20 U.S.C. 960) is further amended by striking out "\$15,000,000 for fiscal year 1991 and such sums as may be necessary for each fiscal years 1992 and 1993" and inserting in lieu thereof "13,187,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

SEC. 14. Section 11(a)(3)(B) of the Act (20 U.S.C. 960) is amended by striking out "1993" and inserting in lieu thereof "1995".

SEC. 15. Section 11(a)(3)(B) of the Act (20 U.S.C. 960) is further amended by striking out "\$15,150,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "\$14,228,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

SEC. 16. Section 11(c)(1) of the Act (20 U.S.C. 960) is amended by striking out "\$21,200,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "\$24,466,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

A BILL

To Authorize Appropriations for the National Endowment for the Arts, the National Endowment for the Humanities, and the Institute of Museum Services for Fiscal Years 1994 and 1995.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SEC. 1. This Act may be cited as the "Arts, Humanities and Museums Amendments Act of 1993".

SEC. 2. Section 11(a)(1)(A)(i) of the National Foundation on the Arts and the Humanities Act of 1965, hereinafter referred to as "the Act" (20 U.S.C. 960), is amended by striking out "\$125,800,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "\$119,985,00 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

SEC. 3. Section 11(a)(1)(A)(ii) of the Act (20 U.S.C. 960) is amended by striking out from "1991" through and including "1993" and inserting in lieu thereof "1994 and 1995".

SEC. 4. Section 11(a)(1)(A)(ii) of the Act (20 U.S.C. 960) is further amended by striking out "such" and inserting in lieu thereof "the respective".

SEC. 5. Section 11(a)(1)(A)(iii) of the Act (20 U.S.C. 960) is amended by striking out from "1991" through and including "1993" and inserting in lieu thereof "1994 and 1995".

SEC. 6. Section 11(a)(1)(A)(iii) of the Act (20 U.S.C. 960) is further amended by striking out "such" and inserting in lieu thereof "the respective".

SEC. 7. Section 11(a)(1)(B) of the Act (20 U.S.C. 960) is amended by striking out "\$119,900,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 and 1993" and inserting in lieu thereof "\$130,573,000 for fiscal year 1994 and such sums as may be necessary for fiscal year 1995".

NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES

WASHINGTON, D.C. 20506



May 5, 1993

The Honorable Albert Gore, Jr.
President of the Senate
United States Senate
Washington, D.C. 20510

Dear Mr. President:

We are enclosing for the consideration of Congress proposed legislation, the Arts, Humanities and Museums Amendments Act of 1993, which would provide appropriation authorities for the National Endowment for the Arts, the National Endowment for the Humanities, and the Institute of Museum Services through fiscal year 1995.

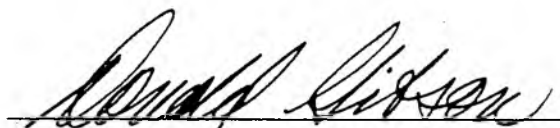
Present authorities for these agencies expire September 30, 1993. This basic reauthorization recommendation provides for a simple extension of appropriation authorities for the agencies for a two year period and provides for appropriation amounts consistent with the President's proposed budget for FY 1994 and such sums as may be necessary for FY 1995. The bill makes no substantive changes in the authorities of the agencies.

The Office of Management and Budget has advised that there is no objection to the submission of this proposed legislation and that its enactment would be in accord with the program of the President.

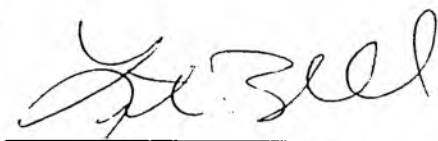
Sincerely,



Ana M. Steele, Acting Senior Deputy Chairman
National Endowment for the Arts



Donald Gibson, Acting Chairman
National Endowment for the Humanities



Linda Bell, Acting Director
Institute of Museum Services

enclosures

NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES

WASHINGTON, D.C. 20506



May 5, 1993

The Honorable Thomas S. Foley
Speaker of the House
United States House of Representatives
Washington, D.C. 20515


Dear Mr. Speaker:

We are enclosing for the consideration of Congress proposed legislation, the Arts, Humanities and Museums Amendments Act of 1993, which would provide appropriation authorities for the National Endowment for the Arts, the National Endowment for the Humanities, and the Institute of Museum Services through fiscal year 1995.

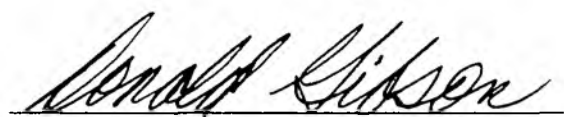
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The Office of Management and Budget has advised that there is no objection to the submission of this proposed legislation and that its enactment would be in accord with the program of the President.

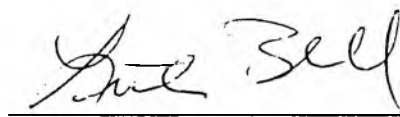
Sincerely,



Ana M. Steele, Acting Senior Deputy Chairman
National Endowment for the Arts



Donald Gibson, Acting Chairman
National Endowment for the Humanities



Linda Bell, Acting Director
Institute of Museum Services

enclosures

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For more information contact:

James Turner 202/606-8449

Kelly Porter 202/606-8449

NEH-93-017-N

ATTENTION: CITY DESK EDITORS
EDUCATION REPORTERS
FEATURE WRITERS

FOR IMMEDIATE RELEASE

NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES
FIRST PARTICIPANTS IN NEW
PROFESSIONAL STAFF DEVELOPMENT PROGRAM

Michael Poliakoff is a Former Hillsdale College Professor
and Alumnus of Yale and Michigan

WASHINGTON, May 27 -- Michael Poliakoff, a program officer at the National Endowment for the Humanities (NEH), has been selected as one of the first four participants in the agency's new professional development program.

Poliakoff, a former Hillsdale College professor and an alumnus of Yale and the University of Michigan, will receive nearly two weeks of paid release time this summer to undertake an independent research project that will further his scholarly expertise in the humanities.

The Endowment's Independent Study, Research and Development (ISRD) program has been designed to allow NEH staffers -- many of whom have backgrounds as scholars, teachers, curators or other professional roles -- to keep abreast of current developments in their various disciplines and refine their effectiveness as program administrators.

"NEH employees don't check their scholarly interests at the door when they come to work here," said NEH Acting Chairman Donald Gibson. "By enabling staff to pursue their research interests, this program

- MORE -

will enhance NEH's effectiveness as the primary federal agency engaged in advancing scholarly knowledge and public appreciation of the humanities."

Staying active in scholarship is not only personally satisfying but professionally important for program officers, Gibson said, because their work requires depth as well as breadth in their knowledge of the humanities.

Poliakoff will do research for a major review article he will write on four recent scholarly works covering the political history of Greece in the 5th century B.C. and the development of political theory and philosophy in ancient Greece. The article was requested by Arion: A Journal of the Humanities and the Classics.

Poliakoff is a classicist and a Rhodes scholar with a B.A. from Yale and a Ph.D. from the University of Michigan. His project focuses on "a better understanding of the enduring impact of the ancient world," he says, "a matter of some urgency in light of modern political issues such as the accountability of leaders and the obligations of citizenship."

Before coming to NEH in January 1992 as a program officer in the Division of Research Programs, Poliakoff was chair of the Department of Classical Studies at Hillsdale College in Michigan. He has also taught at Wellesley College in Massachusetts and the University of Illinois at Chicago.

Also selected through the ISRD competition were Angela Iovino, Division of Education Programs; George Lucas, Division of Research Programs; and Nancy Rogers, Division of State Programs. The ISRD competition at NEH will be held annually.

NEH News -- Michael Poliakoff
May 27, 1993
Page 3

Created by Congress in 1965, the National Endowment for the Humanities is an independent grant-making agency that supports research, education, reservation projects and public programs in the humanities.

#

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NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES
FIRST PARTICIPANTS IN NEW
PROFESSIONAL STAFF DEVELOPMENT PROGRAM

George Lucas is Resident of Baltimore and Alumnus of
College of William and Mary, Northwestern University

WASHINGTON, May 27 -- George Lucas, an assistant director in the Division of Research Programs at the National Endowment for the Humanities (NEH), has been selected as one of the first four participants in the agency's new professional development program.

Lucas, a resident of Baltimore and an alumnus of the College of William and Mary as well as Northwestern University, will receive three weeks of paid release time this summer to undertake an independent research project that will further his scholarly expertise in the humanities.

The Endowment's Independent Study, Research and Development (ISRDP) Program is designed to allow NEH staffers -- many of whom have backgrounds as scholars, teachers, curators or other professional roles -- to keep abreast of current developments in their various disciplines and refine their effectiveness as program administrators.

"NEH employees don't check their scholarly interests at the door when they come to work here," said NEH Acting Chairman Donald Gibson. "By enabling staff to pursue their research interests, this program

- MORE -

will enhance NEH's effectiveness as the primary federal agency engaged in advancing scholarly knowledge and public appreciation of the humanities."

Staying active in scholarship is not only personally satisfying but professionally important for program officers, Gibson said, because their work requires depth as well as breadth in their knowledge of the humanities.

Lucas will do research on a chapter in a book about the history of philosophy, addressing particularly the dichotomy between actual historical events and recollections, or interpretations, of them in which much is lost in the retelling. The book is tentatively titled Anaximander and the Ordering of Time: Meditations on Philosophy and History.

A philosopher who has published three books and some 40 articles in scholarly journals, Lucas has a B.S. in physics from the College of William and Mary and a Ph.D. in philosophy from Northwestern University.

Before coming to NEH in December 1990 as an assistant director in the Division of Research Programs, Lucas was a professor of philosophy at Clemson University. He has also served as chair of the philosophy department at the University of Santa Clara in California and at Randolph-Macon College in Virginia. His teaching and research focus on ethics and applied moral philosophy and on the history of philosophy, with emphasis on the late modern period in Europe and America.

Also selected through the ISRD competition were Angela Iovino, Division of Education Programs; Michael Poliakoff, Division of

NEH News -- George Lucas
May 27, 1993
Page 3

Research Programs; and Nancy Rogers, Division of State Programs. The ISRD competition at NEH will be held annually.

Created by Congress in 1965, the National Endowment for the Humanities is an independent grant-making agency that supports research, education, preservation projects and public programs in the humanities.

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NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES FIRST PARTICIPANTS IN NEW PROFESSIONAL STAFF DEVELOPMENT PROGRAM

Nancy Rogers is a Former Howard University Professor
and Alumnus of Coker College and George Washington University

WASHINGTON, May 27 -- Nancy Rogers, a regional officer at the National Endowment for the Humanities (NEH), has been selected as one of the first four participants in the agency's new professional development program.

Rogers, a former Howard University professor and an alumnus of Coker College and George Washington University, will receive nearly seven weeks of paid release time this year to undertake an independent research project that will further her scholarly expertise in the humanities.

The Endowment's Independent Study, Research and Development (ISRDR) program has been designed to allow NEH staffers -- many of whom have backgrounds as scholars, teachers, curators or other professional roles -- to keep abreast of current developments in their various disciplines and refine their effectiveness as program administrators.

"NEH employees don't check their scholarly interests at the door when they come to work here," said NEH Acting Chairman Donald Gibson. "By enabling staff to pursue their research interests, this program

- MORE -

will enhance NEH's effectiveness as the primary federal agency engaged in advancing scholarly knowledge and public appreciation of the humanities."

Staying active in scholarship is not only personally satisfying but professionally important for program officers, Gibson said, because their work requires depth as well as breadth in their knowledge of the humanities.

Rogers will begin researching a six-chapter book on George Sand, a 19th-century French novelist. The project, tentatively titled "George Sand, Novelist and Thinker," will be a combination of Rogers' previous studies on the writer, new research on stylistic criticism, and an examination of language used in Sand's novels throughout her career.

Rogers is a literary analyst who is fluent in French and German. She has a B.A. in French and mathematics from Coker College in South Carolina and an M.A. and Ph.D. in French literature from George Washington University. Noting that the works of Sand were largely unresearched, Rogers began studying her and other women writers 20 years ago.

Before coming to NEH in 1984, Rogers was an assistant professor in the Department of Humanities at Howard University. She served as a program officer in the Division of Education Programs from 1978 to 1980, left to take a position as lecturer at the Universitat Tubingen in Germany, and returned to NEH as a program officer in the Division of State Programs in 1984.

Also selected through the ISRD competition were Angela Iovino, Division of Education Programs; George Lucas, Division of Research

NEH News -- Nancy Rogers
May 27, 1993
Page 3

Programs; and Michael Poliakoff, Division of Research. The ISRD competition at NEH will be held annually.

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FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES
FIRST PARTICIPANTS IN NEW
PROFESSIONAL STAFF DEVELOPMENT PROGRAM**

**Angela Iovino is a Former Lecturer at Holy Names College
and Alumnus of Brooklyn College and Indiana University**

WASHINGTON, May 27 -- Angela Iovino, a program officer at the National Endowment for the Humanities (NEH), has been selected as one of the first four participants in the agency's new professional development program.

Iovino, a former lecturer of Italian studies at Holy Names College and an alumnus of Brooklyn College and Indiana University, will receive six weeks of paid release time this year to undertake an independent research project that will further her scholarly expertise in the humanities.

The Endowment's Independent Study, Research and Development (ISRDR) program has been designed to allow NEH staffers -- many of whom have backgrounds as scholars, teachers, curators or other professional roles -- to keep abreast of current developments in their various disciplines and refine their effectiveness as program administrators.

"NEH employees don't check their scholarly interests at the door when they come to work here," said NEH Acting Chairman Donald Gibson. "By enabling staff to pursue their research interests, this program

- MORE -

will enhance NEH's effectiveness as the primary federal agency engaged in advancing scholarly knowledge and public appreciation of the humanities."

Staying active in scholarship is not only personally satisfying but professionally important for program officers, Gibson said, because their work requires depth as well as breadth in their knowledge of the humanities.

Iovino will travel to Hangzhou, China, to conduct research on the early Ming dynasty, 1368-1428. The focal point of her project will be a comparison of the Ming dynasty court system to the Venetian court system during the medieval period. In addition to her research, Iovino will teach courses on American and Italian contemporary cultures to Chinese students at Hangzhou University. She will also attend an intensive Chinese language course.

During a visit to Hangzhou University last summer, Iovino discovered that the school's library carried outdated texts in American literature. Through her teaching, she hopes to "gain a real sense of how young Chinese view the world, and offer Chinese students a clearer view of American culture."

Iovino, who is a specialist in the fields of Romance languages and civilizations, is fluent in Italian and Spanish. She has a B.A. from Brooklyn College and a Ph.D. from Indiana University.

Before coming to NEH in 1988 as a program officer in the Division of Education Programs, Iovino was a cultural research assistant at the Italian Embassy. She was also a lecturer of Italian language and literature at Holy Names College in Oakland, Calif., and she taught

Italian studies at Indiana University. In addition to working at NEH, Iovino is also a visiting lecturer at Georgetown University.

Also selected through the ISRD competition were Nancy Rogers, Division of State Programs; George Lucas, Division of Research Programs; and Michael Poliakoff, Division of Research Programs. The ISRD competition at NEH will be held annually.

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For More Information Contact:

James Turner, 202/606-8449

Duane DeBruyne, 202/606-8449

NEH-93-021-N

ATTENTION: CITY DESK EDITOR
BOOK REVIEW EDITOR
FEATURE WRITERS

FOR IMMEDIATE RELEASE

NATIONAL ENDOWMENT FOR THE HUMANITIES GRANTS
SUPPORT TRANSLATIONS OF IMPORTANT TEXTS

\$1.5 Million in Awards to Help Make Key Texts Accessible in English

WASHINGTON, June 7 -- The National Endowment for the Humanities (NEH) today announced the awarding of 17 grants to support the translation into English of a number of important historical, literary and philosophical texts.

Texts that will be translated include Mao Zedong's pre-1949 works, the oldest extant history of an ancient Korean kingdom, a collection of African folktales and oral histories, a 6th-century text on the creation of the universe, a late 16th-century history of the Aztecs written in Nahuatl, and two modern Francophone Caribbean novels.

"These texts provide valuable and in some cases unique information in certain areas of the humanities, yet they are inaccessible to many Americans because of the language barrier," said Acting NEH Chairman Donald Gibson. "The translation of these texts will make them available to the general public as well as scholars."

The translation grants announced today total nearly \$1.5 million.
[See attached list for project descriptions and media contacts.]

- MORE -

Translation projects are funded under the Scholarly Publications Program of the Endowment's Division of Research Programs.

The Division of Research Programs contributes to the advancement of knowledge in all disciplines of the humanities by supporting the preparation of editions, translations and reference materials; the conduct of interpretive studies; research conferences; and research opportunities offered through independent research centers and scholarly organizations.

Created by Congress in 1965, the National Endowment for the Humanities is an independent agency that supports education, research, preservation projects and public programs in the humanities.

#

FACTS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

NEH-93-021-L

NATIONAL ENDOWMENT FOR THE HUMANITIES

Division of Research Programs
Translation Projects - June 1993

NOTE: Outright grants are not contingent on the applicants' raising monies for the project. Matching funds are awarded on a one-to-one basis. The applicant must raise the matching amount in cash from nonfederal sources.

CALIFORNIA

University of California, Los Angeles.....\$69,997

MEDIA CONTACT: Mario Biagioli, (310) 825-3888

PROJECT: Translation of the principal texts that emerged from the dispute between Galileo and Scheiner in 1612-13 over the nature of sunspots.

CONNECTICUT

Wesleyan University, Middletown.....\$51,424

MEDIA CONTACT: Jonathan W. Best, (203) 347-9411

PROJECT: Translation of the History of the Three Kingdoms, a comprehensive history of the ancient Korean kingdom of Paekche written in 1145 by the Confucian scholar Kim Pusik.

DELAWARE

American Philosophical Association, Newark.....\$417,783

(OUTRIGHT) \$342,783

(MATCH) \$75,000

MEDIA CONTACT: Donna J. Benedetti, (302) 831-1112

PROJECT: Work on an edition and translation of the ancient commentators on Aristotle from the 3rd to the 6th centuries.

DISTRICT OF COLUMBIA

Harvard University/Dumbarton Oaks.....\$58,489

MEDIA CONTACT: Alice-Mary M. Talbot, (202) 342-3204

PROJECT: Translation of two collections of medieval Greek saints' lives.

Richard N. Philcox (Individual).....\$18,803

MEDIA CONTACT: Richard N. Philcox, (202) 543-8516

PROJECT: Translation of two novels by 20th-century Caribbean writer Maryse Conde.

DISTRICT OF COLUMBIA (cont.)

Leslie S. B. MacCoull (Individual).....\$38,735
 MEDIA CONTACT: Leslie S. B. MacCoull, (202) 363-3480
 PROJECT: Translation of the 6th-century treatise "On the Creation of the Universe," in which John Philoponus attempted to reconcile Genesis with the Aristotelian and Neoplatonic natural science of his time.

ILLINOIS

Peter N. Gregory (Individual), Urbana.....\$37,500
 MEDIA CONTACT: Peter N. Gregory, (217) 333-0473
 PROJECT: Translation of The Scripture of Perfect Enlightenment. Thought to be a Chinese translation of an Indian manuscript attributed to the Buddha, it was actually composed in China in the 8th century.

INDIANA

University of Notre Dame.....\$58,236
 MEDIA CONTACT: Joseph Buttigieg, (219) 631-7226
 PROJECT: Translation of the final three volumes of Italian political philosopher Antonio Gramsci's Prison Notebooks, written in a fascist jail between 1929 and 1935.

MASSACHUSETTS

Harvard University, Cambridge.....\$205,634
 (OUTRIGHT) \$145,634
 (MATCH) \$60,000
 MEDIA CONTACT: Benjamin I. Schwartz, (617) 495-4046
 PROJECT: Work on a 10-volume edition and annotated translation of Mao Zedong's speeches and writings in the period from 1912 to 1949.

NEW MEXICO

University of New Mexico, Albuquerque.....\$172,073
 (OUTRIGHT) \$72,073
 (MATCH) \$100,000
 MEDIA CONTACT: John L. Kessell, (505) 265-4222
 PROJECT: Preparation of a critical edition and translation of the papers of don Diego de Vargas, first governor of the Spanish colony of New Mexico after the 1680 Pueblo-Spanish war.

University of New Mexico, Albuquerque.....\$69,256
 MEDIA CONTACT: Diana Robin, (505) 277-3713
 PROJECT: Translation of the Latin letter-collections of two 15th-century Italian humanists, Cassandra Fedele (1465-1558) and Laura Cereta (1469-99).

NEW YORK

SUNY Buffalo.....\$49,651
 (OUTRIGHT) \$42,191
 (MATCH) \$7,460
 MEDIA CONTACT: Dennis Tedlock, (716) 645-3422
 PROJECT: Translation of Zuni oral stories recorded during fieldwork in New Mexico during the 1960s.

NEW YORK (cont.)

Scott O'Mack (Individual), Lake Ronk.....\$10,609

MEDIA CONTACT: Scott O'Mack, (516) 737-6747

PROJECT: Translation of Cristobal del Castillo's History of Aztec Mexico, a late 16th-century history of the Mexica, the inhabitants of the island-city of Tenochtitlan, part of the Aztec Empire.

Columbia University, New York City.....\$59,488

MEDIA CONTACT: Frances Pritchett, (212) 854-4370

PROJECT: Translation of Muhammad Husain Azad's Water of Life (1880), the most influential literary history of Urdu poetry. It is both the last classical anthology and the first modern literary history of Urdu verse.

Renaissance Society of America, New York City.....\$37,236

MEDIA CONTACT: Patricia H. Labalme, (609) 734-8091

PROJECT: Translation of entries from the diary of Marin Sanudo (1466-1536), an aristocrat who recorded the history of Venice from 1496 to 1533.

NORTH CAROLINA

Duke University, Durham.....\$95,838

MEDIA CONTACT: John J. TePaske, (919) 684-3458

PROJECT: Translation of four chronicles of the Spanish discovery, conquest and colonization of the New World, written during the 16th and 17th centuries.

TEXAS

Marguerite A. Biesele (Individual), Austin.....\$76,897

MEDIA CONTACT: Marguerite A. Biesele, (512) 453-8935

PROJECT: Collection, transcription and translation of Ju/'hoan Namibian Bushman texts, including folktales, oral histories, environmental knowledge accounts, healing narratives and political oration.

#

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:

James Turner, 202/606-8449

Duane DeBruyne, 202/606-8449

NEH-93-022-N

ATTENTION: CITY DESK EDITOR
BOOK REVIEW EDITOR
FEATURE WRITERS

FOR IMMEDIATE RELEASE

NATIONAL ENDOWMENT FOR THE HUMANITIES GRANTS
SUPPORT EDITIONS OF IMPORTANT WRITINGS IN HISTORY AND LITERATURE

\$6 Million in Awards to Produce Authoritative Editions of Key Texts

WASHINGTON, June 7 -- The National Endowment for the Humanities (NEH) today announced the awarding of 37 grants to support the collection, editing and publishing of documents important for the study of history, literature, philosophy and music.

The editions projects include the letters of Stalin; three volumes of the Dead Sea Scrolls; the papers of George Washington, James Madison, Andrew Johnson, Charles Darwin, Jane Addams, Margaret Sanger, Thomas Edison and Dwight Eisenhower; the writings of James Fenimore Cooper, Henry David Thoreau, Mark Twain, the Brownings and John Donne; and the journals of the Lewis and Clark expedition.

"Scholarly editions provide authoritative texts and informative annotations for specialists and the general public alike," said Acting NEH Chairman Donald Gibson. "NEH-supported editions projects are scrupulously edited, and they incorporate the best scholarship on the texts that is currently available."

The editions grants announced today total more than \$6 million.
[See attached list for project descriptions and media contacts.]

- MORE -

Editions projects are funded under the Scholarly Publications Program of the Endowment's Division of Research Programs.

The Division of Research Programs contributes to the advancement of knowledge in all disciplines of the humanities by supporting the preparation of editions, translations and reference materials; the conduct of interpretive studies; research conferences; and research opportunities offered through independent research centers and scholarly organizations.

Created by Congress in 1965, the National Endowment for the Humanities is an independent agency that supports education, research, preservation projects and public programs in the humanities.

#

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National Endowment
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1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

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NEH-93-022-L

NATIONAL ENDOWMENT FOR THE HUMANITIES

Division of Research Programs

Editions Projects - June 1993

NOTE: Outright grants are not contingent on the applicants' raising monies for the project. Matching funds are awarded on a one-to-one basis. The applicant must raise the matching amount in cash from nonfederal sources.

CALIFORNIA

University of California, Berkeley.....\$460,000
(OUTRIGHT) \$160,000
(MATCH) \$300,000

MEDIA CONTACT: Robert H. Hirst, (510) 642-6480

PROJECT: Preparation of an edition of Mark Twain's works and papers.

University of California, Davis.....\$67,228

MEDIA CONTACT: Michele Hanoosh, (916) 752-0833

PROJECT: Preparation of an edition of French Romantic painter Eugene Delacroix's Journal.

University of California, Santa Barbara.....\$143,000
(OUTRIGHT) \$120,000
(MATCH) \$23,000

MEDIA CONTACT: Elizabeth H. Witherell, (805) 893-4560

PROJECT: Preparation of an edition of the writings of Henry D. Thoreau.

CONNECTICUT

Yale University, New Haven.....\$185,000
(OUTRIGHT) \$135,000
(MATCH) \$50,000

MEDIA CONTACT: Claude Rawson, (203) 432-1863

PROJECT: Preparation of an edition of James Boswell's correspondence and literary manuscripts.

Yale University, New Haven.....\$200,000
(OUTRIGHT) \$140,000
(MATCH) \$60,000

MEDIA CONTACT: David E. Underdown, (203) 432-1834

PROJECT: Preparation of editions of all known historical records for the English Parliament of 1624 and for the opening session of the Long Parliament, 1640-41.

CONNECTICUT (cont.)

Yale University Press, New Haven.....\$12,500
 MEDIA CONTACT: Jonathan Brent, (203) 432-0905
 PROJECT: Preparation of an edition and translation of the correspondence
 between Stalin and Molotov, 1925-33.

DELAWARE

University of Delaware, Newark.....\$130,000
 (OUTRIGHT) \$115,000
 (MATCH) \$15,000

MEDIA CONTACT: Jerry C. Beasley, (302) 831-2368
 PROJECT: Preparation of an edition of the works of Tobias Smollett,
 18th-century man of letters.

DISTRICT OF COLUMBIA

American University.....\$78,493
 (OUTRIGHT) \$30,000
 (MATCH) \$48,493

MEDIA CONTACT: Charles E. Beveridge, (202) 885-8531
 PROJECT: Preparation of an edition of the papers of American landscape
 architect Frederick Law Olmsted.

Catholic University of America.....\$86,296
 (OUTRIGHT) \$62,296
 (MATCH) \$24,000

MEDIA CONTACT: John F. Hinnebusch, (202) 529-5300
 PROJECT: Preparation of a critical edition of St. Thomas Aquinas's commentary
 on the third book of Peter Lombard's Sentences.

INDIANA

University of Notre Dame.....\$185,000
 (OUTRIGHT) \$153,000
 (MATCH) \$32,000

MEDIA CONTACT: Eugene C. Ulrich, (219) 631-6541
 PROJECT: Preparation of three volumes in an edition of the Dead Sea Scrolls.

KANSAS

Philip Kelley (Individual), Winfield.....\$237,500
 (OUTRIGHT) \$210,000
 (MATCH) \$27,500

MEDIA CONTACT: Philip Kelley, (316) 221-2779
 PROJECT: Preparation of an edition of the correspondence of Robert and
 Elizabeth Barrett Browning.

MARYLAND

Johns Hopkins University, Baltimore.....(MATCH) \$398,834
 MEDIA CONTACT: Louis P. Galambos, (410) 516-8363
 PROJECT: Preparation of an edition of the papers of Dwight David Eisenhower.

MARYLAND (cont.)

University of Maryland, College Park.....	\$160,000
(OUTRIGHT)	\$125,000
(MATCH)	\$35,000

MEDIA CONTACT: Stuart B. Kaufman, (301) 405-4279

PROJECT: Preparation of an edition of the papers of Samuel Gompers, the American labor leader.

MASSACHUSETTS

Massachusetts Historical Society, Boston.....	\$265,000
(OUTRIGHT)	\$190,000
(MATCH)	\$75,000

MEDIA CONTACT: Richard A. Ryerson, (617) 536-4042

PROJECT: Preparation of an edition of the papers of John Adams, Abigail Adams, John Quincy Adams, Charles Francis Adams and their families.

Massachusetts Historical Society, Boston.....\$45,000

MEDIA CONTACT: Donald Yacovone, (617) 536-1608

PROJECT: Preparation of an edition of writings by African-American Civil War correspondent and soldier George E. Stephens.

Clark University, Worcester.....\$75,493

MEDIA CONTACT: James P. Elliott, (508) 793-7142

PROJECT: Preparation of an edition of the writings of James Fenimore Cooper.

MISSISSIPPI

University of Southern Mississippi, Hattiesburg.....	\$150,000
(OUTRIGHT)	\$135,000
(MATCH)	\$15,000

MEDIA CONTACT: Gary A. Stringer, (601) 266-5619

PROJECT TITLE: Preparation of three volumes in the Variorum edition of the poetry of John Donne.

Mississippi State University, Mississippi State.....	\$22,493
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MEDIA CONTACT: Peter L. Shillingsburg, (601) 325-3644

PROJECT: Preparation of camera-ready copy for The Newcomes, a volume in an edition of William Makepeace Thackeray's works.

NEBRASKA

University of Nebraska, Lincoln.....	\$159,151
(OUTRIGHT)	\$129,151
(MATCH)	\$30,000

MEDIA CONTACT: Gary E. Moulton, (402) 472-6041

PROJECT: Completion of an edition of the journals of the Lewis and Clark expedition.

NEW JERSEY

Rutgers University, New Brunswick.....	(MATCH)	\$275,000
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MEDIA CONTACT: Reese V. Jenkins, (908) 932-8511

PROJECT: Preparation of microfilm and book editions of the Thomas A. Edison papers.

NEW JERSEY (cont.)

Rutgers University, Newark.....\$86,578
 MEDIA CONTACT: Michael C. Jaye, (201) 648-5820
 PROJECT: Preparation of an edition of The Excursion, a volume in the Cornell
 Wordsworth series.

NEW YORK

SUNY Research Foundation/Binghamton.....\$49,000
 MEDIA CONTACT: Paul E. Szarmach, (607) 777-2730
 PROJECT: Preparation of an edition of Alcuin's de ratione animae.

American Council of Learned Societies, New York City.....\$173,000
 (OUTRIGHT) \$123,000
 (MATCH) \$50,000

MEDIA CONTACT: Frederick H. Burkhardt, (802) 442-9573
 PROJECT: Preparation of an edition of Charles Darwin's correspondence.

New York University, New York City.....\$205,000
 (OUTRIGHT) \$115,000
 (MATCH) \$90,000

MEDIA CONTACT: Esther Katz, (212) 998-8620
 PROJECT: Preparation of an edition of the Margaret Sanger papers.

Saint Bonaventure University, St. Bonaventure.....\$240,000
 (OUTRIGHT) \$190,000
 (MATCH) \$50,000

MEDIA CONTACT: Girard J. Etzkorn, (716) 375-2149
 PROJECT: Preparation of an edition of Duns Scotus's philosophical works.

NORTH CAROLINA

Duke University, Durham.....\$174,603
 (OUTRIGHT) \$87,000
 (MATCH) \$87,603

MEDIA CONTACT: Anne F. Scott, (919) 484-1817
 PROJECT: Preparation of an edition of the papers of Jane Addams, prominent
 turn-of-the-century social critic and reformer.

OHIO

John T. Fierst (Individual), Brookfield.....\$60,000
 MEDIA CONTACT: John T. Fierst, (216) 448-7929
 PROJECT: Preparation of an edition of John Tanner's 1830 narrative of
 captivity among the Ojibwa Indians.

PENNSYLVANIA

American Musicological Society, Philadelphia.....\$85,000
 (OUTRIGHT) \$75,000
 (MATCH) \$10,000

MEDIA CONTACT: Richard Crawford, (313) 763-1488
 PROJECT: Preparation of a national series of scholarly editions of music of
 the United States of America.

PENNSYLVANIA (cont.)

Pennsylvania State University, University Park.....\$95,000
 MEDIA CONTACT: Alan E. Knight, (814) 865-1492
 PROJECT: Preparation of a critical edition of 15th-century pageant plays from Lille.

RHODE ISLAND

Rhode Island Historical Society, Providence.....\$80,000
 (OUTRIGHT) \$50,000
 (MATCH) \$30,000
 MEDIA CONTACT: Dennis M. Conrad, (401) 331-8578
 PROJECT: Preparation of an edition of the papers of Revolutionary War general Nathanael Greene.

SOUTH CAROLINA

University of South Carolina, Columbia.....\$150,000
 (OUTRIGHT) \$140,000
 (MATCH) \$10,000
 MEDIA CONTACT: David R. Chesnutt, (803) 777-6525
 PROJECT: Preparation of an edition of the papers of Henry Laurens, South Carolina merchant and Continental Congress president.

University of South Carolina, Columbia.....\$130,000
 (OUTRIGHT) \$115,000
 (MATCH) \$15,000
 MEDIA CONTACT: Clyde N. Wilson, (803) 777-4580
 PROJECT: Preparation of an edition of the papers of John C. Calhoun.

TENNESSEE

University of Tennessee, Knoxville.....\$155,000
 (OUTRIGHT) \$140,000
 (MATCH) \$15,000
 MEDIA CONTACT: Paul H. Bergeron, (615) 974-2449
 PROJECT: Preparation of an edition of the Andrew Johnson papers.

VIRGINIA

University of Virginia, Charlottesville.....\$489,905
 (OUTRIGHT) \$150,000
 (MATCH) \$339,905
 MEDIA CONTACT: Dorothy A. Twohig, (804) 924-3569
 PROJECT: Preparation of an edition of the papers of George Washington.

University of Virginia, Charlottesville.....\$175,000
 (OUTRIGHT) \$125,000
 (MATCH) \$50,000
 MEDIA CONTACT: John C. A. Stagg, (804) 924-3987
 PROJECT: Preparation of an edition of the papers of James Madison.

VIRGINIA (cont.)

Institute of Early American History & Culture, Williamsburg.....	\$130,000
(OUTRIGHT)	\$115,000
(MATCH)	\$15,000

MEDIA CONTACT: Charles F. Hobson, (804) 221-2412

PROJECT: Preparation of an edition of the papers of John Marshall.

WISCONSIN

University of Wisconsin, Madison.....	\$215,000
(OUTRIGHT)	\$125,000
(MATCH)	\$90,000

MEDIA CONTACT: John P. Kaminski, (608) 263-1865

PROJECT: Preparation of a documentary history of the ratification of the Constitution and the Bill of Rights.

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NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/606-8449

For More Information Contact:

NEH-93-023-N

Kelly Porter, 202/606-8449 (NEH)

Eleanor Gehres, 303/640-8882 (Denver Public Library)

ATTENTION: CITY DESK EDITORS
MUSEUM/ARTS REPORTERS
FEATURE WRITERS

FOR IMMEDIATE RELEASE

**DENVER PUBLIC LIBRARY AWARDED GRANT FROM THE
NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, June 22 -- The National Endowment for the Humanities (NEH) today announced that it has awarded a \$40,000 grant to the Denver Public Library for the planning of a major public exhibition titled "Colorado and the West."

The project will involve an unprecedented partnership among the Denver Public Library, the Denver Art Museum and the Colorado Historical Society. Items will be drawn from the collections of each institution to create the exhibition, which will explore the dynamic forces of change over the past 200 years in the American West.

The grant is one of two awards that was announced today to support humanities projects in libraries and archives. The other grant was awarded to the New York Public Library.

"The holdings of libraries and archives represent our nation's wealth; the public programs they sponsor represent just one form of the dividends they generate for all of us," said NEH Acting Chairman Donald D. Gibson in making the announcement. "The Endowment is pleased to lend its support to stimulating humanities programming that will enable audiences to better understand our country's history."

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"Colorado and the West" will be a multi-venue project that will explore the American West by focusing on the role of change in that region. These changes will be examined through myths, legacies and stereotypes that were derived from popular cultural icons such as saloons, cowboys, tipis, gold and covered wagons. These icons will also serve to expand public knowledge of the various trends and historical events that occurred in the West, including urbanization, architecture, the environment and the roles of men and women.

NEH grants for Humanities Projects in Libraries and Archives are funded through the Endowment's Division of Public Programs, which supports a range of projects designed to foster public understanding and appreciation of the humanities. The Division of Public Programs supports interpretive exhibitions, radio and television programs, lectures, symposia, printed materials, and reading and discussion groups.

Created by Congress in 1965, the National Endowment for the Humanities is an independent agency that supports education, research, preservation projects and public programs in the humanities.

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Washington, D.C. 20506

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For More Information Contact:

NEH-93-024-N

Kelly Porter, 202/606-8449 (NEH)

Susan Saidenberg, 212/930-0840 (New York Public Library)

ATTENTION: CITY DESK EDITORS
MUSEUM/ARTS REPORTERS
FEATURE WRITERS

FOR IMMEDIATE RELEASE

**NEW YORK PUBLIC LIBRARY AWARDED GRANT FROM THE
NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, June 22 -- The National Endowment for the Humanities (NEH) today announced that it has awarded a \$35,579 grant to the New York Public Library for the planning of a major public program titled "Sanitation and Public Health: An Urban History."

The project will include an exhibition and lectures on the history of sanitation, garbage and waste in connection with New York City public health from 1850 to the present. The exhibition will feature collections and resources from the New York City Department of Sanitation and the Municipal Archives as well as rare materials from the New York Public Library.

The grant is one of two awards that was announced today to support humanities projects in libraries and archives. The other grant was awarded to the Denver Public Library.

"The holdings of libraries and archives represent our nation's wealth; the public programs they sponsor represent just one form of the dividends they generate for all of us," said NEH Acting Chairman Donald D. Gibson in making the announcement. "The Endowment is pleased to lend its support to stimulating humanities programming

- MORE -

that will enable audiences to better understand our country's history."

Using pamphlets, books, manuscripts, photographs, maps, sanitation equipment and art produced from recycled materials, "Sanitation and Public Health: An Urban History," will illustrate the connections between environmental history, medical theory and social reform in New York City. The project will uncover a history of problems, remedies and debates that surround the issue of sanitation, urban waste and pollution. The exhibition will also examine historical and contemporary debates about recycling, ocean dumping, incinerator construction and landfill overflow illustrating a variety of technical, political, economic and social concerns around waste and its disposal.

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Created by Congress in 1965, the National Endowment for the Humanities is an independent agency that supports education, research, preservation projects and public programs in the humanities.

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