



National
Endowment
for the
Humanities

Division
of
Education
Programs

Guidelines and
Application Instructions

Application Deadline:
May 2, 1988

Teacher-Scholar Program for Elementary and Secondary School Teachers

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

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

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

The Purpose of the Program

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

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

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

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

The Program's Intellectual Focus

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

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

Examples

A teacher whose training was in American literature is now responsible for a wide range of English courses, including her school's advanced placement class. She proposes a study of Shakespeare's work, focusing on the relation of the plays to their cultural milieu. She wants to look closely, though not exclusively, at those plays she has taught and is likely to teach again. She plans the study in three phases. In the first, she will concentrate on acquiring a deeper understanding of Renaissance culture in general. During this period she will enroll in a "History of Elizabethan England" course at a nearby college and read from a supplementary bibliography of works on the social, cultural, and intellectual history of the times. In the second phase, she will concentrate on developing her understanding of Shakespeare's language. During this phase she will work with a local scholar to identify resources on etymology and the history of the English language. She will read a number of books and articles and develop a list of resources for her school that will help students better understand the English of Shakespeare's time. In the third phase, she will focus on a close reading of Hamlet, Romeo and Juliet, The Taming of the Shrew, Antony and Cleopatra, and King Lear, concentrating on the relationship of these works to their cultural milieu. In addition to the plays themselves, she will read from a focused bibliography of secondary works on the plays. For her own use she will annotate the plays with background information about relevant aspects of the cultural milieu.

Throughout the year, she will attend performances of the plays and view videotapes and films available at her local library. At the end of her course of study she will advise the school library on key works in Elizabethan history and literature that should be purchased with the \$500 grant accompanying her stipend. In her final report she will summarize the specific ways in which the year of study has improved her understanding of Shakespeare's plays and how this enhanced understanding will affect her teaching. In addition she will outline plans for sharing the results of her study with other teachers.

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

A high school social studies teacher whose primary responsibility is tenth-grade world history proposes to study the history and culture of Islam so that he can teach the history of the Middle East, Africa, and Asia more effectively. The teacher gets permission to use the local college library and arranges to consult periodically with the history department's Middle Eastern scholar. During the

first half of his independent study project, he will study the rise and spread of Islam, concentrating on the following topics: Muhammad, the Koran, Muslim theology, the Orthodox Caliphate, Ali, Shi'ism, and the establishment of Islam as a world religion. In the second part of his project, he will build upon his reading and research by studying Islamic literature, art, and architecture. In addition to reading a wide variety of primary sources and visiting several museums to examine Islamic art, he will read important secondary texts on such subjects as Islamic art, the Ottoman Empire, the Islamic tradition, and social and cultural change in the Middle East. In his final report he will list the books his school library purchased on his recommendation and detail how he plans to work with other teachers to revise the world history courses in his school.

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

Conditions of Eligibility

Teachers may apply for a teacher-scholar award if they

- a. are employed full-time in elementary, middle, or high schools and have teaching responsibilities principally in one or more of the humanities disciplines;
- b. have completed at least three years of full-time teaching at the time of application and intend to return to teaching for at least two years after completing the project;
- c. are U.S. citizens or foreign nationals who have been residents of the United States or its territories for at least three years immediately preceding the time of application.

Evaluation Criteria

The criteria for evaluating each application are

- a. the significance and intellectual quality of the proposed study plan;
- b. the organization, rigor, and feasibility of the proposed study plan;
- c. the appropriateness of the proposed study plan to the applicant's teaching responsibilities;
- d. the likely impact of the study experience on the applicant's school and school district;
- e. the quality and availability of the academic and cultural resources needed to carry out the study plan;
- f. evidence that the applicant is an outstanding teacher of the humanities; and
- g. evidence that the applicant is well prepared to carry out significant independent study.

Application Review

Scholars and educators outside the Endowment will assess each application. Comments from their assessments will be presented to the National Council on the Humanities, which meets four times a year to advise the Chairman about the funding of applications. The Chairman, taking into account the advice provided by the reviewers, the division staff, and the National Council, will make the final decision.

Stipends, Tenure, and Conditions of Award

The following conditions will apply to each award.

1. The award will support one academic year of full-time study and is intended to replace the applicant's academic-year salary. Teachers in systems with sabbatical leave programs may complement the stipend with sabbatical leave pay, so long as the NEH award and the sabbatical leave pay together do not exceed the teacher's annual salary. Stipends for 1989-90 awards will be based on the applicant's 1988-89 academic-year salary, minus sabbatical pay or other grant funds, up to \$27,500. (Calculations based on the applicant's salary are not to include fringe benefits.)
2. In addition, \$500 will be awarded to the teacher's school for the purchase of books relevant to the teacher-scholar's area of study.
3. Up to \$500 will be available as a stipend for an expert in the teacher-scholar's field of study should the teacher-scholar decide to consult such an expert.
4. During the tenure of the award, the teacher-scholar will be expected to devote full time to the proposed study. During this period the teacher-scholar may not accept any major remuneration other than sabbatical pay or grant support for independent study.
5. Each successful applicant will be expected to submit a letter of acceptance to NEH on or before February 15, 1989. Since a recipient will have to arrange for a year's leave, each applicant is encouraged to become fully informed about his or her school district's sabbatical and other leave policies before submitting a proposal.
6. Each recipient will be required to submit a final project report to the Endowment within three months of the end of the award period.

Examples

A teacher will earn \$25,000 in the 1988-89 school year. The teacher's district has no sabbatical program, and the teacher will not be receiving any support from other sources. The teacher is thus eligible for \$25,000 during the tenure of a teacher-scholar award.

Another teacher will earn \$30,000 in the 1988-89 school year. The teacher's district also underwrites sabbatical study by contributing 50 percent of the teacher's salary. The teacher

is eligible for the following financial support under the Teacher-Scholar Program:

\$30,000	(salary)
-15,000	(salary underwritten by district)
<u>\$15,000</u>	(Teacher-Scholar award)

A third teacher will earn \$32,000 in the 1988-89 school year. The teacher's district has no sabbatical support program, but the teacher receives a \$4,000 fellowship from a local foundation with a commitment to improving the public schools. Because the sum of the teacher's two sources of support is less than her salary, the teacher is eligible to receive the full \$27,500 from the Teacher-Scholar Program:

\$ 4,000	(foundation grant)
+27,500	(Teacher-Scholar award)
<u>\$31,500</u>	(total support)

Note: Each award would be supplemented by an additional \$500 to purchase books for the school library and another \$500, if requested, for a mentor.

CALENDAR

May 2, 1988	Deadline for submitting twelve copies of the completed application to the Endowment.
December 1, 1988	Successful applicants notified.
February 15, 1989	Teacher-Scholars submit letters of acceptance.
March 1, 1989	Public announcement of awards.
Fall 1989	First Teacher-Scholar awards begin.
Three months after completion of project	Final reports due to the Endowment.

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

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

GENERAL INSTRUCTIONS

An applicant for the Teacher-Scholar Program must carefully complete the forms included in this packet. It is important to follow the instructions given with the forms.

Responses should be typed, using double space for the Independent Study Plan and single space for everything else.

An applicant should submit to the Endowment

- a. twelve copies of a package that includes
 - i. the Application Cover Sheet,
 - ii. the Biographical Information Form, and
 - iii. the Independent Study Plan;
- b. the original copy of the cover sheet;
- c. three additional, unattached copies of the cover sheet;
and
- d. the completed data cards on the inside back cover of this booklet.

In addition, an applicant should arrange for two confidential letters of recommendation to be submitted directly to the Endowment by their writers. Since letters of reference must comment on the applicant's ability to complete the proposed academic work, a copy of the study plan should be provided to the individuals preparing the letters. One of these letters must be from the applicant's school principal or headmaster. The other may either be from someone inside the applicant's school, such as a colleague in the same department, or from someone outside the school, such as a scholar who can comment on the applicant's academic interests and abilities.

All of these materials must be postmarked no later than May 2, 1988, and mailed to:

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

National Endowment for the Humanities

Washington, D.C.

The following pages include:

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

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

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

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

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

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

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

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

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

INSTRUCTIONS FOR COMPLETING THE APPLICATION COVER SHEET

Block 1--Applicant

Item a. Enter your name and preferred mailing address.

Item b. In the space provided, enter the number corresponding to your preferred form of address.

1-Mr.

3-Miss

6-Dr.

2-Mrs.

4-Ms.

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

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

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

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

Blocks 2, 3, 4, and 5

These blocks have been preprinted with the appropriate information.

Block 6--Project Funding

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

Block 7--Field of Project

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

Block 8--Descriptive Title of Project

Enter a brief title that clearly identifies your project and its humanities content. This title should be informative to a

nonspecialist. NEH is obliged to be as clear as possible to the public about awards it makes. The "descriptive title" will be used for this purpose whenever possible, but the Endowment staff may assign a different working title to the project.

Block 9--Description of Project

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

Block 10--Other Funding Sources

This block has been preprinted.

Block 11--Institutional Data

Item a. Fill in the name and address of your school.

Item b. This block must be signed by your principal or headmaster.

Item c. This block has been preprinted.

Block 12--Federal Debt Status

Only one signature is required. If Block 2 box "a" was checked, then the individual named in Block 1 shall certify that he or she is not delinquent in repayment of any federal debt. If Block 2 box "b" was checked, then the authorizing official named in Block 11 b shall certify that the institution is not delinquent in repayment of any federal debt. Federal debt is defined as an amount of money or property that has been determined by an appropriate agency official to be owed to the United States from any person, organization, or entity, and is interpreted to include such debts as guaranteed student loans, FHA loans, SBA loans, Department of Education institutional loans, and all other federally-backed loans and debts. Delinquent means any account 30 days past due.

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

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

NEH APPLICATION COVER SHEET

OMB No. 3136-0122
Expires 12/30/88

1. Individual applicant or project director

a. Name and mailing address

Name _____
(last) (first) (initial)

Address _____

(city) (state) (zip code)

b. Form of address: ☐

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

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

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

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

2. Type of applicant

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

3. Type of application

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

4. Program to which application is being made

Teacher-Scholar Program ☐

Endowment Initiatives: _____
(code)

5. Requested grant period

From: September 1989 To: June 1990
(month year) (month year)

6. Project funding

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

7. Field of project ☐

8. Descriptive title of project

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

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

(if yes, indicate where and when) Not applicable

11. Institutional data

a. Institution or organization:

(name) _____
(city) (state)

b. Name of principal or headmaster:

(last) (first) (initial) _____
(title) _____
(signature) (date)

c. Name and mailing address of the institutional grant administrator

Not applicable

(last) (first) (initial) _____
(city) (state) (zip code)

Telephone: _____ Form of address ☐
(area code)

12. Federal debt status

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

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

Not applicable

(signature, person named in Block 1)

(signature, authorizing official named in Block 11b)

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

For NEH use only

Date received
Application #
Initials

Field of Project Categories and Codes

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

<i>Anthropology</i>	<i>L1</i>
Archaeology	U6
<i>Archival Management/Conservation</i>	<i>I1</i>
<i>Arts, History and Criticism</i>	<i>MA</i>
Architecture: History & Criticism	U3
Art: History and Criticism	M1
Dance: History & Criticism	M3
Film: History & Criticism	M4
Music: History & Criticism	M5
Theater: History & Criticism	M2
<i>Communications</i>	<i>P2</i>
Composition & Rhetoric	P1
Journalism	P4
Media	P3
<i>Education</i>	<i>H1</i>
<i>Ethnic Studies</i>	<i>K1</i>
Asian American	K5
Black/Afro-American	K4
Hispanic American	K3
Jewish	K6
Native American	K2
<i>History</i>	<i>A1</i>
African	A2
American	A3
Ancient	AC
British	A4
Classical	A5
European	A6
Far Eastern	A7
Latin American	A8
Near Eastern	A9
Russian	AA
South Asian	AB

<i>Humanities</i>	<i>U8</i>
<i>Interdisciplinary</i>	<i>U1</i>
African Studies	GI
American Studies	G3
Area Studies	GH
Asian Studies	G5
Classics	G7
Folklore-Folklife	R1
History/Philosophy of Science, Technology or Medicine	GA
International Studies	GG
Labor Studies	G4
Latin American Studies	GJ
Medieval Studies	G8
Regional Studies	GF
Renaissance Studies	G9
Rural Studies	GC
Urban Studies	G2
Western Civilization	GB
Women's Studies	G1
<i>Languages</i>	<i>C1</i>
Ancient	CC
Asian	CA
Classical	C2
Comparative	C9
English	CE
French	C3
German	C4
Italian	C5
Latin American	C6
Near Eastern	CB
Slavic	C7
Spanish	C8
<i>Law/Jurisprudence</i>	<i>Q1</i>
<i>Library Science</i>	<i>H3</i>
<i>Linguistics</i>	<i>J1</i>

<i>Literature</i>	<i>D1</i>
African	DK
American	DE
Ancient	DC
Asian	DA
British	DD
Classical	D2
Comparative	D9
French	D3
German	D4
Latin American	D6
Literary Criticism	DI
Near Eastern	DB
Slavic	D7
Spanish	D8
<i>Museum Studies/Historic Preservation</i>	<i>I2</i>
<i>Philosophy</i>	<i>B1</i>
Aesthetics	B2
Epistemology	B3
Ethics	B4
History of Philosophy	B5
Logic	B6
Metaphysics	B7
Non-Western Philosophy	B8
<i>Religion</i>	<i>E1</i>
Comparative Religion	E5
History of Religion	E2
Non-Western Religion	E4
Philosophy of Religion	E3
<i>Social Science</i>	<i>U2</i>
American Government	F2
Economics	N1
Geography	U7
International Relations	F3
Political Science	F1
Psychology	U5
Public Administration	F4
Sociology	S1

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

BIOGRAPHICAL INFORMATION

Last Name _____ First _____ Initial _____

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

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

B. Your Teaching Experience. (Please enter the information in reverse chronological order, starting from your most recent experience.)

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

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

TYPE: Public__ Private__ LOCATION: Urban__ Suburban__ Rural__

LEVEL:

Elementary School ___
Middle School ___
High School ___
Other (describe) ___

SIZE:

Fewer than 100 ___
100 to 249 ___
250 to 499 ___
500 to 999 ___
1,000 to 2,499 ___
2,500 or more ___

D. Your Teaching Approach. Briefly describe your approach to teaching humanities courses.

E. Your Activities and Achievements in the Humanities. Briefly describe any of your other activities in the humanities that will help reviewers evaluate your application.

INSTRUCTIONS FOR PREPARING THE INDEPENDENT STUDY PLAN

Your independent study plan is the principal evidence reviewers will have of the substance and quality of your project and the contribution it will make to your knowledge of the humanities. It is essential that you include enough detail about the ideas, objectives, and methods entailed in the proposed project to enable reviewers to assess its quality, significance, rigor, and feasibility.

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

The plan should be typed double space and should not exceed seven pages.

Statement of Purpose

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

Detailed Description

This section should provide a coherent and complete statement of your plan. The following questions will suggest the kinds of information the statement should include.

1. What is the overall subject or theme of the proposed study? What intellectual issues and scholarly problems will be addressed? What approaches to the subject will be taken?
2. What are the particular topics to be explored? How do they relate to the overall subject? What is the logic behind the order in which the topics will be addressed?
3. What primary and secondary sources will be studied in connection with each topic? Why are these sources appropriate?
4. What scholarly resources will the study plan require? Are these resources available to you? If not, where can they be found, and how will you gain access to them?

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

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

Anticipated Outcomes

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

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

COVER SHEET FOR INDEPENDENT STUDY PLAN

(Please type or use black ink.)

Last Name _____ First Name _____ Initial _____

Social Security Number ____ - ____ - ____

Title of Study Plan _____

Present your independent study plan in accordance with the following outline and attach it to this cover sheet. The complete plan should be limited to no more than seven double-spaced pages.

- A. Statement of Purpose (not to exceed one page)
- B. Detailed Plan (not to exceed five pages)
- C. Anticipated Outcomes (not to exceed one page)

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM
LETTER OF RECOMMENDATION

Applicant's
Name _____

Title of
Project _____

Respondent's
Name _____

Title _____

Institution _____

Address _____

A. Acquaintance with the applicant (length of time and
circumstances)

B. Evaluation (use additional sheet if necessary)

Signature (in black ink)

Date

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

GUIDELINES FOR WRITING LETTERS OF RECOMMENDATION

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

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

The Teacher-Scholar Program will (1) recognize teachers as professionals interested in undertaking sustained and significant intellectual work in the humanities disciplines; (2) demonstrate to the nation that the study of academic content is a valuable means of professional self-renewal for teachers; and (3) raise the status of teachers and the humanities within the education community and in society as a whole.

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

- a. the evidence that the applicant is an outstanding teacher of the humanities;
- b. the appropriateness of the study plan to the applicant's teaching;
- c. the quality of the applicant's work as a scholar or interpreter of the humanities; and
- d. the ability of the applicant to carry out the proposed plan of study independently.

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

Please type your statement or write in black ink on the form provided and return this form on or before May 2, 1988, to:

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

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM
LETTER OF RECOMMENDATION

Applicant's
Name _____

Title of
Project _____

Respondent's
Name _____

Title _____

Institution _____

Address _____

A. Acquaintance with the applicant (length of time and
circumstances)

B. Evaluation (use additional sheet if necessary)

Signature (in black ink)

Date

NEH/READER'S DIGEST
TEACHER-SCHOLAR PROGRAM

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1100 Pennsylvania Avenue, N.W.
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CHECKLIST FOR A COMPLETE APPLICATION

Twelve copies of the application should be assembled in this order:

- _____ Application Cover Sheet
- _____ Biographical Information Form
- _____ Independent Study Plan
- _____ The completed Data Cards on the inside back cover of this booklet

Four additional copies of the Cover Sheet should be placed on top of the package:

- _____ The original Cover Sheet, and
- _____ Three additional copies of the Cover Sheet

REMINDER: ALL OF THE ABOVE MATERIALS ARE TO BE SUBMITTED TOGETHER IN ONE PACKAGE, POSTMARKED NO LATER THAN MAY 2, 1988. TWO LETTERS OF RECOMMENDATION ARE TO BE SUBMITTED SEPARATELY BY THEIR WRITERS ON OR BEFORE THE SAME DATE.

All material should be mailed to:

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

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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

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

The Humanities

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

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

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

Endowment Programs

Division of Education Programs

Through grants to elementary and secondary schools, two- and four-year colleges and universities, academic and professional associations, and other educational institutions, this division supports projects that seek to improve education in the humanities. Projects undertaken with Endowment support concentrate on the content and methods of the humanities disciplines and seek to give them a central place in school and college curricula.

Division of Fellowships and Seminars

NEH Fellowships afford scholars, teachers, and other individuals opportunities to undertake study, research, or

independent work for periods ranging from several weeks to one year. The division also offers summer seminars for secondary school and college teachers, small grants that support travel to research collections, fellowships covering one year of graduate study for faculty at historically black colleges and universities, and support for younger scholars engaged in independent summer research projects.

Division of General Programs

This division fosters public understanding and appreciation of the humanities by supporting efforts to bring the insights of these scholarly disciplines to general audiences. Projects include interpretive exhibitions, radio and television programs, lectures, symposia, printed materials, and reading and discussion groups. Although primarily interested in projects for general adult audiences, the division encourages programs for youth, particularly those of junior high school and high school age.

Division of Research Programs

Grants in this division support interpretive scholarship in the humanities, the organization and conservation of resources for scholarship, and the preparation of reference works that add to the store of scholarly knowledge. Most of the awards made through the division are for collaborative projects involving a great diversity of scholarly activities. The majority of these grants result in published products.

Division of State Programs

This division provides support to state humanities councils in the fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Groups and individuals interested in receiving funds under this division should apply directly to the appropriate state council. State councils support a wide variety of projects in the humanities, including library reading programs, speaker discussion series, conferences, seminars and institutes for teachers, media presentations, and museum and traveling exhibitions.

Office of Challenge Grants

Challenge grants enable educational and cultural institutions and organizations to increase their financial stability and to preserve or improve the quality of their programs in the humanities. Applicant institutions must raise at least three dollars in new or increased donations from nonfederal sources to receive each federal dollar.

Office of Preservation

Grants in this program support projects that address the problem of the disintegration of major humanities materials, particularly books and newspapers, but also other media such as film. Such projects include cooperative and selective microfilming, training for curators in preservation management, and the improvement of preservation technology.

Special Initiatives

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

The Foundations of American Society

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

The Columbian Quincentenary

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

EQUAL OPPORTUNITY

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

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

E88-1

FY 88

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

OMB No. 3136-0122
Expires 12/30/88

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

1987-88 Academic-Year Salary:

\$ _____

Institutional Affiliation:

Dept. or School _____

Institution _____

City/State/Zip _____

Descriptive Title of Project (same as cover sheet):

Mailing Address (if different from above):

References (names, positions, and addresses):

1. _____

_____2. _____

Telephone Numbers (with area codes):

Office _____

Home _____

Card #2

Complete all blanks as follows:

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

1. _____

2. _____

3. _____