

January Humanities Endowment Backs Major Exhibit on the History of Writing  
Humanities Endowment Chairman Criticizes Political Uses of Humanities  
National Endowment for the Humanities Announces FY'84 Budget Request

February Jeffrey M. Field Appointment  
Jaroslav Pelikan Named to Give 1983 Jefferson Lecture in the Humanities  
-- "The Vindication of Tradition"  
William J. Bennett (Bio-Revised) (check 11/84)

March Humanities Endowment Awards Over 26 Million in Challenge Grants  
Humanities Endowment Announces Two Appointments

April Jaroslav Pelikan Will Give 1983 Jefferson Lecture in Chicago on May 9  
(Chicago lecture.)  
Humanities Endowment Awards 249 Fellowships

May Jefferson Lecture 1983 Press Kit  
Jaroslav Pelikan Will Give 1983 Jefferson Lecture in Washington on May 4  
(Washington lecture.)  
Jefferson Lecture Jaroslav Pelikan Offers "Vindication of Tradition":  
Before Audience in Nation's Capitol  
Jefferson Lecturer Jaroslav Pelikan Asserts Creativity Depends on Tradition  
William J. Bennett Will Deliver Address at Commonwealth Club's 52nd  
Annual Literature Awards Luncheon in San Francisco on June 3  
Council for Basic Education Awards 99 Humanities Fellowships to High  
School Teachers.

June William J. Bennett Will Deliver Address at the American Association of  
Museums Annual Meeting  
National History Day

July Humanities Endowments Awards 72 Museum Grants over \$4 Million Will  
Support Exhibits, Planning and Institutional Self-Study

August Mellon Foundation Gives \$500,000 to Humanities Endowment for Secondary  
School Teachers Program  
Charles Ritcheson Joins National Council on the Humanities (2 releases)  
Humanities Endowment Establishes Planning and Budget Office - Bruce  
Carnes Named Director of New Unit

September Humanities Endowment Appoints Richard M. Huber Assistant Director for  
Media Programs  
Reagan Administration Official Says Teachers Should Know Their Subjects  
Bennett Presents "Plan for Educational  
Effectiveness" to State Legislators  
Humanities Endowment Awards \$66 Million for 523 Projects  
Bennett to Discuss "Political Virtue in Washington's with George  
Washington University Law Students and Faculty Members

November Reagan Administration Official Challenges Educators with "Hard Truths  
About Rewarding Excellence"  
Sidney Hook Will Give 1984 Jefferson Lecture in the Humanities - Leading  
Philosopher of Freedom to Speak in Washington

December Humanities Endowment Awards \$22 Million in Challenge Grants - Federal  
Money Will Help Raise Additional \$66 Million for 75 Institutions  
Nationwide

FOR RELEASE THURSDAY, JANUARY 6

HUMANITIES ENDOWMENT BACKS MAJOR EXHIBIT  
ON THE HISTORY OF WRITING AND THE ALPHABET  
Endowment Also Supports Library Program on Southwest  
Literature, Summer Institute on Classical Civilization

Washington, D. C. -- The National Endowment for the Humanities (NEH) has awarded a grant of \$150,000 to the University of Wisconsin, Madison for a major traveling exhibit on the origins of writing and the evolution of the alphabet.

The exhibit focuses on mankind's desire to communicate over time and space in a manner more permanent than speech. Designed specifically for a general audience by the University, the Wisconsin State Historical Society and the Milwaukee Public Museum, it traces the development of writing from man's first scratches on rocks and bones through the evolution of the Roman alphabet in the 4th century A.D.

"The history of writing is at the very foundation of the humanities," observed NEH Chairman William J. Bennett. "The humanities help us to understand the complexity of human experience -- even those parts of experience, like the alphabet, that we take for granted."

Bennett made his comments about the alphabet exhibit when he announced some \$22 million in grants for it and 495 other projects recommended for support at the last meeting of the National Council on the Humanities. The projects, which will be conducted across the country, involve history, literature, philosophy and the other disciplines of the humanities.

Among the newly funded endowment projects is "Writers of the Purple Sage: Images of the Southwest in Literature." The project is aimed at helping the public to distinguish among the promotional writing, popular literary forms, and "classics" of Southwestern literature which were responsible for transmitting ideas, myths, truths and stereotypes to a mass audience between 1875 and 1925. One of the popular writers to be used is Zane Gray; among the classics to be examined is Laughing Boy, Oliver La Farge's Pulitzer Prize-winning novel on the Navajo.

Funded by a grant of \$199,320, the project will be developed by the Tucson Public Library in cooperation with the Arizona Historical Society. It is suitable for replication across the nation through four resource kits for librarians and educators which are related to the major themes of the project: "Out West," "The Golden West" "Indian Country," and "The Land of the Half-Shut Eye." The kits will contain half-hour radio programs; short essays written by modern scholars; annotated bibliographies; and resource guides listing films and other media which relate to the four themes.

With the support of a \$114,790 grant from the humanities endowment, Ohio State University of Columbus will hold a six-week summer institute on the teaching of classical civilizations for faculty from 20 two and four-year colleges. Participants will prepare curricular materials concentrating on athletics, religion, women in ancient society, and Roman law. The endowment and Ohio State expect that, through the close study of classical texts, the teachers attending the institute will improve their ability to convey the importance of classical civilizations to their students.

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

FACT SHEET 1

AMOUNT: \$150,000

TITLE: "Sign, Symbol, Script: The Origins of Writing and the Alphabet"

DIRECTOR: Keith N. Schoville, Professor of Hebrew and Semitic Studies

ADDRESS: 1346 Van Hise Hall  
University of Wisconsin  
Madison, WI 53706  
Telephone: (608) 262-9785

DESCRIPTION: The traveling exhibit will contain over 100 original artifacts representing and describing graphic communications from ca. 6000 B.C. to the 4th century A.D. These will be supplemented by casts and replicas of items such as the Rosetta Stone. The artifacts, from museums in Israel, China, Japan, France and the United States, represent logosyllabic -- a sign representing a single syllable -- writing systems: pictorial, ideographic, hieroglyphic, and cuneiform, focusing in depth on writing in the Near Eastern cultures which culminated in the alphabet. The development and spread of the alphabet will be traced, from Proto-Sinaitic, early alphabetic inscriptions found in the Sinai Peninsula around 1500 B.C., through Greek and Roman. Special workshops, such as papyrus and clay tablet production, audiovisual materials, a free exhibit guide and educational materials are planned. The Museum of the Wisconsin State Historical Society and the Milwaukee Public Museum are an integral part of the planning and implementation of the exhibit. The exhibit will travel to the Milwaukee Public Museum after being on display at the Wisconsin State Historical Society in Madison from August-October, 1983. It will then begin a six-city 26 month tour to be administered by the Association of Science-Techology Centers. This implementation grant is the result of a \$15,653 planning grant awarded to the University of Wisconsin in 1979.

FACT SHEET 2

AMOUNT: \$199,320

TITLE: "Writers of the Purple Sage: Images of the Southwest in American Literature"

DIRECTOR: Katherine Dannreuther

ADDRESS: Tucson Public Library  
P.O. Box 27470  
Tucson, AZ 85726  
Telephone: (602) 791-4391

DESCRIPTION: The Tucson Public Library, in cooperation with the Arizona Historical Society, will conduct a two-year project to explore the cultural and historical development of the Southwest as described in its literature -- popular and "classical," fiction and non-fiction -- between the years 1875 to 1925. The project will be conducted in some 35 small and medium-sized libraries in four border counties in Southwestern Arizona. The general public will attend book discussion programs, reader's theater presentations, short courses, tours, exhibits and workshops based on four basic themes: "Out West," "The Golden West," "Indian Country," and "The Land of the Half-Shut Eye." These themes respectively will explore the idea of open country which provided an escape or adventure; the forces which brought the underdeveloped region under the control of enterprising Americans; the gradual acceptance of "the Red Man" as a different and interesting race; and the uneasy relationship during this 50-year period between Mexico and the United States in terms of political ideals and cultural values. Popular and "classical" authors to be used include Zane Grey and Pulitzer Prize winner Oliver La Farge. Humanities scholars at major universities in Arizona will select the literature, provide materials for discussion, and be available for program planning. Some five hundred resource kits, based on each of the four themes, will be provided to librarians and educators across the nation. The kits will contain half-hour radio programs; short essays written by modern scholars on the four themes; annotated bibliographies; and resource guides listing recommended films and other media.

FACT SHEET 3

AMOUNT: \$114,790

TOPIC: "The Teaching of Classical Civilizations: A Summer Institute for College Teachers"

DIRECTOR: Mark P. Morford, Professor of Classics  
The Ohio State University  
414 University Hall, 230 N. Oval Mall  
Columbus, Ohio 43210  
Telephone: (614) 422-2744

DESCRIPTION: A six-week institute for the study of the teaching of classical civilizations in 4-year and 2-year colleges, with the goal of improving the humanities curriculum. Twenty participants will be drawn from as many 4-year and 2-year colleges, with preference given to those teaching in small departments or isolated programs. The work includes one week of general study of the field of classical civilization, including a survey of the courses being developed and taught nationally. This will be followed by four one-week intensive workshops in four important subject areas in which there is a need for excellent curricular materials: athletics, religion, women in ancient society, and Roman law. During this period, participants will read basic texts in classical civilization along with original sources. The final week will consist of review, and evaluation of curricular materials which participants will have developed during the summer institute. Participants will continue to develop curricular materials at their home institutions.

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Marion Blakey (home: 265-1089)  
Terry Krieger (home: 331-8925)  
Darrel deChaby (home: 356-4605)

HUMANITIES ENDOWMENT CHAIRMAN CRITICIZES  
POLITICAL USES OF HUMANITIES  
Bennett Says Excellence in Humanities Builds  
"Civilized Framework for Public Policy"

FOR RELEASE: 12:00 noon, Friday  
January 14, 1983

WASHINGTON, January 14 -- William J. Bennett, the Chairman of the National Endowment for the Humanities, today rejected "the view that the humanities provide us with techniques for solving political and social problems."

In a speech before the annual meeting of the American Conference of Academic Deans, which is being held in conjunction with the American Association of Colleges annual meeting, Bennett said, "The humanities do not magically reveal the best strategy for reducing unemployment, the proper mix of weapons for our armed forces or the right level of government assistance to needy people.

"If we try to justify the humanities by what they cannot do, we will undermine respect and support for what they actually do."

Although the NEH chairman maintained that the humanities cannot be "applied on a case-by-case basis to resolve political controversies and improve social conditions," he argued that "the humanities provide us with an indispensable framework for the civilized development of public policy.

- MORE -

"We in the humanities can maintain and strengthen the civilized framework for public policy," Bennett declared, "not by dragging the humanities kicking and screaming into every political debate but by doing excellent work in the subjects of the humanities themselves."

Bennett warned, "If we fail to do this, the civilized framework for public policy may collapse -- and then ... our public discourse will consist mainly of cynical appeals, obscure analyses and mindless chatter."

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

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Marion Blakey  
Darrel deChaby

Release Embargoed until  
10 a.m., Monday, January 31, 1983

**NATIONAL ENDOWMENT FOR THE HUMANITIES  
ANNOUNCES FY'84 BUDGET REQUEST**

WASHINGTON, D.C. January 31 -- The National Endowment for the Humanities (NEH) today requested a total of \$112.2 million for Fiscal Year 1984 in a budget presented to the Congress by President Reagan.

The budget request includes \$72.8 million for regular program funds; \$10.6 in Treasury Funds to match private gifts; \$16.5 for Challenge Grants; and \$12.3 for administrative expenses.

In announcing the budget request for next fiscal year, William J. Bennett, chairman of the NEH, said. "This budget request is a prudent and fiscally responsible approach to providing support for exemplary work in the humanities in the various areas prescribed in our legislation."

Bennett said "The Endowment is particularly committed to encouraging high levels of support for the humanities from the private sector and to increasing, wherever possible, the role of corporations, foundations, individual citizens, and other non-Federal sources in support of the humanities. Consequently, matching funds will constitute over 27 percent (\$27.1 million) of the agency's program budget in 1984." (NEH matching funds are Treasury Funds and Challenge Grants combined.)

Bennett noted that the NEH Challenge Grants program stimulated more than \$62 million in new non-Federal gifts in support for humanities institutions in FY'82. Approximately \$437 million has been raised by the program since FY'77.

In addition, the availability of Treasury Funds to match private offers on behalf of specific projects resulted in a total of over \$14 million in non-Federal contributions to grant recipients in FY'82.

The new budget request is \$16.2 million more than the agency asked for in FY'83. The final NEH appropriation for this fiscal year is \$130 million.

Bennett said he believes "It is essential to support a broad range of projects, as well as to foster excellence in humanities activities at all levels. This budget will do that work."

Among the 1984 activities highlighted by Bennett was greater emphasis on improving the teaching and learning of the humanities in elementary and secondary schools. In addition, a special initiative to stimulate humanities projects relating to the Bicentennial of the U.S. Constitution will develop programs to involve the general public in serious examination of the historical and philosophical foundation of American government.

The National Endowment for the Humanities was established by Congress in 1965 to provide support for research, education and general audience activities in the humanities.

NOTE TO EDITORS: A brief statistical summary and highlights of program areas in the FY-84 budget are attached. A detailed summary of requested appropriations is available on request from the NEH Public Affairs Office.

# NATIONAL ENDOWMENT FOR THE HUMANITIES

## Summary -- All Divisions ( \$000 )

<u>Program</u>	(1) FY 1982 <u>Actual</u>	(2) FY 1983 <u>Approp.</u>	(3) FY 1984 <u>Request</u>
Education	\$12,825	\$14,301	\$13,000
Fellowships	15,050	13,405	13,000
Research	20,135	16,555	14,800
General	16,057	25,112	15,350
State	20,329	20,329	15,990
P&A Studies	<u>845</u>	<u>730</u>	<u>700</u>
<u>Total Definite</u>	<u>85,242</u> <sup>1/</sup>	<u>90,432</u>	<u>72,840</u>
Treasury	8,064	11,064	10,570
<u>Challenge</u>	<u>20,736</u>	<u>16,864</u>	<u>16,500</u>
<u>Total Program</u>	<u>114,042</u>	<u>118,360</u>	<u>99,910</u>
<u>Administration</u>	<u>10,494</u>	<u>11,887</u> <sup>2/</sup>	<u>12,290</u>
Grand Total	\$124,536	\$130,247	\$112,200

1/ Excludes \$5.2 million reappropriated to Challenge Grants in FY 1983 from FY 1982 Definite funds for special initiative for research libraries.

2/ Includes \$187 thousand requested as part of government-wide supplemental appropriation.

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

# NATIONAL ENDOWMENT FOR THE HUMANITIES

## Program Funds 1982 - 1984 ( \$000 )

<u>Division/Program</u>	<u>FY 1982 (actual)</u>	<u>FY 1983 (approp.)</u>	<u>FY 1984 (request)</u>
<u>EDUCATION PROGRAMS</u>	<u>\$12,825</u>	<u>\$14,301</u>	<u>\$13,000</u>
Humanities instruction in elementary and secondary schools	4,762	4,790	4,355
Exemplary projects, nontraditional programs, and teaching materials <u>1/</u>	3,430	4,790	4,355
Central disciplines in undergraduate education <u>2/</u>	4,633	4,721	4,290
<u>FELLOWSHIPS AND SEMINARS</u>	<u>15,050</u>	<u>13,405</u>	<u>13,000</u>
National Endowment for the Humanities Fellowships	7,462	5,350	5,280
Fellowships for independent study and research	(4,570) <u>3/</u>	(2,675)	(2,640)
Fellowships for college teachers	(2,892)	(2,675)	(2,640)
Summer stipends	650	650	600
Summer seminars	5,736	6,905	6,620
--College teachers	(4,952)	(4,655)	(4,370)
--Secondary school teachers	(784)	(2,250)	(2,250)
Fellowships at centers for advanced study	708	500	500
Fellowships and seminars for the professions	494	--	--

Division/Program

RESEARCH PROGRAMS

General research  
  Basic research  
  Regional studies  
  Intercultural research  
  Humanities, science, and technology 5/  
  Research conferences  
  Travel to collections  
Research materials  
  Research tools  
  Editions  
  Translations  
Research resources  
  Organization and improvement projects  
  Conservation and preservation projects  
  Publications

GENERAL PROGRAMS 6/

Humanities projects in media  
Humanities projects in museums  
  and historical organizations  
Special projects  
  Youth programs  
  Program development  
    --Libraries  
    --Special projects

STATE PROGRAMS

PLANNING AND ASSESSMENT STUDIES

Total

TREASURY FUNDS

CHALLENGE GRANTS

GRAND TOTAL

<u>FY 1982</u> <u>(actual)</u>	<u>FY 1983</u> <u>(approp.)</u>	<u>FY 1984</u> <u>(request)</u>
<u>\$20,135</u>	<u>\$16,555</u>	<u>\$14,800</u>
8,024	7,155	5,850
(3,012)	(2,955)	(2,550)
(1,256)	(750)	(4/)
(2,613)	(2,200)	(2,300)
(807)	(850)	(500)
(336)	(400)	(300)
(--)	(--)	(200)
8,140	5,300	4,750
(3,641)	(2,400)	(2,500)
(3,489)	(1,900)	(1,500)
(1,010)	(1,000)	(750)
3,970	4,100	4,200
(3,137)	(3,300)	(3,400)
(433)	(400)	(400)
(400)	(400)	(400)
<u>16,057</u>	<u>25,112</u>	<u>15,350</u>
5,075	8,447	7,100
4,182	6,912	5,000
6,800	9,753	3,250
(2,851)	(1,000)	(1,000)
(2,129)	(6,103)	(2,250)
(1,400)	(2,650)	(7/)
(420)	(8/)	(8/)
<u>20,329</u>	<u>20,329</u>	<u>15,990</u>
<u>845</u>	<u>730</u>	<u>700</u>
85,240 <u>2/</u>	90,432	72,840
8,064	11,064	10,570
<u>20,736</u>	<u>16,864</u> <u>2/</u>	<u>16,500</u>
\$114,042	\$118,360	\$99,910

## Footnotes

- 1/ Formerly Higher Education/Regional and National Grants.
- 2/ Formerly Higher Education/Individual Institutions, which included Consultant, Pilot, and Implementation Grants
- 3/ Includes NEH-sponsored Fellowship programs conducted by the American Council of Learned Societies.
- 4/ Included in Basic Research.
- 5/ Formerly in Special Programs as Science, Technology, and Human Values.
- 6/ Formerly Public Programs and Special Programs (except Humanities, Science, and Technology).
- 7/ Included in Program Development in FY 1984.
- 8/ Included in Program Development in FY 1983 and FY 1984.
- 9/ Excludes \$5.2 million reappropriated to Challenge Grants in FY 1983 from FY 1982 Definite funds.

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

OPPA  
1/31/83

## The Endowment in 1984

### MAJOR HIGHLIGHTS OF THE FY 1984 BUDGET INCLUDE:

- . In Education Programs about 150 grants benefiting 4,175 teachers and 245,000 students will help develop humanities curriculum materials and train teachers in the Nation's schools. Grants will aid humanities programs in higher education by supporting teacher institutes, developing model curricula, and funding collaborative projects. Emphasis will be placed on improving introductory courses and developing strong and coherent undergraduate programs.
- . In Fellowships and Seminars about 115 Summer Seminars for Teachers will be supported. At least 40 of these will be Seminars for Secondary School Teachers. This program will enable 600 secondary teachers to undertake serious study with recognized experts in the humanities. Their increased knowledge and expertise will directly benefit 90,000 students.
- . Some 1,700 scholars and teachers will directly benefit from the Endowment's other fellowships and seminars programs.
- . In Research Programs a new program of small grants called Travel to Collections will be instituted to enable about 400 scholars to travel to the major humanities resources for advanced research.
- . About 110 grants to over 4,000 scholars will be awarded for basic research in the humanities, intercultural research, studies of science and technology in relation to the humanities, and conferences for scholars in all humanities disciplines.
- . The Endowment will support development of essential research materials, such as reference works and translations of important works into English, and will support research resources to help retard the deterioration of important documents and other materials. Aid will also be given to preservation programs for newspaper collections.
- . In General Programs a special initiative to stimulate humanities projects relating to the Bicentennial of the U.S. Constitution has begun to develop programs to involve the general public.
- . Humanities projects in media will fund development, production, and distribution of quality public television and radio programs which will total 55 program hours and reach over 20 million people.
- . About 105 grants will fund humanities exhibits in museums and historical organizations with a projected cumulative audience of 16 million people.
- . In State Programs about 3,000 local humanities projects reaching and involving 19 million people will be funded through programs based in all 50 states, Puerto Rico, the District of Columbia and the territories. Nearly \$16. million will be granted to State councils, which will in turn award the funds -- which must be matched -- for quality projects in the humanities.



Terry Krieger  
Darrel deChaby

FOR RELEASE: Monday, February 14

Washington, D.C. -- Jeffrey M. Field, a program officer in the Division of Research Programs at the National Endowment for the Humanities (NEH), has been appointed Assistant Director for that division's Research Resources Program.

The announcement of Field's appointment was made by NEH Chairman William J. Bennett and Harold C. Cannon, director of the research division.

Cannon said, "I am pleased that Jeff Field has assumed responsibility for a program in which he has worked so capably as a program officer, since 1977. He is a welcome addition to our division's management team."

From September 1974 to December 1976, Field was a program analyst and then a program specialist in Special Projects at NEH, where he developed humanities programming in public libraries.

The purpose of the NEH research resources program is to preserve and make accessible material that is essential for humanities research. In order to achieve its purpose, the program offers grants for initiation of national preservation projects, development of finding aids for manuscript collections, cataloging of print materials, enhancement of the national bibliographic network and preparation of bibliographies.

Field received his B.A. with honors in philosophy from Swarthmore College in 1965. From 1966 to 1969, he was a Peace Corps volunteer in Kenya, where he taught courses in English literature, mathematics, and English as a foreign language. He received his Ph.D. in philosophy from the University of Michigan in 1974.

# NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



WILLIAM J. BENNETT

William J. Bennett was appointed Chairman of the National Endowment for the Humanities (NEH) by President Ronald Reagan on December 21, 1981 and confirmed by the Senate on February 8, 1982. He was formerly President and Director of the National Humanities Center in Research Triangle Park, North Carolina. Although a native of New York, Mr. Bennett attended Gonzaga High School in Washington, D.C., received his B.A. degree in philosophy from Williams College in Massachusetts, a Ph.D. in philosophy from the University of Texas, and a J.D. from Harvard Law School. He is also a recipient of honorary degrees from Gonzaga University, Franklin College, and the University of New Hampshire.

Before assuming his post at the National Humanities Center, Mr. Bennett was Assistant to President John Silber at Boston University. He has taught law and philosophy at a number of universities including the University of Southern Mississippi, the University of Texas, Harvard University, the University of Wisconsin and Boston University. In addition, he has been a consultant to more than fifty secondary schools on quality in curriculum development.

Mr. Bennett has written a number of articles for professional journals such as the Harvard Civil Rights and the Stanford Law Review, Newsweek, the Wall Street Journal, and Commentary Magazine. Topics of articles have included constitutional law, sex, education and fads in ethics. He is co-author of Counting by Race: Equality in American Thought from the Founding Fathers to Bakke. He has remained an active philosopher and in December, 1982, his paper on "Moral Education and Indoctrination" was selected as one of the symposium papers at the annual meeting of the American Philosophical Association, Eastern Division.

As well as Chairman of NEH, Mr. Bennett is Chairman of the National Council on the Humanities, a Trustee of the Smithsonian Institution's Wilson Center Fellowship Board, a member of the President's Committee on the Arts and Humanities and the U.S. Government Representative to the United Nations Educational, Scientific and Cultural Organization, and is an ex-officio member of numerous other boards.

February 1983

(Revised: check 11/84 file)

**Contact:**

Marion Blakey  
Terry Krieger  
Darrel deChaby

EMBARGO

For release only after Thursday, February 17, 10:00 a.m.

JAROSLAV PELIKAN NAMED TO  
GIVE 1983 JEFFERSON LECTURE IN THE HUMANITIES  
International Authority on Christianity  
Will Speak on "The Vindication of Tradition"

WASHINGTON, February 17 -- The National Endowment for the Humanities (NEH) has selected Jaroslav Pelikan, Sterling Professor of History at Yale University and a leading scholar of Christianity, to deliver the 1983 Jefferson Lecture in the Humanities.

The Jefferson lectureship, which carries a \$10,000 stipend, is the highest honor conferred by the federal government for outstanding achievement in the humanities.

Established in 1972, the Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore matters of broad concern. Previous Jefferson lecturers include Barbara Tuchman, Edward Shils, C. Vann Woodward, Saul Bellow, John Hope Franklin, Robert Penn Warren, Erik H. Erikson and Lionel Trilling.

NEH Chairman William J. Bennett announced the choice of Pelikan today at the quarterly meeting of the National Council on the Humanities, which selects each year's lecturer after considering a wide range of nominations.

Pelikan, who has chosen "The Vindication of Tradition" as his topic, will deliver his Jefferson Lecture in two parts. The first part, to be given in Washington on May 4, will examine the problem

of maintaining allegiance to tradition in the face of history's destruction of all absolutes. The second part, to be given at the University of Chicago on May 9, will assess the role of tradition in establishing the framework for authentic creativity.

Jaroslav Pelikan was born in Akron, Ohio in 1923. He received his B.D. from Concordia Theological Seminary in Saint Louis in 1946 and his Ph.D. from the University of Chicago in the same year. He has been a faculty member at Valparaiso University, Concordia Theological Seminary and the University of Chicago as well as Yale, where he has taught since 1962.

Pelikan has written and edited many important works on the history of Christianity. His own books include From Luther to Kierkegaard (1950) and The Riddle of Roman Catholicism (1959), for which he won the Abingdon Award. Among the works he has edited are the American edition of Luther's writings and the Encyclopaedia Britannica's religion section. He currently is working on his five-volume The Christian Tradition: A History of the Development of Doctrine, three volumes of which already have been published.

The 1983 Jefferson lecturer has received numerous honors, including the University of Chicago Alumni Association's Professional Achievement Award and the Pax Christi Award from St. John's University in Collegeville, Minnesota. He served as the first chairman of the Council of Scholars at the Library of Congress, and he has been awarded honorary doctorates by many colleges and universities here and abroad.

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NOTE: The National Endowment for the Humanities, an independent federal agency that supports research, scholarship, education and general audience programs in the humanities, will release more details about the Jefferson lecture before the events in Washington and Chicago.

**Contact:**

Marion Blakey  
Terry Krieger  
Darrel deChaby

FOR RELEASE: Wednesday, March 9, 1983, 10:00 a.m.

HUMANITIES ENDOWMENT AWARDS OVER  
\$26 MILLION IN CHALLENGE GRANTS  
Combination of Federal and Private Funds  
Will Mean Over \$100 Million for  
84 Institutions Across Nation

WASHINGTON, March 9 -- The National Endowment for the Humanities (NEH) has awarded \$26.7 million in challenge grants to 84 cultural and educational institutions throughout the country.

Since every challenge grant dollar must be matched by three dollars raised from the private sector, the 84 grant recipients should gain a total of over \$100 million in new institutional support.

The announcement of the challenge grants was made by NEH Chairman William J. Bennett at a briefing at the endowment this morning. Bennett was accompanied by Thomas Kingston, the endowment's challenge grants officer.

"These 84 NEH challenge grants demonstrate the endowment's interest in the vitality of small as well as large humanities institutions," Bennett said. "They also reflect the endowment's commitment to stimulate private sector support for the humanities."

Bennett observed, "A challenge grant is a recognition of merit and promise. It indeed challenges an institution to make to the public the same strong case it made to the endowment."

According to Kingston, a challenge grant is designed to have long-term financial impact. He pointed out that, since

the challenge grants program was started in 1977 and before the new grants were awarded, 586 institutions had raised over \$560 million in grant and matching funds.

Kingston said that humanities institutions use challenge grant money to establish program endowments, undertake renovation projects, develop collections and otherwise strengthen their basic resources.

Among the 84 institutions receiving NEH challenge grants this year are the Panhandle Plains Historical Museum in Canyon, Texas; the Monroe County Public Library in Monroeville, Alabama; Augustana College in Sioux Falls, South Dakota; and Muskingum College in New Concord, Ohio.

With its NEH challenge grant, the Panhandle Plains Historical Museum will purchase technical equipment for a conservation center serving museums in Texas and other parts of the Southwest. The Monroe County Public Library will purchase and renovate an old building, which will become its new home.

Augustana College will use its federal grant funds and matching private contributions to provide a solid financial base for its Center for Western Studies. And Muskingum College will establish a fund for increased library acquisitions and improved reader accessibility.

The National Endowment for the Humanities, which awards challenge grants every year, is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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NOTE: This release is accompanied by a fact sheet on the NEH challenge grants program and a detailed list by state of the institutions receiving challenge grants.

Fact Sheet  
NEH CHALLENGE GRANTS

The NEH Challenge Grants Program offers support to nonprofit educational and cultural institutions in order that they may achieve greater financial stability and therefore sustain or improve the quality of their humanities programs and activities.

The "challenge" offered recipients is that they must raise from private sources three times the amount of the award offered, usually over a period of three years. Therefore, the 84 grants for over \$26 million just announced should provide combined federal and private funding of more than \$100 million.

To qualify for a challenge grant, an applicant must submit a highly competitive proposal that describes the quality of humanities programs, long-range institutional goals and plans for raising matching funds. Proposals are reviewed by a panel of persons knowledgeable about the kinds of institutions or organizations applying for grants. The panel usually consists of a senior executive officer, a scholar in the humanities, an institutional fund-raiser, a person representing corporate philanthropy, one from a private philanthropic foundation, and a citizen experienced as a trustee for similar nonprofit organizations.

The Endowment received 249 applications for the most recent challenge grants review. Constituting the 84 award winners are 12 museums, two media organizations, 25 colleges, 14 historical societies or historic properties, four professional societies, three university presses, seven public libraries, two advanced study centers, 12 universities, and three other nonprofit organizations.

The present set of grants adds to the \$125 million the Endowment has provided to 586 institutions and organizations since the beginning of the program in 1977. Thus far, challenge grants recipients have raised more than \$560 million in joint federal and private funding for the support of their work.

NEH CHALLENGE GRANTS 1983

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>ALABAMA</u>	Monroeville	Monroe County Public Library To acquire and convert a former hotel as the new library site.	\$ 100,000	\$ 300,000	\$ 400,000
<u>CALIFORNIA</u>	Berkeley	University Art Museum To establish a permanent fund for the support of the Pacific Film Archive.	100,000	300,000	400,000
	Los Angeles	Los Angeles County Museum of Natural History To support renovation and the history and anthropology collections.	750,000	2,250,000	3,000,000
	Los Angeles	Los Angeles Library Association To support purchase of collections destroyed by fire.	500,000	1,500,000	2,000,000
	San Diego	San Diego Historical Society To complete conversion of an ex- hibitions building.	250,000	750,000	1,000,000
	San Francisco	Fort Point and Army Museum To support professional staffing and program development.	30,000	90,000	120,000
	San Francisco	Fine Arts Museums Foundation To establish a humanities program endowment.	400,000	1,200,000	1,600,000
	Stockton	University of the Pacific To support renovation and reorgani- zation of the college library.	600,000	1,800,000	2,400,000

- MORE -



<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>CONNECTICUT</u>	New London	Connecticut College For renovation and establishing a chair in the humanities.	400,000	1,200,000	1,600,000
	Waterbury	Mattatuck Museum To support renovation and begin an exhibition endowment.	250,000	750,000	1,000,000
<u>DISTRICT OF COLUMBIA</u>		The American Society of International Law To expand a permanent working endowment.	500,000	1,500,000	2,000,000
		Linguistic Society of America To establish a permanent fund for publications and programs.	75,000	225,000	300,000
<u>FLORIDA</u>	Islamorada	Friends of the Islamorada Branch Library To add space to the existing library.	10,000	30,000	40,000
<u>GEORGIA</u>	Lumpkin	Westville Historic Handicrafts For endowment to support operations.	125,000	375,000	500,000
<u>INDIANA</u>	Rensselaer	Saint Joseph's College To establish an endowment for a core humanities program.	400,000	1,200,000	1,600,000
	Valparaiso	Valparaiso University For endowment to support library ac- quisitions and chairs in history and American literature.	250,000	750,000	1,000,000

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>KANSAS</u>	Lawrence	University of Kansas To establish endowments for library acquisitions and for the Center for Humanistic Studies.	1,000,000	3,000,000	4,000,000
	Winfield	St. John's College For endowment supporting the college library and faculty.	150,000	450,000	600,000
<u>KENTUCKY</u>	Whitesburg	Appalshop, Inc. To support renovation, retire debt, and support humanities programming.	225,000	675,000	900,000
<u>MAINE</u>	Waterville	Colby College For renovation and acquisitions for the college library.	750,000	2,250,000	3,000,000
<u>MARYLAND</u>	Baltimore	Loyola College of Maryland To establish endowment for visiting professorships and programs.	500,000	1,500,000	2,000,000
	Baltimore	Maryland Historical Society To endow professional positions in the museum and library.	600,000	1,800,000	2,400,000
	Baltimore	The Johns Hopkins University Press To initiate an endowment for humanities titles.	250,000	750,000	1,000,000
<u>MASSACHUSETTS</u>	Amherst	Amherst College To endow the non-Western studies program.	850,000	2,550,000	3,400,000
	Andover	Northeast Document Conservation Center To establish an endowment for edu- cational and conservation programs.	180,000	540,000	720,000

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>MASSACHUSETTS</u>	Boston	Society for the Preservation of New England Antiquities To develop an endowment for education staff and programs, capital repairs, and collections development.	750,000	2,250,000	3,000,000
	Cambridge	History of Science Society To establish an endowment for pub- lications.	80,000	240,000	320,000
	Chicopee	College of Our Lady of the Elms To expand humanities endowment.	250,000	750,000	1,000,000
	Concord	Louisa May Alcott Memorial Association For restoration of an historic house.	30,000	90,000	120,000
	Concord	Concord Public Library To renovate and expand present library facilities.	150,000	450,000	600,000
	Great Barrington	Simon's Rock of Bard College To establish an endowment for faculty development.	150,000	450,000	600,000
	Medford	Tufts University To establish an endowment for library acquisitions and collections maintenance.	750,000	2,250,000	3,000,000
	Pittsfield	Shaker Community To establish endowments for mainten- ance, programs, and the library.	250,000	750,000	1,000,000
	Reading	Reading Public Library To support conversion of an old school for library use and increase acquisitions fund.	50,000	150,000	200,000

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>MICHIGAN</u>	Detroit	Wayne State University To establish a humanities endowment for programs.	500,000	1,500,000	2,000,000
<u>MINNESOTA</u>	Duluth	College of St. Scholastica For new library equipment and furnishings.	73,500	220,500	294,000
	Minneapolis	Walker Art Center For renovation and for endowment for humanities programs.	600,000	1,800,000	2,400,000
<u>MISSISSIPPI</u>	Jackson	Millsaps College To endow humanities programs and a visiting professorship.	300,000	900,000	1,200,000
<u>MISSOURI</u>	St. Louis	Missouri Historical Society To increase endowment for programs and operations.	750,000	2,250,000	3,000,000
	St. Louis	St. Louis Public Library To support repair and renovation of the main library.	250,000	750,000	1,000,000
	St. Louis	St. Louis University To increase the humanities endowment for faculty development, academic chairs, and library acquisitions.	500,000	1,500,000	2,000,000
<u>MONTANA</u>	Bozeman	Museum of the Rockies To establish endowment for acqui- sitions and collections maintenance.	300,000	900,000	1,200,000
<u>NEW HAMPSHIRE</u>	Hanover	University Press of New England To establish an endowment for humanities publications.	90,000	270,000	360,000

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>NEW JERSEY</u>	Middletown	Poricy Park For development and endowment of permanent education programs.	30,000	90,000	120,000
	New Brunswick	Rutgers, the State University of New Jersey To establish an endowment for library acquisitions and to undertake collection conservation.	330,000	990,000	1,320,000
<u>NEW MEXICO</u>	Santa Fe	College of Santa Fe For library renovation and endowment expansion.	100,000	300,000	400,000
	Santa Fe	School of American Research To expand endowment for humanities programs.	250,000	750,000	1,000,000
<u>NEW YORK</u>	Albany	College of St. Rose Library renovation and an acquisi- tions endowment.	244,309	732,927	977,236
	Cortland	Cortland County Historical Society For renovation of an historic house.	5,000	15,000	20,000
	Huntington	Huntington Historical Society To establish an operating endowment and retire capital debt.	128,562	385,686	514,248
	New Rochelle	College of New Rochelle To establish an endowment for faculty development.	100,000	300,000	400,000
	New York City	Queens College of the City University of New York Endowment for a visiting scholars program.	300,000	900,000	1,200,000

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>NEW YORK</u>	New York City	Fraunces Tavern Museum For renovation and establishment of a program endowment.	200,000	600,000	800,000
	New York City	Archaeological Institute of America To expand program endowment.	575,000	1,725,000	2,300,000
	New York City	American Research Center in Egypt To build operating and program endowments.	200,000	600,000	800,000
	New York City	Pace University To endow a chair in philosophy and endow faculty development.	300,000	900,000	1,200,000
	New York City	The Ninety-Second Street YM-YWHA To establish a humanities endowment for supporting continuing education programs.	500,000	1,500,000	2,000,000
<u>NORTH CAROLINA</u>	Chapel Hill	University of North Carolina To establish a humanities endowment to support summer institutes and fellowships for high school teachers, university fac- ulty development, and library acquisi- tions.	750,000	2,250,000	3,000,000
	Swannanoa	Warren Wilson College To establish a humanities endowment.	375,000	1,125,000	1,500,000
<u>OHIO</u>	Columbus	The Ohio State University To endow the compilation and editing of the Hilandar Collection of Medieval Slavic Manuscripts.	260,000	780,000	1,040,000

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>OHIO</u>	New Concord	Muskingum College For library endowment and library acquisitions.	213,350	640,050	853,400
	Youngstown	Mahoning Valley Historical Society For purchasing storage units and establishing an archives endowment.	30,000	90,000	120,000
<u>OKLAHOMA</u>	Tahlequah	Cherokee National Historical Society To develop a permanent exhibition and exhibition endowment.	300,000	900,000	1,200,000
<u>PENNSYLVANIA</u>	Lewisburg	Bucknell University For library renovation and human- ities endowment.	800,000	2,400,000	3,200,000
	Meadville	Meadville Public Library To expand the children's library and add to the present collection.	25,000	75,000	100,000
	Philadelphia	Balch Institute To expand current endowment for the archives and library.	250,000	750,000	1,000,000
	Philadelphia	University of Pennsylvania Press To establish an endowment for new humanities texts.	75,000	225,000	300,000
	Philadelphia	Temple University To establish an endowment for library acquisitions.	750,000	2,250,000	3,000,000
	Pittsburgh	Chatham College To increase humanities endowment.	500,000	1,500,000	2,000,000

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>PENNSYLVANIA</u>	Selinsgrove	Susquehanna University For endowments for visiting professorships, library acquisitions, and foreign language laboratory.	200,000	600,000	800,000
	Valley Forge	Valley Forge Historical Society For security, climate control, curatorial assistance, conservation, and endowment.	75,000	225,000	300,000
<u>SOUTH CAROLINA</u>	Columbia	Columbia College To establish a humanities endowment fund.	150,000	450,000	600,000
	Spartanburg	Converse College For renovation and endowments to support faculty development, library acquisitions, and visiting scholars.	250,000	750,000	1,000,000
<u>SOUTH DAKOTA</u>	Sioux Falls	Augustana College To build endowment for the Center for Western Studies, library, and academic chairs.	400,000	1,200,000	1,600,000
<u>TENNESSEE</u>	Oak Ridge	Children's Museum of Oak Ridge For building expansion and to establish endowment for education programs.	150,000	450,000	600,000
	Piney Flats	Rocky Mount Historical Society To initiate a development program and education programs.	65,000	195,000	260,000
<u>TEXAS</u>	Canyon	Panhandle Plains Historical Museum To purchase technical equipment for conservation of paper, paintings and artifacts.	95,000	285,000	380,000



<u>State</u>	<u>City</u>	<u>Institution</u>	<u>NEH Grant</u>	<u>Private Sector Match</u>	<u>Total To Institution</u>
<u>TEXAS</u>	Houston	University of Houston To establish endowments for faculty development, curriculum, and library acquisitions.	750,000	2,250,000	3,000,000
	San Antonio	Trinity University To establish an endowment for humanities acquisitions for the university libraries.	300,000	900,000	1,200,000
	Waco	Paul Quinn College For renovation and expansion of humanities endowment.	150,000	450,000	600,000
<u>VIRGINIA</u>	Richmond	Virginia Museum Foundation To expand endowment for exhibitions and programs.	375,000	1,125,000	1,500,000
<u>WASHINGTON</u>	Seattle	KCTS/9, University of Washington To support broadcast programming in the humanities.	289,000	867,000	1,156,000
<u>WISCONSIN</u>	De Pere	St. Norbert College For renovation and humanities programs.	400,000	1,200,000	1,600,000
	Madison	Educational Communications Board To support promotion and development of humanities programs.	361,717	1,085,151	1,446,868
<u>TOTALS:</u>			<u>\$26,670,438</u>	<u>\$80,011,314</u>	<u>\$106,681,752</u>

HUMANITIES ENDOWMENT ANNOUNCES TWO APPOINTMENTS

Washington, D.C. -- William J. Bennett, Chairman of the National Endowment for the Humanities (NEH), has announced the appointment of Steven Cahn as Special Assistant to the Chairman and Jeffrey Wallin as Acting Director of the Division of General Programs. The appointments were effective February 28.

Dr. Cahn will work with the Chairman in the examination of present programmatic structures and in the formulation of new Endowment initiatives.

Since June 1982 Dr. Cahn has been serving as Director of the NEH Division of General Programs. Before coming to the Endowment he was Acting Director for Humanities at the Rockefeller Foundation in New York. From 1973 to 1980 Dr. Cahn was Chairman of the Department of Philosophy at the University of Vermont. His several books include Fate, Logic and Time, The Eclipse of Excellence; and Education and the Democratic Ideal.

Dr. Wallin formerly was Director of the NEH Office of the Bicentennial of the U.S. Constitution, where he was responsible for the administration of the Endowment's special initiative on the 200th anniversary of the United States Constitution.

Dr. Wallin is serving the NEH as an IPA appointment from the University of Dallas, where he is an Associate Professor in the Department of Politics and the Institute for Philosophic Studies, and Director of the American Studies Program. Dr. Wallin is the author of the recently published By Ships Alone: Churchill and the Dardanelles.

In announcing the new appointments, Chairman Bennett said that an immediate search will begin for a permanent Director of the Division of General Programs.

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



April 27, 1983

MEDIA ADVISORY

JAROSLAV PELIKAN WILL GIVE  
1983 JEFFERSON LECTURE IN CHICAGO ON MAY 9  
Leading Scholar Will Offer "Vindication of Tradition"

Jaroslav Pelikan, Sterling Professor of History at Yale University and international authority on Christianity, will deliver the second part of his two-part 1983 Jefferson Lecture in the Humanities in Chicago on Monday, May 9. The first part will be given in Washington on Wednesday, May 4.

Pelikan, who was selected as the 1983 Jefferson lecturer by the National Endowment for the Humanities (NEH), will speak on "The Vindication of Tradition" on Monday, May 9 at 5:30 p.m. in the Glen Lloyd Auditorium of the University of Chicago Law School, 1111 East 60th Street. The lecture will be followed by a reception in the Law School's Harold Green Lounge.

Highest Honor

The Jefferson lectureship, which carries a \$10,000 stipend, is the highest honor conferred by the federal government for outstanding achievement in the humanities.

Established by the National Endowment for the Humanities in 1972, the Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore

matters of broad concern. Previous Jefferson lecturers include Barbara Tuchman, Edward Shils, C. Vann Woodward, Saul Bellow, John Hope Franklin, Robert Penn Warren, Erik H. Erikson and Lionel Trilling.

In his Chicago lecture, which will be recorded by National Public Radio for nationwide broadcast, Pelikan will argue that tradition has rescued creativity from "the banality and the trivialization" that would have resulted from "a total immersion in the here and now." He will show that tradition has been "the source of persistent images that have fired the imagination and given form to the artistic vision."

#### Midwest Background

The 1983 Jefferson lecturer has deep roots in the Midwest, especially Chicago.

Jaroslav Pelikan was born in Akron, Ohio in 1923. He received his B.D. from Concordia Theological Seminary in Saint Louis in 1946 and his Ph.D. from the University of Chicago in the same year. He has been a faculty member at Valparaiso University in Indiana, Concordia Theological Seminary and the University of Chicago.

Author and editor of many important works on the history of Christianity, Pelikan currently is working on his five-volume The Christian Tradition: A History of the Development of Doctrine, three volumes of which already have been published by the University of Chicago Press.

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Available for Interviews

Pelikan, who is a lively conversationalist as well as eloquent speaker, will be available for interviews in Chicago on Friday, May 6 and Monday, May 9.

To arrange an interview or obtain further information about the lecture, please contact Terry Krieger, Assistant Director of Public Affairs, National Endowment for the Humanities, Washington, D.C., (202) 786-0449.

The National Endowment for the Humanities, which sponsors the Jefferson lecture each year, is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

# # #

FOR RELEASE: a.m., Thursday April 28, 1983

**HUMANITIES ENDOWMENT AWARDS 249 FELLOWSHIPS**

WASHINGTON, April 28 -- The National Endowment for the Humanities (NEH) has announced 124 Fellowships for College Teachers and 125 Fellowships for Independent Study and Research for 1983-84.

The fellowships, which total over \$5 million, provide an average of \$22,100 for study or research ranging from six months to a year.

They were awarded on a competitive basis from among more than 1,800 applicants.

In announcing the awards, NEH Chairman William J. Bennett said, "These fellowships will enrich our nation's educational and cultural life by sharpening the knowledge of outstanding professionals in the humanities."

Fellowships for college teachers provide opportunities for teachers to pursue full-time work that will enhance their contributions as teachers and scholars.

The program is intended for faculty members who teach undergraduate students in two-year, four-year, and five-year colleges as well as universities that do not have Ph.D programs.

Fellowships for independent study and research are for scholars and others who have made significant contributions to thought and knowledge in the humanities or show promise of doing so. These fellowships free their recipients from the day-to-day responsibilities of teaching and other work so that they may enhance their contributions and continue to develop their expertise.

Bennett expects approximately the same number of fellowships to be awarded next year.

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NOTE: A complete listing alphabetically by state of the 249 fellowships in both programs is attached.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
DIVISION OF FELLOWSHIPS  
1983-84 FELLOWSHIPS FOR INDEPENDENT STUDY AND RESEARCH (FA)  
1983-84 FELLOWSHIPS FOR COLLEGE TEACHERS (FB)

CALIFORNIA

FA  
Antin, David A.  
U. of California, San Diego  
La Jolla CA  
Art History and Criticism

FA  
Degler, Carl N.  
Stanford University  
Stanford CA  
American History

FA  
Djobadze, Wachtang Z.  
U. of California, Los Angeles  
Los Angeles CA  
Art History and Criticism

FA  
Healey, Richard A.  
U. of California, Los Angeles  
Los Angeles CA  
Philosophy

FA  
Martin, Jay H.  
U. of Southern California  
Los Angeles CA  
American Literature

FA  
Olmstead, Alan L.  
U. of California, Davis  
Davis CA  
Economics

FA  
Olsen, Tillie L.  
Unaffiliated  
Soquel CA  
American Literature

FA  
Roberts, Richard L.  
Stanford U.  
Stanford CA  
African History

FA  
Sanchez-Romeralo, Antonio  
U. of California, Davis  
Davis CA  
Spanish Literature

FA  
Stansky, Peter D.  
Stanford U.  
Stanford CA  
British History

FA  
Waitzkin, Howard  
U. of California, Berkeley  
Oakland CA  
Sociology

FA  
Watts, Michael J.  
U. of California, Berkeley  
Berkeley CA  
African History

FB  
Andresen, Martha E.  
Pomona College  
Claremont CA  
English Literature

FB  
Crecelius, Daniel N.  
California State U., Los Angeles  
Los Angeles CA  
Near Eastern History

FB

Eisner, Robert E.  
 San Diego State U.  
 San Diego CA  
 Classical Literature

FB

Evans, William M.  
 California State Polytechnic U.  
 Pomona CA  
 American History

FB

Freeman, James M.  
 San Jose State U.  
 San Jose CA  
 Anthropology

FB

Houlgate, Laurence D.  
 CA Polytechnic State U.-San Luis Obispo  
 San Luis Obispo CA  
 Philosophy

FB

Soe, Christian  
 California State U., Long Beach  
 Long Beach CA  
 Political Science

FB

Wood, Forrest G.  
 California State College, Bakersfield  
 Bakersfield CA  
 American History

COLORADO

FA

Goldberg, Sander M.  
 U. of Colorado, Boulder  
 Boulder CO  
 Classical Literature

FA

McIntosh, Marjorie K.  
 U. of Colorado, Boulder  
 Boulder CO  
 British History

CONNECTICUT

FA

Cambon, Glauco G.  
 U. of Connecticut  
 Storrs CT  
 Comparative Literature

FA

Coley, William B.  
 Wesleyan U.  
 Middletown CT  
 English Literature

FA

Davis, David B.  
 Yale U.  
 New Haven CT  
 American History

FA

Fischer, John M.  
 Yale U.  
 New Haven CT  
 Philosophy

FA

Young-Bruehl, Elisabeth B.  
 Wesleyan U.  
 Middletown CT  
 Philosophy

FB

Baker, Lynne R.  
 Middlebury College  
 Middlebury CT  
 Philosophy



FB  
Farrell Lee, Grace  
Sacred Heart U.  
Bridgeport CT  
American Literature

### DELAWARE

FA  
Bushman, Richard L.  
U. of Delaware  
Newark DE  
American History

FA  
Lemay, J. A. Leo  
U. of Delaware  
Newark DE  
American Literature

### FLORIDA

FA  
Baumgold, Deborah J.  
U. of Florida  
Gainesville FL  
Political Science

### GEORGIA

FA  
Holifield, E. Brooks  
Emory U.  
Atlanta GA  
Religion

FA  
Mufwene, Salikoko S.  
U. of Georgia  
Athens GA  
Linguistics

FA  
Newsom, Carol A.  
Emory U.  
Atlanta GA  
Near Eastern Literature

### HAWAII

FB  
Pang, Loretta O.  
U. of Hawaii-Kapiolani Community Coll.  
Honolulu HI  
Far Eastern History

### IOWA

FA  
Cox, Jeffrey L.  
U. of Iowa  
Iowa City IA  
British History

FA  
Kerber, Linda K.  
U. of Iowa  
Iowa City IA  
American History

FA  
Milhous, Judith  
U. of Iowa  
Iowa City IA  
Theatre History and Criticism

FB  
Abel, Richard O.  
Drake U.  
Des Moines IA  
Film History and Criticism

FB

Graham, Daniel W.  
Grinnell College  
Grinnell IA  
Philosophy

IDAHO

FB

Aiken, Katherine G.  
Lewis-Clark State College  
Lewiston ID  
American History

ILLINOIS

FA

Boyer, John W.  
U. of Chicago IL  
Chicago  
European History

FA

Halttunen, Karen  
Northwestern U.  
Evanston IL  
American History

FA

Joravsky, David  
Northwestern U.  
Evanston IL  
Russian History

FA

Kishlansky, Mark A.  
U. of Chicago IL  
Chicago  
British History

FA

Kurczaba, Alex S.  
U. of Illinois at Chicago  
Chicago IL  
Comparative Literature

FA

McKay, John P.  
U. of Illinois, Urbana  
Urbana IL  
European History

FA

Morgan, Robert P.  
U. of Chicago  
Chicago IL  
Music History and Criticism

FA

Mueller, Ian  
U. of Chicago  
Chicago IL  
Philosophy

FA

Teller, Paul  
U. of Illinois at Chicago  
Chicago IL  
Philosophy

FA

Wanner, Dieter  
U. of Illinois, Urbana  
Urbana IL  
Linguistics

FB

Alexander, Michael C.  
U. of Illinois at Chicago  
Chicago IL  
Classical History

FB  
 Bohn, Willard  
 Illinois State U.  
 Normal IL  
 French Literature

FB  
 Brueggmann, Robert  
 U. of Illinois, Chicago Circle  
 Chicago IL  
 Architecture

FB  
 Davidson, Arnold E.  
 Elmhurst College  
 Elmhurst IL  
 American Literature

FB  
 Downing, David B.  
 Eastern Illinois U.  
 Charleston IL  
 American Literature

FB  
 Ebner, Michael H.  
 Lake Forest College  
 Lake Forest IL  
 American History

FB  
 Frisbie, Charlotte J.  
 Southern Illinois U., Edwardsville  
 Edwardsville IL  
 Anthropology

FB  
 Headrick, Daniel R.  
 Roosevelt U.  
 Chicago IL  
 European History

FB  
 Malek, James S.  
 De Paul U.  
 Chicago IL  
 English Literature

FB  
 O'Gorman, Gerald J.  
 Southern Illinois U., Edwardsville  
 Edwardsville IL  
 English Literature

FB  
 Riess, Steven A.  
 Northeastern Illinois U.  
 Chicago IL  
 American History

#### INDIANA

FA  
 Huffman, Carl A.  
 De Pauw U.  
 Greencastle IN  
 Classical Literature

FA  
 Karp, Ivan  
 Indiana U., Bloomington  
 Bloomington IN  
 Anthropology

FA  
 Leach, Eleanor W.  
 Indiana U., Bloomington  
 Bloomington IN  
 Classical Literature

FA  
 McJunkin, Penelope N.  
 Unaffiliated  
 Richmond IN  
 American Literature

FA

Meserve, Walter J.  
Indiana U., Bloomington  
Bloomington IN  
American Literature

FA

Rosenfeld, Alvin H.  
Indiana U., Bloomington  
Bloomington IN  
English Literature

FB

Sproule, James M.  
Indiana U. Southeast  
New Albany IN  
Communications

KANSAS

FA

Nigro, Kirsten F.  
U. of Kansas, Lawrence  
Lawrence KS  
Latin American Literature

FA

Tuttle, Jr., William M.  
U. of Kansas, Lawrence  
Lawrence KS  
American History

FB

Hamilton, James R.  
Kansas State U.  
Manhattan KS  
Philosophy

FB

Sheriff, John K.  
Bethel College  
North Newton KS  
American Literature

KENTUCKY

FA

Clubbe, John L. E.  
U. of Kentucky  
Lexington KY  
English Literature

FB

Hassan, Riffat  
U. of Louisville  
Louisville KY  
Religion

LOUISIANA

FA

Cinel, Dino  
Tulane U.  
New Orleans LA  
American History

FA

Fischer, John I.  
Louisiana State U., Baton Rouge  
Baton Rouge LA  
English Literature

MASSACHUSETTS

FA

Boolos, George S.  
Massachusetts Institute of Technology  
Cambridge MA  
Philosophy

FA

Brewer, John  
Harvard U.  
Cambridge MA  
British History

FA  
 Delbanco, Andrew H.  
 Harvard U.  
 Cambridge MA  
 American Literature

FA  
 Diefendorf, Barbara B.  
 Boston U.  
 Boston MA  
 European History

FA  
 Faragher, John M.  
 Mount Holyoke College  
 South Hadley MA  
 American History

FA  
 Fields, Karen E.  
 Brandeis U.  
 Waltham MA  
 Sociology

FA  
 Finney, Gail E.  
 Harvard U.  
 Cambridge MA  
 Comparative Literature

FA  
 Horwich, Paul G.  
 Massachusetts Institute of Technology  
 Cambridge MA  
 Philosophy

FA  
 Manning, Roberta T.  
 Boston College  
 Chestnut Hill MA  
 Russian History

FA  
 McAlpin, Michelle B.  
 Tufts U.  
 Medford MA  
 South Asian History

FA  
 McCarthy, Thomas A.  
 Boston U.  
 Boston MA  
 Philosophy

FA  
 Papanek, Hanna  
 Boston U.  
 Boston MA  
 Sociology

FA  
 Patey, Douglas L.  
 Smith College  
 Northampton MA  
 English Literature

FA  
 Smith, Brian H.  
 Massachusetts Institute of Technology  
 Cambridge MA  
 Political Science

FA  
 Valenzuela, Julio S.  
 Harvard U.  
 Cambridge MA  
 Sociology

FA  
 Wolff, Cynthia G.  
 Massachusetts Institute of Technology  
 Cambridge MA  
 American Literature

FB

Carroll, John J.  
Southeastern Massachusetts U.  
N. Dartmouth MA  
Political Science

FB

Lipman, Jonathan N.  
Mount Holyoke College  
South Hadley MA  
Far Eastern History

FB

Mistacco, Vicki E.  
Wellesley College  
Wellesley MA  
French Literature

FB

Reynolds, Holly B.  
Wellesley College  
Wellesley MA  
Religion

FB

Saad, Elias N.  
Wellesley College  
Wellesley MA  
Near Eastern History

FB

Wagner, William G.  
Williams College  
Williamstown MA

FB

Walsh, Mary R.  
U. of Lowell  
Lowell MA  
American Studies

FB

Ward, Margaret E.  
Wellesley College  
Wellesley MA  
German Literature

MARYLAND

FA

Forster, Robert  
Johns Hopkins U.  
Baltimore MD  
European History

FA

Greenspan, Patricia S.  
U. of Maryland, College Park  
College Park MD  
Philosophy

FA

Hoston, Germaine A.  
Johns Hopkins U.  
Baltimore MD  
Political Science

FA

Pollini, John  
Johns Hopkins U.  
Baltimore MD  
Art History and Criticism

FA

Stich, Stephen P.  
U. of Maryland, College Park  
College Park MD  
Philosophy

FB

Baker, Jean H.  
Goucher College  
Towson MD  
American History

FB  
Burkett, Elinor C.  
Frostburg State College  
Frostburg MD  
Latin American History

FB  
Kerman, Cynthia E.  
Villa Julie College  
Stevenson MD  
American Studies

# MAINE

FB  
Holt, John C.  
Bowdoin College  
Brunswick ME  
Religion

FB  
Hunter, Mary K.  
Bates College  
Lewiston ME  
Music History and Criticism

FB  
Thornton, Joy A.  
Bates College  
Lewiston ME  
Art History and Criticism

# MICHIGAN

FA  
Bornstein, George  
U. of Michigan, Ann Arbor  
Ann Arbor MI  
English Literature

FA  
Brumbaugh, Robert C.  
U. of Michigan, Ann Arbor  
Ann Arbor MI  
Anthropology

FA  
Eley, Geoffrey H.  
U. of Michigan, Ann Arbor  
Ann Arbor MI  
European History

FA  
Holt, Thomas C.  
U. of Michigan, Ann Arbor  
Ann Arbor MI  
American History

FA  
Pedley, Mary S.  
Ann Arbor Public Schools  
Ann Arbor MI  
Classical History

FA  
Shy, John W.  
U. of Michigan, Ann Arbor  
Ann Arbor MI  
American History

FA  
Wilbur, Elvira M.  
Michigan State U.  
East Lansing MI  
Russian History

FB  
Orton, Lawrence D.  
Oakland U.  
Rochester MI  
European History

# MINNESOTA

FA  
Archer, W. John  
U. of Minnesota  
Minneapolis MN  
Art History and Criticism

FA  
Gudeman, Stephen F.  
U. of Minnesota  
Minneapolis MN  
Anthropology

FB  
Curtin, Deane W.  
Gustavus Adolphus College  
St. Peter MN  
Philosophy

FB  
May, James M.  
Saint Olaf College  
Northfield MN  
Classical Literature

FB  
Porter, David H.  
Carleton College  
Northfield MN  
Classical Literature

FB  
Rosenberg, Emily S.  
Macalester College  
St. Paul MN  
American History

FB  
Tutino, John M.  
Saint Olaf College  
Northfield MN  
Latin American History

# MISSOURI

FB  
Cook, Sylvia J.  
U. of Missouri, Saint Louis  
St. Louis MO  
American Literature

FB  
Hartmann, Susan M.  
U. of Missouri, Saint Louis  
St. Louis MO  
American History

FB  
Roth, Paul A.  
U. of Missouri, Saint Louis  
St. Louis MO  
Philosophy

# MONTANA

FB  
Flanagan, James W.  
U. of Montana  
Missoula MT  
Religion

# NORTH CAROLINA

FA  
Kaufman, Peter I.  
U. of North Carolina, Chapel Hill  
Chapel Hill NC  
Religion

FA  
Kirkendale, J. Warren  
Duke U.  
Durham NC  
Music History and Criticism

FA  
Leinbaugh, Theodore H.  
U. of North Carolina, Chapel Hill  
Chapel Hill NC  
English Literature



FA  
Levine, Madeline G.  
U. of North Carolina, Chapel Hill  
Chapel Hill NC  
Slavic Literature

# NEBRASKA

FB  
Schultenover, David G.  
Creighton U.  
Omaha NE  
Religion

# NEW HAMPSHIRE

FB  
Rashkin, Esther J.  
Dartmouth College  
Hanover NH  
Comparative Literature

# NEW JERSEY

FA  
Grafton, Anthony T.  
Princeton U.  
Princeton NJ  
European History

FA  
Hamori, Andras P.  
Princeton U.  
Princeton NJ  
Near Eastern Literature

FA  
Harman, Gilbert H.  
Princeton U.  
Princeton NJ  
Philosophy

FA  
Kivy, Peter N.  
Rutgers U., New Brunswick  
New Brunswick NJ  
Philosophy

FA  
Lewis, David K.  
Princeton U.  
Princeton NJ  
Philosophy

FA  
McCormick, John O.  
Rutgers U., New Brunswick  
New Brunswick NJ  
English Literature

FA  
Oakes, James  
Princeton U.  
Princeton NJ  
American History

FB  
Catalano, Joseph S.  
Kean College of New Jersey  
Union NJ  
Philosophy

FB  
Hettrick, Jane S.  
Rider College  
Lawrenceville NJ  
Music History and Criticism

FB  
Reyes Schramm, Adelaida  
Jersey City State College  
Jersey City NJ  
Music History and Criticism

NEVADA

FB

Finocchiario, Maurice A.  
U. of Nevada-Las Vegas  
Las Vegas NV  
Philosophy

NEW YORK

FA

Backscheider, Paula R.  
U. of Rochester  
Rochester NY  
English Literature

FA

Cox, Patricia L.  
Syracuse U.  
Syracuse NY  
Religion

FA

Dodds, Jerrilynn D.  
Columbia U.  
New York NY  
Art History and Criticism

FA

Eickelman, Dale F.  
New York U.  
New York NY  
Anthropology

FA

Foner, Eric  
Columbia U.  
New York NY  
American History

FA

Greenspan, Charlotte J.  
Cornell U.  
Ithaca NY  
Music History and Criticism

FA

Gwaltney, John L.  
Syracuse U.  
Syracuse NY  
Anthropology

FA

Heilbrun, Carolyn G.  
Columbia U.  
New York NY  
English Literature

FA

Jordan, Constance  
Columbia U.  
New York NY  
Comparative Literature

FA

Leach, William R.  
New York Institute for the Humaniti  
New York NY1870 to 1960  
American History

FA

MacKillop, James J.  
Onondaga Community College  
Syracuse NY  
English Literature

FA

McCaughey, Elizabeth P.  
Columbia U.  
New York NY  
American History

FA  
Posner, Donald  
New York U.  
New York NY  
Art History and Criticism

FA  
Raeff, Marc  
Columbia U.  
New York NY  
Russian History

FA  
Van Inwagen, Peter  
Syracuse U.  
Syracuse NY  
Philosophy

FA  
Wood, Allen W.  
Cornell U.  
Ithaca NY  
Philosophy

FB  
Barstow, Anne L.  
SUNY College at Old Westbury  
Old Westbury NY  
European History

FB  
Belmonte, Thomas V.  
Hofstra U.  
Hempstead NY  
Anthropology

FB  
Benenson, Harold B.  
Sarah Lawrence College  
Bronxville NY  
Sociology

FB  
Bleser, Carol K.  
Colgate U.  
Hamilton NY  
American History

FB  
Bridenthal, Renate  
CUNY Brooklyn College  
Brooklyn NY  
European History

FB  
Dash, Irene G.  
CUNY Hunter College  
New York NY  
English Literature

FB  
Davis, Ellen N.  
CUNY Queens College  
Flushing NY  
Art History and Criticism

FB  
Greene, Mott T.  
Skidmore College  
Saratoga Springs NY  
European History

FB  
Janke, R. Steven  
SUNY College at Buffalo  
Buffalo NY  
Art History and Criticism

FB  
Kessner, Thomas  
CUNY Kingsborough Community College  
Brooklyn NY  
American History

FB  
Knapp, Ronald G.  
SUNY College at New Paltz  
New Paltz NY  
Far Eastern History

FB  
Liebman, Stuart E.  
CUNY Queens College  
Flushing NY  
Film History and Criticism

FB  
MacLeod, Glen G.  
Long Island U. Southampton Center  
Southampton NY  
American Literature

FB  
McDermott, James P.  
Canisius College  
Buffalo NY  
Religion

FB  
Pantaleoni, Hewitt  
SUNY College at Oneonta  
Oneonta NY  
Music History and Criticism

FB  
Petersen, Glenn  
CUNY Bernard Baruch College  
New York NY  
Anthropology

FB  
Riegelhaupt, Joyce F.  
Sarah Lawrence College  
Bronxville NY  
Anthropology

FB  
Rubin, Joan S.  
SUNY College at Brockport  
Brockport NY  
American History

FB  
Ruiz, Teofilo F.  
CUNY Brooklyn College  
Brooklyn NY  
European History

FB  
Shanley, Mary L.  
Vassar College  
Poughkeepsie NY  
Political Science

FB  
Turbin, Carole  
SUNY Empire State College  
Old Westbury NY  
Sociology

FB  
Urkowitz, Steven  
SUNY Maritime College  
Bronx NY  
English Literature

# OHIO

FA  
Kiple, Kenneth F.  
Bowling Green State U.  
Bowling Green OH  
African History

FA  
Levy, Barry J.  
Case Western Reserve U.  
Cleveland OH  
American History

FB  
 Day, Joseph W.  
 College of Wooster  
 Wooster OH  
 Classical Literature

FB  
 Fogarty, Robert S.  
 Antioch U.  
 Yellow Springs OH  
 American Studies

FB  
 Gontarski, Stanley E.  
 Ohio State U. Lima Branch  
 Lima OH  
 English Literature

FB  
 Huffman, James L.  
 Wittenberg U.  
 Springfield OH  
 Far Eastern History

FB  
 Kent, Conrad A.  
 Ohio Wesleyan U.  
 Delaware OH  
 Spanish Literature

FB  
 Olson, Glending  
 Cleveland State U.  
 Cleveland OH  
 English Literature

FB  
 Shaw, John B.  
 Hiram College  
 Hiram OH  
 English Literature

## OREGON

FA  
 Sanders, Jack T.  
 U. of Oregon, Eugene  
 Eugene OR  
 Religion

FB  
 Peck, William D.  
 Reed College  
 Portland OR  
 Philosophy

FB  
 Robbins, William G.  
 Oregon State U.  
 Corvallis OR  
 American History

FB  
 Sayre, Henry M.  
 Oregon State U.  
 Corvallis OR  
 American Literature

## PENNSYLVANIA

FA  
 Curran, Stuart A.  
 U. of Pennsylvania  
 Philadelphia PA  
 English Literature

FA  
 Koenker, Diane P.  
 Temple U.  
 Philadelphia PA  
 Russian History

FA

Rose, Anne C.  
Carnegie-Mellon U.  
Pittsburgh PA  
American Studies

FB

Butler, James A.  
La Salle College  
Philadelphia PA  
English Literature

FB

Jones, Anne G.  
Allegheny College  
Meadville PA  
American Literature

FB

MacGaffey, Wyatt  
Haverford College  
Haverford PA  
Anthropology

FB

McCarthy, Patrick  
Haverford College  
Haverford PA  
Comparative Literature

FB

Morscheck, Jr., Charles R.  
Drexel U.  
Philadelphia PA  
Art History and Criticism

FB

Newton, Judith L.  
La Salle College  
Philadelphia PA  
English Literature

FB

North, Helen F.  
Swarthmore College  
Swarthmore PA  
Classical Literature

FB

Pagliaro, Harold E.  
Swarthmore College  
Swarthmore PA  
English Literature

FB

Staudt, Kathleen H.  
Drexel U.  
Philadelphia PA  
Comparative Literature

FB

Williamson, Craig B.  
Swarthmore College  
Swarthmore PA  
English Literature

FB

Wolford, Chester L.  
Pennsylvania State U. Behrend Colle  
Erie PA  
American Literature

# RHODE ISLAND

FB

Aho, William R.  
Rhode Island College  
Providence RI  
Sociology

SOUTH CAROLINA

FA

Heider, Karl G.  
U. of South Carolina, Columbia  
Columbia SC  
Anthropology

FB

Carlson, Larry A.  
College of Charleston  
Charleston SC  
American Literature

FB

Gudger, William D.  
College of Charleston  
Charleston SC  
Music History and Criticism

FB

Paz, Denis G.  
Clemson U.  
Clemson SC  
British History

TENNESSEE

FA

Harrelson, Walter J.  
Vanderbilt U.  
Nashville TN  
Religion

TEXAS

FA

Abzug, Robert H.  
U. of Texas, Austin  
Austin TX  
American History

FA

Green, Peter M.  
U. of Texas, Austin  
Austin TX  
Classical Literature

FB

Woods, Frances J.  
Our Lady of the Lake U.  
San Antonio TX  
Sociology

VIRGINIA

FA

White, G. Edward  
U. of Virginia, Charlottesville  
Charlottesville VA  
American Studies

FB

Adams, Stephen J.  
Virginia Polytechnic Inst. & State U  
Blacksburg VA  
American Literature

FB

Baehr, Stephen L.  
Virginia Polytechnic Inst. & State U  
Blacksburg VA  
Slavic Literature

FB

Bogger, Tommy L.  
Norfolk State U.  
Norfolk VA  
American History

FB

Chappell, Miles L.  
College of William and Mary  
Williamsburg VA  
Art History and Criticism

FB  
 Herr, Cheryl T.  
 Virginia Polytechnic Inst. & State U.  
 Blacksburg VA  
 English Literature

FB  
 Masse, Michelle A.  
 George Mason U.  
 Fairfax VA  
 English Literature

FB  
 Nettels, Elsa  
 College of William and Mary  
 Williamsburg VA  
 American Literature

FB  
 Rosenzweig, Roy A.  
 George Mason U.  
 Fairfax VA  
 American History

FB  
 Shifflett, Crandall A.  
 Virginia Polytechnic Inst. & State U.  
 Blacksburg VA  
 American History

FB  
 Thompson, Richard H.  
 James Madison U.  
 Harrisonburg VA  
 Anthropology

FB  
 Willis, Jr., John H.  
 College of William and Mary  
 Williamsburg VA  
 English Literature

## VERMONT

FB  
 Carney, Raymond F.  
 Middlebury College  
 Middlebury VT  
 English Literature

FB  
 Donadio, Stephen  
 Middlebury College  
 Middlebury VT  
 American Literature

FB  
 Haerle, Jr., Rudolf K.  
 Middlebury College  
 Middlebury VT  
 Sociology

FB  
 Kitcher, Philip S.  
 U. of Vermont  
 Burlington VT  
 Philosophy

## WASHINGTON

FA  
 Bynum, Caroline W.  
 U. of Washington  
 Seattle WA  
 European History

FA  
 Cumings, Bruce G.  
 U. of Washington  
 Seattle WA  
 Political Science

FA  
 Teuber, Andreas  
 U. of Washington  
 Seattle WA  
 Political Science



FB  
Merrill, Reed B.  
Western Washington U.  
Bellington WA  
Comparative Literature

FA  
Thompson, John B.  
Jesus College  
Cambridge, Engl.  
Philosophy

WISCONSIN

FA  
Beck, Evelyn T.  
U. of Wisconsin, Madison  
Madison WI  
German Literature

FA  
Rothstein, Morton  
U. of Wisconsin, Madison  
Madison WI  
American History

WEST VIRGINIA

FB  
Turner, Thomas E.  
Wheeling College  
Wheeling WV  
Political Science

CANADA

FA  
Phillips, Edward R.  
U. of Ottawa  
Ontario, Canada  
Music History and Criticism

ENGLAND

FA  
Roe, Shirley A.  
Wellcome Inst. for the History of Medicine  
London, England  
History

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



May 2, 1983

MEDIA ADVISORY

JAROSLAV PELIKAN WILL GIVE  
1983 JEFFERSON LECTURE IN WASHINGTON ON MAY 4  
Leading Scholar Will Offer "Vindication of Tradition"

Jaroslav Pelikan, Sterling Professor of History at Yale University and international authority on Christianity, will deliver the first part of his two-part Jefferson Lecture in the Humanities in Washington, D.C. on Wednesday, May 4. The second part will be given in Chicago on Monday, May 9.

Pelikan, who was selected as the 1983 Jefferson lecturer by the National Endowment for the Humanities (NEH), will speak on "The Vindication of Tradition" on Wednesday, May 4 at 8:00 p.m. at the National Academy of Sciences auditorium, C Street, between 21st St. and 22nd St. N.W. The lecture will be followed by a reception in the Great Hall adjoining the auditorium.

Highest Honor

The Jefferson lectureship, which carries a \$10,000 stipend, is the highest honor conferred by the federal government for outstanding achievement in the humanities.

Established by the National Endowment for the Humanities in 1972, the Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore

- MORE -

matters of broad concern. Previous Jefferson lecturers include Barbara Tuchman, Edward Shils, C. Vann Woodward, Saul Bellow, John Hope Franklin, Robert Penn Warren, Erik H. Erikson and Lionel Trilling.

In his Washington lecture, which will be recorded by National Public Radio for nationwide broadcast and by the Voice of America for international use, Pelikan attempts to answer the question: "How may we acknowledge the human, all-too-human nature of the traditions that are our intellectual, moral, political, and spiritual heritage and then nevertheless affirm those traditions as normative and binding upon us?"

#### Biographical Background

Jaroslav Pelikan was born in Akron, Ohio in 1923. He received his B.D. from Concordia Theological Seminary in Saint Louis in 1946 and his Ph.D. from the University of Chicago the same year. He has been a faculty member at Valparaiso University in Indiana, Concordia Theological Seminary and the University of Chicago.

Author and editor of many important works on the history of Christianity, Pelikan currently is working on his five-volume The Christian Tradition: A History of the Development of Doctrine, three volumes of which have already been published by the University of Chicago Press.

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1983 JEFFERSON LECTURE - WASHINGTON  
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Page 3

Available for Interviews

Pelikan, who is a lively conversationalist as well as an eloquent speaker in many languages, including his native English, will be available for interviews in Washington on Tuesday, May 3 and on the morning of May 4.

To arrange an interview or obtain further information about the lecture, please contact Darrel deChaby, Media Relations Officer, National Endowment for the Humanities, Washington, D.C. (202) 786-0449.

The National Endowment for the Humanities, which sponsors the Jefferson lecture each year, is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



Contact: Marion Blakey  
Terry Krieger  
Darrel deChaby  
(202) 786-0449

EMBARGO

For release only after Wednesday, May 4, 8:00 p.m.

JEFFERSON LECTURER JAROSLAV PELIKAN OFFERS  
"VINDICATION OF TRADITION"  
BEFORE AUDIENCE IN NATION'S CAPITAL

WASHINGTON, May 4 - Jaroslav Pelikan tonight vigorously asserted the deep need for both personal and community acceptance of tradition.

Pelikan, Sterling Professor of History at Yale University, delivered the 12th annual Jefferson Lecture in the Humanities before some 700 political, educational and cultural leaders and members of the general public in the National Academy of Sciences auditorium.

The Jefferson lectureship, which carries a stipend of \$10,000, is the highest honor conferred by the federal government for outstanding achievement in the humanities.

The audience was welcomed to the lecture by William J. Bennett, Chairman of the National Endowment for the Humanities, which established the Jefferson lecture in 1972. Pelikan was introduced by Jacob Neusner, Professor of Judaic Studies at Brown University and a member of the National Council on the Humanities.

In the lecture, Pelikan addressed himself to this question: "How may we acknowledge the human, all-too-human nature of the traditions that are our intellectual, moral, political and spiritual heritage and then nevertheless affirm those traditions as normative and binding upon us?"

"There must be a way," said Pelikan, "of holding together what the vicissitudes of our experience have driven apart -- our realism about a fallen world and our hope for what the world may still become, our private integrity and our public policy, our hunger for community and our yearning for personal fulfillment, the glory and the tragedy of our common humanity."

He suggested that "tradition will be vindicated for us... by how it manages to accord with our own deepest intuitions and highest aspirations."

He argued that tradition cannot be maintained by uncritically defending the status quo. Pelikan recalled that "the history of thought, the history of science, and the history of faith are filled with the bare ruined choirs of sacred places, the crumbling remnants of Maginot Lines that someone drew to defend a tradition.

"We do not have a choice between being shaped by our intellectual and spiritual DNA and not being shaped by it," he said. "We do, however, have some choices to make. One is whether to understand our origins in our tradition or merely to let the tradition work on us without our understanding it, thus whether to be a conscious participant or an unconscious victim.

"But to base acceptance on ignorance and implicit faith, as some previous generations have done, or to base rejection on ignorance and bigotry, as many in our generation have done, is not worthy of a free and rational person.

"To be tonedeaf to the tradition is to be unable to hear the voices of past or present or future. Thus it is a mark of an authentic and living tradition that it points us beyond itself."

The first part of Jaroslav Pelikan's Jefferson lecture was titled "Tradition as History." The second part, "Tradition as Heritage," will be delivered in Chicago on May 9.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



NEWS RELEASE

Contact: Terry Krieger  
Chicago Marriott  
836-0100

EMBARGO

For release only after 5:00 p.m., Monday, May 9, 1983

JEFFERSON LECTURER JAROSLAV PELIKAN  
ASSERTS CREATIVITY DEPENDS ON TRADITION  
Leading Scholar Offers Defense of  
Tradition Before University of Chicago Audience

CHICAGO, May 9 -- Tradition has rescued creativity from "the banality and the trivialization" resulting from "a total immersion in the here and now."

Jaroslav Pelikan, Sterling Professor of History at Yale University and international authority on the history of Christianity, made this argument in the 12th annual Jefferson Lecture in the Humanities. The lecture was delivered early this evening before an audience at the University of Chicago Law School.

William J. Bennett, Chairman of the National Endowment for the Humanities (NEH), introduced Pelikan to the audience, which had been welcomed to the lecture by University of Chicago President Hanna Gray.

Highest Federal Honor

The Jefferson lectureship, which carries a \$10,000 stipend, is the highest honor conferred by the federal government for outstanding achievement in the humanities.

- MORE -



Established in 1972 by the National Endowment for the Humanities -- an independent federal agency that supports research, scholarship, education and general audience programs in the humanities -- the Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore matters of broad concern.

"Tradition" versus "Traditionalism"

Pelikan began his lecture by distinguishing between "tradition," which he defined as "the living faith of the dead," and "traditionalism," which he called "the dead faith of the living." He observed, "It is traditionalism that gives tradition a bad name."

The Jefferson lecturer pointed out that "our own century has witnessed the confrontation of tradition and creativity at its most dramatic in the arts." He insisted, however, that "in the aesthetic realm itself we have some of the most important evidence for ... tradition as the source of persistent images that have fired the imagination and given form to the artistic vision."

"The suppression of the creative impulse by traditionalism is no more than half the story, and probably much less. Anyone who supposes that tradition must inhibit creativity need only listen, one after another, to two or three settings of the Mass, to hear how the composer has been able to find ... a vehicle for his personal and subjective voice in this eminently public and thoroughly traditional text of the Latin Mass.

"Tone-poems about hydroelectric power stations or existentialist outcries against absurdity that are so private as to be solipsistic and self-indulgent are no substitute for the living tradition."

"Leap of Progress"

Pelikan declared, "A 'leap of progress' is not a standing broad jump, which begins at the line of where we are now; it is a running broad jump through where we have been to where we go next."

"The growth of insight -- in science, in the arts, in philosophy and theology -- has not come through progressively sloughing off more and more of tradition, as though insight would be purest and deepest when it has finally freed itself of the dead past."

"It simply has not worked that way in the history of the tradition, it does not work that way now; and any curriculum, at any level, that forgets this is cheating its students of their birthright."

Pelikan's Chicago lecture was the second part of a two-part Jefferson lecture on the "vindication of tradition." The first part was delivered in Washington on May 4.

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



May 26, 1983

MEDIA ADVISORY

Contact:

Terry Krieger  
National Endowment for the Humanities  
Washington, D.C.  
(202) 786-0449

Lasse Lidstrom  
Commonwealth Club of California  
San Francisco, CA  
(415) 362-4903

WILLIAM J. BENNETT WILL DELIVER ADDRESS  
AT COMMONWEALTH CLUB'S  
52nd ANNUAL LITERATURE AWARDS LUNCHEON IN SAN FRANCISCO ON JUNE 3  
Humanities Endowment Chairman Will  
Speak on Writing, Be Available for  
Interviews on Education

William J. Bennett, the Chairman of the National Endowment for the Humanities (NEH), will speak on "The Written Word as a Vocation" at the Commonwealth Club of California's 52nd Annual California Literature Medal Awards luncheon in San Francisco on Friday, June 3. The luncheon will be held at 12:00 noon in the Gold Ballroom of the Sheraton Palace Hotel.

At the luncheon, Nelson S. Weller, President of the Commonwealth Club, will present two gold and six silver medals to outstanding California authors for high literary achievement in 1982.

The Commonwealth Club's selection of Bennett as the awards luncheon speaker is appropriate, because the humanities endowment is the federal agency that promotes understanding of literature and other cultural endeavors.

Prominent Administration Spokesman

Appointed by President Reagan in December, 1981 and confirmed by the Senate in February, 1982, Bennett is a prominent Administration spokesman on education.

The NEH chairman has argued that the federal government should play a modest but important role in humanities education, providing direct assistance where necessary and otherwise supporting selected projects that provide models of educational excellence.

Since he arrived at the humanities endowment, Bennett has overseen the complete revision of the endowment's education guidelines, which now encourage improvement of basic education in English, history, philosophy, foreign languages and the other humanities disciplines. He also has established a program to help dedicated high-school teachers increase their competence by studying great books in summer seminars led by distinguished scholars and teachers.

Bennett has vigorously supported the president's budget request for fiscal year 1984, maintaining that every federal agency must do its share to hold down government spending. He has strongly defended the president's position that more money is not the answer to the nation's educational problems.

#### Professional Background

Bennett came to the endowment from his position as President and Director of the National Humanities Center in Research Triangle Park, North Carolina. Prior to joining the National Humanities Center, he was Assistant to President John Silber at Boston University.

The NEH chairman taught law and philosophy at several universities and served as a consultant to over fifty secondary schools on quality in curriculum development.

A prolific writer, Bennett is co-author of Counting by Race: Equality in American Thought from the Founding Fathers to Bakke. His articles on education and other topics have been published in a wide variety of professional and popular publications.

Bennett received his B.A. degree in philosophy from Williams College in Massachusetts, a Ph.D. in philosophy from the University of Texas and a J.D. from Harvard Law School.

#### Available for Interviews

Bennett will be available for a limited number of print and broadcast interviews in San Francisco on Friday, June 3.

To arrange an interview or obtain further information about Bennett's Commonwealth Club speech, please contact Terry Krieger, Assistant Director of Public Affairs, National Endowment for the Humanities, Washington, D.C. (202) 786-0449 or Lasse Lidstrom of the Commonwealth Club of California at (415) 362-4903.

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

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



CONTACT: Terry Krieger  
Darrel deChaby  
(202) 786-0449

FOR RELEASE: Thursday, May 26, 1983

COUNCIL FOR BASIC EDUCATION AWARDS 99 HUMANITIES  
FELLOWSHIPS TO HIGH SCHOOL TEACHERS

WASHINGTON -- The Council for Basic Education has awarded fellowships for independent study in the humanities to 99 outstanding high-school teachers throughout the country.

Part of a two-year pilot program supported by an \$800,000 grant from the National Endowment for the Humanities (NEH), the \$3,000 fellowships enable teachers to devote two summer months to concentrated independent study in English, history, foreign languages and other humanities disciplines.

The fellowships were announced by A. Graham Down, Executive Director of the Council for Basic Education. He said, "These fellowships are intended to help good teachers improve their ability to teach their subjects and encourage them to remain in the teaching profession."

NEH Chairman William J. Bennett said, "The humanities endowment grant for these fellowships is part of the Endowment's national effort to improve humanities teaching in the schools."

Richard Ekman, the director of the Endowment's education division, pointed out that the fellowships program was only one of several major education initiatives that the Endowment has undertaken over the past year.

Noting that the 99 fellows were selected from among 1,000 applicants, Down said that they were judged principally on the merits of their proposed plans for independent study. The selection process, Down explained, was designed to favor candidates whose study would lead to better knowledge of the subjects they teach and whose personal and professional qualifications indicated their capacity for sustained independent study.

The Council for Basic Education was founded in 1956 to strengthen teaching and learning of basic subjects in the schools. The NEH is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

###

NOTE: A list of the 99 fellows alphabetically by state, including brief descriptions of individual study plans, is attached.

The following is the order of information given for each fellow:

State of Residence - Name of Fellow; Teaching Field; School  
Name, School Location; City of Fellow's Residence  
\*Subject of Study

CALIFORNIA

- Christina N. Adam; English and Art; Oakwood School,  
North Hollywood; Santa Monica  
\*A study of the history and criticism of European art  
from 1880 to 1940 with emphasis on painting and its  
relationship to film.
- Roberta A. Beatty; English; Beverly Hills High School,  
Beverly Hills; Woodland Hills  
\*A study of the writings by and about five presidents  
of the U.S.
- John J. Craig; English and Foreign Language; Campbell  
Hall, North Hollywood; North Hollywood  
\*A study of the poetry of John Milton and the critical  
estimates of his work.
- Kathleen E. Dillon; Foreign Language and History;  
Polytechnic School, Pasadena; Pasadena  
\*A study of Russian history.
- David M. Enelow; English; The Head-Royce School,  
Oakland; Berkeley  
\*A study of political themes in Virgil's Aeneid.
- Doris F. Gray; Foreign Language; Mt. Pleasant High  
School, San Jose; San Jose  
\*A study of modern Spanish culture, with an emphasis  
on developments since the passing of Franco.
- Elizabeth A. Johnson; Foreign Language; Las Lomas High  
School, Walnut Creek; Oakland  
\*A study of France in the Middle Ages.
- Richard A. McCoun; History and Philosophy; Canyon High  
School, Anaheim; Yorba Linda  
\*A study of the Anglo-American concept of justice.



CA cont.

- Donald M. Nathanson; History and Foreign Language; Pacific Palisades High School, Pacific Palisades; Los Angeles  
\*A study of Cicero and Ovid.

Jane C. Schaffer; English; Santana High School, Santee; San Diego  
\*A study of literary themes in the works of the Classical Age of Greece and in the Neo-Classical period of England and France.

Michele G. Shockey; Foreign Language; Henry M. Gunn High School, Palo Alto; Atherton  
\*A study of selected French writers on political philosophy.

CONNECTICUT

- James P. Davidson; History, Philosophy, Religion, and Ethics; Choate Rosemary Hall, Wallingford; Wallingford  
\*A study of the religion and culture of Asia with emphasis on Hinduism, Buddhism, and Islam.

Louise F. Despres; Foreign Language; New Canaan High School, New Canaan; Westport  
\*A study of the works of three French poets: Rimbaud, Apollinaire, and Cesaire.

Ronald P. Dufour; History; The Cheshire Academy, Cheshire; Cheshire  
\*A study of American history since World War II with emphasis on the Cold War, politics, counter-cultures, and civil rights.

Benjamin G. Foster; English; Choate Rosemary Hall, Wallingford; Wallingford  
\*A study of mythology in Homer's Odyssey and in the Old Testament.

Faye C. Gage; English; Darien High School, Darien; Darien  
\*A study of African and South American literature since 1960.

William J. Jacobs; History and World Religions; Darien High School, Darien; Stamford  
\*A study of Western philosophical thought from Plato to Nietzsche.

- CT cont.        -     Ronald G. Whittle; History; Choate Rosemary Hall,  
                         Wallingford; Wallingford  
                         \*A study of the effects of industrialization on  
                         town life in New England during the nineteenth  
                         century.
- DISTRICT OF  
COLUMBIA       -     Caroline E. Lyke; English; Edmund Burke School, Washington,  
                         D.C.; Washington, D.C.  
                         \*A study of contemporary American poetry.
- ILLINOIS       -     Betty A. Brockelman; English; New Trier Township  
                         High School, Winnetka; Chicago  
                         \*A study of literature and art depicting the city of  
                         Chicago and of architecture in Chicago.
- Hans C. Dahl; English and Humanities; Glenbrook South  
                         High School, Glenview; Deerfield  
                         \*A study of the effects of the Darwinian revolution on  
                         turn-of-the-century literature, art, philosophy, and  
                         music.
- James C. Lalley; English and Foreign Language; Loyola  
                         Academy, Wilmette; Chicago  
                         \*A study of selected American poets from 1940-1970.
- Catherine A. Majdiak; Foreign Language; Central High  
                         School, Champaign; Urbana  
                         \*A study of the history, literature, and language of  
                         France during the Renaissance.
- John J. Newman; History; Naperville North High School,  
                         Naperville; Naperville  
                         \*A study of reform movements in Illinois from 1830-1860.
- Georgann I. Prochaska; English; Schaumburg High  
                         School, Schaumburg; Rolling Meadows  
                         \*A study of the figure of Satan in myth and literature.
- Michael P. Raftery; English; Rich East High School,  
                         Park Forest; Park Forest  
                         \*A study of the English novel since Austen.
- Mary H. Sasse; English; Carbondale Community High  
                         School, Carbondale; Carbondale  
                         \*A study of selected works of English literature with  
                         emphasis on writers whose main subject is human  
                         relationships.

- IL cont. - Thomas A. Smith; English; Reavis High School, Burbank; Oak Forest  
\*A study of the poetry of Mexico and the associated literary criticism.
- IOWA - Gary D. Regnerus; History; Unity Christian High School, Orange City; Orange City  
\*A study of the history and literature of settlement in the Great Plains from 1860-1890.
- KANSAS - Kay P. Bushman; English; Ottawa High School, Ottawa; Ottawa  
\*A study of the history of the English language, contemporary short fiction, music, and art.  
  
Gregory M. Vogt; English and Foreign Language; Pembroke-Country Day School, Kansas City, MO; Fairway  
\*A study of selected Mexican-American and Mexican writers of poetry and short fiction.
- LOUISIANA - Lawrence F. Rhu; English; Metairie Park Country Day School, Metairie; New Orleans  
\*A study of the history and literature of the American South and of twentieth-century Boston.
- MARYLAND - Ann C. Coluzzi; English, Art and Philosophy; The Duke Ellington School of the Arts, Washington, D.C.; Bethesda  
\*A study of the mythology in Japanese, Chinese, and Polynesian folklore.  
  
Franklin R. Horstman; English; Atholton High School, Columbia; Columbia  
\*A study of the spoken dialect of Somerset County, Maryland.  
  
Robert B. Lasco; English and Humanities; Thomas S. Wootton, Rockville; Rockville  
\*A study of World War I as a turning point in the cultural life of Russia and Germany.  
  
Cherie L. Miller; History; Walt Whitman High School, Bethesda; Largo  
\*A study of Russian history as viewed through the literature of the nineteenth and twentieth centuries.

- MD cont.        -     Toby Rivkin; Foreign Language; Roland Park Country School, Baltimore; Baltimore  
                              \*A study of the life and work of El Greco.
- Gregory A. Wood; Foreign Language; Good Counsel High School, Wheaton; Wheaton  
                              \*A study of the French presence in Maryland from 1755 to 1805.
- MASSACHUSETTS -     Rebecca E. Carosso; English; Chelmsford High School, N. Chelmsford; Chelmsford  
                              \*A study of the rhetoric of scientific and technical discourse.
- Madelyn J. Gonnerman; Foreign Language; Brookline High School, Brookline; Newtonville  
                              \*A study of Roman art and architecture as revealed by archeological research.
- Elliot S. Lilien; History; Concord-Carlisle High School, Concord; Concord  
                              \*A study of the relationship of music to social, political, and economic aspects of European and American culture.
- Meredith A. Persson; Foreign Language; New Bedford High School, New Bedford; New Bedford  
                              \*A study of selected twentieth-century French writers.
- John W. Price; English and History; Middlesex School, Concord; Concord  
                              \*A study of readings in Marx and Engels.
- Joyce A. Prince; Foreign Language; Thayer Academy, Braintree; Milton  
                              \*A study of the writings of Ana Maria Matute.
- MICHIGAN        -     Anna Marie Ferguson; English and Drama; Cooley High School, Detroit; Detroit  
                              \*A study of the thematic relationships between novels written by black Americans and classic novels of earlier American and European periods.
- Elida F. Giles; History; Ann Arbor Pioneer High School, Ann Arbor; Ann Arbor  
                              \*A study of medieval and Renaissance architecture.
- Loretta M. Sharp; English; Interlochen Arts Academy, Interlochen; Interlochen  
                              \*A study of early black and native American literature.

- MINNESOTA - Elizabeth S. Keroack; English; Shawsheen Valley Regional Vocational Technical School, Billerica; Melrose  
\*A study of the role of metaphor in literary criticism.
- William E. Schultz; English; Hastings Senior High School, Hastings; Hastings  
\*A study of the use of landscapes in nineteenth-century British novels.
- MISSOURI - Helen T. Nienhaus; Foreign Language; Bishop Du Bourg High School, St. Louis; St. Louis  
\*A study of social concerns reflected in French theater since 1945.
- Edward A. Quigley; English; Pembroke-Country Day School, Kansas City; Kansas City  
\*A study of selected plays of William Shakespeare.
- Lorraine G. Sheehan; English; Sunset Hill School, Kansas City; Kansas City  
\*A study of the history of Lorraine as a microcosm of European history.
- NEVADA - Donna S. Manca; Foreign Language; Reno High School, Reno; Reno  
\*A study of the idea of freedom and the concept of human rights in eighteenth-century French literature.
- NEW HAMPSHIRE - Douglas G. Rogers; English; Phillips Exeter Academy, Exeter; Exeter  
\*A study of selected plays of William Shakespeare and related literary criticism.
- NEW JERSEY - Frank J. Juiliano; English; Montgomery High School, Skillman; Hopewell  
\*A study of style in classical rhetoric and its implications for English composition.
- Joan P. Larkin; English; Ridgewood High School, Ridgewood; Midland Park  
\*A study of the Arthurian legend, with emphasis on the history and facts of the late Roman period in Britain.

NJ cont.

- Loren E. Leek; English; Ridgewood High School, Ridgewood; Hawthorne  
\*A study of selected modern writers of Latin America.  
  
Patricia A. Matuszewski; History; Franklin High School, Somerset; Princeton  
\*A study of the interactions between traditional Navajo culture and modern American life.  
  
Frederick M. Moore; Foreign Language; Summit High School, Summit; Summit  
\*A study of Roman art and history.  
  
Peter D. Schmidt; History; Gill/St. Bernard's, Gladstone; Plainfield  
\*A study of the effects of non-violent political action in America.  
  
Guy J. Tiene; English and Foreign Language; Nutley High School, Nutley; Nutley  
\*A study of recent developments in the scholarship of Roman civilization and Latin.  
  
Robert D. Wheeler; English; Howell High School, Farmingdale; Lakewood  
\*A study of selected major works of European writers in four historical periods and a survey of Asian literature.

NEW MEXICO

- Nancy J.M. Jenkins; English and Humanities; Taos High School, Taos; Ranchos De Tao  
\*A study of the differing uses of mythology in the cultures of Hispanic, Native American, and Anglo ethnic groups.

NEW YORK

- Vincent C. Buscareno; History; Lindenhurst Senior High School, Lindenhurst; East Northport  
\*A study of selected themes in works by Plato, Aristotle, Cicero, Augustine, Aquinas, Dante, Machiavelli, and Marx.  
  
Mary M. Byrne; History; Staley Junior High School, Rome; Rome  
\*A study of the origins and evolution of Japanese industrialization from pre-Meiji times to the present.

NY cont.

- Marguerite Collesano; History; Grover Cleveland High School, Buffalo; Buffalo

\*A study of selected aspects of the experience and influence of Italian immigrants in the United States.

Michael W. DiGennaro; English; Mamaroneck High School, Mamaroneck; New Rochelle

\*A study of American painting, sculpture, and architecture and their relation to American literature.

Lisa Donati; Foreign Language; Horace Greeley High School, Chappaqua; Pound Ridge

\*A study of selected French and German writers of the nineteenth and twentieth centuries.

Paul E. Ferrari; English; Auburn High School, Auburn; Poplar Ridge

\*A study of the fiction of Walker Percy.

Roberta E. Fishman; English; Hauppauge High School, Hauppauge; Brookhaven

\*A study of literary viewpoints on the status of American women from 1950 to 1980.

Sara F. Garcia-Gomez; Foreign Language; Riverhead High School, Riverhead; Coram

\*A study of selected twentieth-century Mexican writers of fiction.

Kenneth C. Gutwein; History; Long Beach Senior High School, Lido Beach; Oceanside

\*A study of the interaction of Christianity and pagan religions in the fourth century.

Raymond Harari; History; Yeshivah of Flatbush High School, Brooklyn; Brooklyn

\*A study of ancient Jewish history.

John Prave; English; Seneca Falls Central School, Seneca Falls; Union Springs

\*A study of mythological archetypal patterns in literature.

Mildred Robinson; History; Niagara Falls High School, Niagara Falls; Niagara Falls

\*A study of black literature and music with emphasis on the development and use of spoken dialect.

- NY cont.        -     David J. Schiller; English; Horace Mann School,  
Bronx; Bronx  
\*A study of the modern literature of southern  
African nations, with emphasis on racial differences  
since the colonial era.
- Sr. Jeanne B. Sins; History; Immaculate Heart Central  
High School, Watertown; Watertown  
\*A study of the history of northern New York State in  
the American Revolution and in the War of 1812.
- OHIO            -     Fernando G. Soldevilla; Foreign Language; Hathaway  
Brown School, Shaker Heights; Bedford  
\*A study of the work of Ana Maria Matute and other  
Spanish women novelists of the Generation of 1945.
- PENNSYLVANIA -     Miriam L. Bedein; English; Marple Newton Senior High  
School, Newton Square; Havertown  
\*A study of the historical background of the Bible.
- Doris S. Brody; Foreign Language; Lincoln High  
School, Philadelphia; Philadelphia  
\*A study of the effects of three recently developed  
advanced technologies on the culture of contemporary  
France.
- Andrew B. Crichton; English; Westtown School,  
Westtown; Westtown  
\*A study of the intellectual history of the Middle  
Ages.
- Gerald R. Dwight; English; Cherry Hill High School West,  
Cherry Hill, NJ; Philadelphia  
\*A study of the literature of Puerto Rico since World  
War II.
- Heidi A. Foster; English; Springside School, Philadelphia;  
Philadelphia  
\*A study of Southern fiction from 1920 to 1945.
- Thomas K. Patterson; Foreign Language; North Hills High  
School, Pittsburgh; Gibsonia  
\*A study of contemporary French culture.
- Patricia G. Weber; English; Shaler Area Intermediate  
High School, Glenshaw; Allison Park  
\*A study of selected nineteenth- and twentieth-century  
European writers of fiction.



- PA cont. - Elaine Weinstone; History and Art; Springside School, Philadelphia; Philadelphia  
\*A study of ancient and medieval architecture and towns in England.
- SOUTH CAROLINA - Joan P. Assey; English; Richland Northeast High School, Columbia; Columbia  
\*A study of art, music, dance, and drama in relation to rhetoric.  
  
Roland K. East; History; Berea High School, Greenville; Easley  
\*A study of the roles of women, both black and white, in the development of the southeastern U.S.
- TENNESSEE - Lore H. Hisky; History; Central High School, Memphis; Memphis  
\*A study of art and architecture in the museums and buildings of seven U.S. cities.
- TEXAS - Elizabeth A. Kessler; English; Spring High School, Spring; Spring  
\*A study of the influence of the baroque in colonial Mexican culture.
- VERMONT - Jane B. Goodman; Foreign Language; Essex Junction Educational Center, Essex Junction; South Burlington  
\*A study of the culture of Quebec, especially its literature, music, and folklore and its influence in the state of Vermont.
- VIRGINIA - Mary J. Clement; Foreign Language; West Springfield High School, Springfield; Springfield  
\*A study of the myths, history, and geography found in Virgil's Aeneid.  
  
Kathryn L. Scott; Foreign Language; Prince George High School, Prince George; Hopewell  
\*A study of the recent history of the German Democratic Republic.  
  
Nancy C. Tucker; Foreign Language; West Springfield High School, Springfield; Burke  
\*A study of selected Spanish poets, novelists, and dramatists.

WASHINGTON

- Linda C. Nelson; English; Shoreline Senior High School, Seattle; Seattle  
\*A study of common themes and symbols in Eastern and Western mythology.

Richard F. Nichols; History; Renton High School, Renton; Bellevue  
\*A study of the cultural history of the Haida Indians, a northwestern coastal people.

Scott P. Urling; History; Sumner High School, Sumner; Tacoma  
\*A study of the effects of the World War II internment of Japanese-Americans on the people of Puyallup, Washington.

WISCONSIN

- Ellen D. Langill; History and Foreign Language; University Lake School, Hartland; Waukesha  
\*A study of diaries, family histories, and letters from the early decades of Wisconsin history.

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20508



June 2, 1983

MEDIA ADVISORY

Contact:

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San Diego Historical Society  
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(619) 239-2211

WILLIAM J. BENNETT WILL DELIVER ADDRESS  
AT THE AMERICAN ASSOCIATION OF MUSEUMS ANNUAL MEETING  
in San Diego on June 7  
Humanities Endowment Chairman Will  
Speak on the Role of Museums in  
American Culture

William J. Bennett, the Chairman of the National Endowment for the Humanities (NEH), will speak on "Museums and the Life of the Mind" at a plenary session of the American Association of Museums annual meeting in San Diego on June 7. The speech will take place in the Champagne Room of the Sheraton Harbor Island Hotel at 9:00 a.m.

Mr. Bennett was invited to address the American Association of Museums because of the important role the Endowment serves in providing leadership in the humanities. "Mr. Bennett's candid views of museums and their role in promoting and advancing the humanities will be of particular interest to the museum professionals and trustees attending the association's 78th annual meeting," said Thomas W. Leavitt, President of the AAM and Director of the Herbert F. Johnson Museum of Art, Cornell University, Ithaca, New York. "Because the agency and the views of the Chairman are held in high esteem by members of the business and foundation communities,

- MORE -

we are hopeful that Chairman Bennett's leadership, as demonstrated in his remarks in San Diego, will help increase support for museums from the private sector."

Prominent Administration Spokesman

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The NEH chairman taught law and philosophy at several universities and served as a consultant to over fifty secondary schools on quality in curriculum development.

A prolific writer, Bennett is co-author of Counting by Race: Equality in American Thought from the Founding Fathers to Bakke. His articles on education and other topics have been published in a wide variety of professional and popular publications.

Bennett received his B.A. degree in philosophy from Williams College in Massachusetts, a Ph.D. in philosophy from the University of Texas and a J.D. from Harvard Law School.

### Further Information

To obtain further information about Bennett's speech, please contact Marion Blakey, Director of Public Affairs, National Endowment for the Humanities, Washington, D.C. (202) 786-0446 or Gail Madyun of the San Diego Historical Society at (619) 239-2211.

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

# NATIONAL HISTORY DAY



This project has been made possible by a grant from the National Endowment for the Humanities.

## NEWS RELEASE

### Contact:

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Darrel deChaby (Home: 703/356-4605)  
Eleanor Ashton (Home: 703/670-2467)  
202/786-0449

### EMBARGO

For release only after 10:30 a.m., Saturday, June 18

## THIRTY-SIX SECONDARY-SCHOOL STUDENTS AND GROUPS WIN NATIONAL HISTORY DAY AWARDS

First, Second and Third Prizes are Awarded For  
Projects On "Turning Points in History"

COLLEGE PARK, MARYLAND, June 18 -- Thirty-six secondary school students and groups from across the nation were awarded prizes today in the fourth annual National History Day competition held at the University of Maryland, College Park.

First, second and third prizes in six categories and two divisions were given for student papers, performances and media presentations on "turning points in history."

- MORE -

NATIONAL HISTORY DAY NEWS RELEASE

6/18/83

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The awards were presented by Dr. Lois Scharf, executive director of National History Day, at a 10:30 a.m. ceremony in the Cole Field House on the University of Maryland College Park campus. The audience was composed of students, teachers, parents and National History Day state and district coordinators and judges.

NOTE: A list of the winners, including their states, hometowns, project titles, and prizes will be distributed by the endowment to news media early Saturday afternoon, June 18.

Humanities Endowment Support

As a result of support from the National Endowment for the Humanities (NEH) and other sources, National History Day has grown from a local project at Case Western Reserve University in Cleveland in 1974 to a national event now involving 100,000 students from 39 states and the District of Columbia.

The humanities endowment has provided a series of substantial grants to National History Day since 1976. The endowment believes that the event emphasizes the importance of history in the school curriculum and its value in helping to develop well-educated citizens.

In a statement issued by his office, NEH deputy chairman Geoffrey Marshall said, "We are pleased that thousands of secondary-school students are having the experience of actually doing history, of learning first-hand something of the methods historians use to understand the past. What they are learning about historical method is an important key to intellectual freedom."

Jeffrey Wallin, acting director of the endowment's division of general programs, represented NEH at the ceremony.

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### Selection Process

The 36 prize-winning individuals and groups were selected from among 1,400 National History Day finalists who had gathered at College Park earlier this week to have their projects judged by panels of historians, college and university faculty members and secondary-school history teachers.

In an atmosphere charged with youthful excitement as well as intellectual seriousness, the students presented to judges the research papers, performances and media presentations that had made them winners in their states.

The research that the students did for their projects was guided by their teachers. It fostered scholarship, reading, writing and communication skills; it also stimulated imagination and creativity.

Examples of the "turning points in history" topics include "The War of 1812." "The Invention of Printing," "Martin Luther: Decisions of a Reformer," "Athens: Birthplace of Democracy," and "On the Trail with Lewis and Clark."

Scharf said that, besides the 36 prizes, a medal was awarded to an outstanding individual or group entry from each of the 39 participating states and the District of Columbia. She added that all 50 states are expected to be involved in National History Day by 1985.

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

# # #



# NATIONAL HISTORY DAY



This project has been made possible by a grant from the National Endowment for the Humanities.

NOTE: See attached news release for detailed information  
on National History Day.

June 18, 1983

## NATIONAL HISTORY DAY AWARD WINNERS

### ALABAMA

City: Slocomb  
Student(s): Princess Harris  
Prize: 3rd Prize, Junior Individual Project  
Title: One-Hundred Years of Black History  
School: Slocomb Middle School, Grade 7  
Teacher: Mrs. Vikki Fisher

### DISTRICT OF COLUMBIA

Ronald E. (Ted) Nordhaus  
1st Prize, Senior Historical Paper  
S.N.C.C. and the Civil Rights Movement  
in Mississippi  
Maret School, Grade 12  
Dr. Barry Rosenberg

### GEORGIA

Decatur  
John E. Worth  
3rd Prize, Senior Historical Paper  
Torn: Seed of Civilization in America  
Lakeside High School, Grade 11  
Mrs. Mercedes Paxton

### ILLINOIS

Hazel Crest  
Mary Jo Morrisson  
2nd Prize, Senior Group Performance  
Turning Point in the Greek Community  
Hillcrest High School, Grade 12  
Dr. F. Edward Higgins

NATIONAL HISTORY DAY AWARD WINNERS

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ILLINOIS

City: Rockford  
Student(s): Amy Alter, Sam Fiorenza, Joy Prentice  
Cathy Trapani, Erik Voss  
Prize: 1st Prize, Junior Group Performance  
Title: The First Dramatic Presentation in  
Chicago, Illinois  
School: Wilson Middle School - C.A.P.A., Grade 8  
Teacher: Crow and Miller

INDIANA

Anderson  
Kellee J. Hughes, Amy Barron, Angie Hofer,  
Anne-Nicole Stewart, Renee Foster  
1st Prize, Junior Media Presentation  
Women Who Changed "Their" Minds  
Southside Middle School, Grade 8  
Doris Pyle

Lafayette  
Jeff B. Garrity, Darren Hicks, Mike Butz  
1st Prize, Senior Group Project  
The Wabash and Erie Canal  
Central Catholic High School, Grade 11  
Mary Anthrop

Noblesville  
Karen K. Wodock  
2nd Prize, Senior Media Presentation  
An Ark for Indiana  
Clay Junior High School, Grade 9  
Michael Wells

IOWA

Bancroft  
Kevin A. Schiltz, Robert Kennedy, Pat Schiltz  
3rd Prize, Senior Media Presentation  
Breaking Through the White Barrier  
St. John High School, Grade 11  
Mary Ann Emerick

Mt. Pleasant  
Krista L. Spenner  
3rd Prize, Junior Individual Performance  
Turning Points in Baroque Music  
Van Allen Elementary, Grade 6  
Mary Kopsieker

KANSAS

Nickerson  
Merrie A. Cline, James Cline,  
Patricia Albrecht  
1st Prize, Senior Media Presentation  
The Baldwin Combine: A Turning Point in  
American Agriculture  
Nickerson High School, Grade 12  
Jennifer Barnhart

KENTUCKY

Richmond  
Karen L. McConnell  
3rd Prize, Senior Individual Performance  
Dorothea Dix: Catalyst for Turning Points  
in Attitudes and Understandings  
Madison Central High School, Grade 11  
Mary Ann McCollum

NATIONAL HISTORY DAY AWARDS WINNERS  
Page 3

MAINE

City: Lewiston  
Student(s): Neil B. Minkoff  
Prize: 2nd Prize, Junior Historical Paper  
Title: From the Leaf...to the Apple...the Loom That  
Led to the Computer Age  
School: Lewiston Junior High School, Grade 8  
Teacher: Robert L. Chaffe'

MASSACHUSETTS

Andover  
Carlos S. Gonzales  
3rd Prize, Junior Media Presentation  
The War of 1812  
Doherty Junior High School, Grade 8  
Mr. Eiserman

MISSOURI

Belle  
Tara A. Cope, Lyzbeth E. Taylor,  
Jeannie R. Rohrer, Julie M. Sassmann,  
Jeannie M. Spurling  
3rd Prize, Junior Group Performance  
Equality-A-Beginning  
Maries R-II  
Mrs. Ann Edwards

Gallatin  
Melissa E. Steward  
2nd Prize, Junior Individual Performance  
Extinct is Forever  
Gallatin R-V, Grade 7  
Nita Cragg

McGee  
Darrell DeWayne Robertson  
1st Prize, Senior Individual Project  
Lake Wappapello: A Turning Point for Wayne  
County, Missouri  
Greenville R-II, Grade 10  
Mitchell Froman

NORTH CAROLINA

Greensboro  
Abigail Rierson, Lou Ann Bowman, Miriam Faley,  
Dawn Graves, Andrea Tuttle  
2nd Prize, Junior Group Performance  
We Took Our Stand Sitting Down  
McLeansville Middle School, Grade 7  
Doris Huffling

NATIONAL HISTORY DAY AWARD WINNERS  
Page 4

OHIO

City: Chillicothe  
Student(s): Jason M. Lambert  
Prize: 1st Prize, Junior Historical Paper  
Title: The Woman Rebel: Margaret Sanger  
School: J. A. Smith Middle School, Grade 7  
Teacher: Mrs. Sandra L. Hall

Cleveland  
Edmond Wong and Wayne Wong  
2nd Prize, Senior Group Project  
The Wright Brothers: A Gift of Flight  
East High School, Grades 10 and 11  
Kenneth Kocak and Ms. Tressler

Garfield Heights  
David M. Foley and Stan Rapiey  
3rd Prize, Senior Group Project  
Guttenberg's Late Into Printing  
Garfield Heights High School, Grade 11  
Mrs. Karen Daugherty

Painesville  
David J. Aylsworth and Jenny Aylsworth  
1st Prize, Senior Group Performance  
Athens: Birthplace of Democracy  
Lake Catholic High School and Notre Dame  
Academy, Grade 11 (No teacher given)

Parma Heights  
Shelley L. Tearsall  
2nd Prize, Senior Individual Project  
Lewis and Clark: An Expedition Into Ethnology,  
Cartography and Natural History  
Valley Forge High School, Grade 10  
Mrs. Gail Little

Shaker Heights  
Ruth J. Diener, Emily Hooper, John Hemann  
3rd Prize, Senior Group Performance  
Perspectives on Women's Rights  
Shaker Heights High School, Grade 11  
Mr. Pollack

OKLAHOMA

Marietta  
Toby Hicks and Forrest Cain  
1st Prize, Junior Group Project  
Red River Ferries: Frontier to Farm Land  
Marietta Middle School, Grade 7  
Helen Banks

Norman  
Meghan L. Rennie  
2nd Prize, Senior Individual Performance  
Martin Luther King Jr.: Beliefs and Beyond  
Norman West Mid-High, Grade 9  
Janie Kirt

PENNSYLVANIA      City:           Philadelphia  
Student(s):      Christina M. Ainsley, Vickie Caldwell,  
                         Jeanmarie McCool  
Prize:            3rd Prize, Junior Group Project  
                         Mauchly Mystifies Millions  
School:           Incarnation School, Grade 7  
Teacher:          Mrs. Anne Marie Kelly

SOUTH CAROLINA                   Greenville  
                         Tim W. Thomas  
                         2nd Prize, Junior Individual Project  
                         "The Best Friend of Charleston"  
                         Hughes Middle School, Grade 8  
                         Linda Friddle

TEXAS                                   Baytown  
                         Jose Martinez  
                         3rd Prize, Senior Individual Project  
                         Death of the Buffalo and the Indian  
                         Ross S. Sterling High School, Grade 12  
                         Mark Martin  
  
                         Copperas Cove  
                         Zach C. Allen  
                         1st Prize, Junior Individual Performance  
                         Briggs: The Barbershop Remains  
                         J. L. Williams Junior High, Grade 8  
                         Danny Corbett  
  
                         Houston  
                         Debi L. Nyland and Kathi Robinson  
                         2nd Prize, Junior Group Project  
                         Which Was A Witch?  
                         Arnold Junior High, Grade 8  
                         Mrs. Kathryn Nelson  
  
                         Jefferson  
                         F. Moore McLaughlin IV  
                         2nd Prize, Senior Historical Paper  
                         Daisy Bradford's Cotton Patch: An  
                         International Monument  
                         Jefferson High, Grade 10  
                         David Robertson  
  
                         Muleshoe  
                         Jaem Haire  
                         3rd Prize, Junior Historical Paper  
                         Agricultural Irrigation  
                         Muleshoe Junior High School, Grade 7  
                         Mrs. Jayla Gear

NATIONAL HISTORY DAY AWARD WINNERS

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TEXAS

City: Plano  
Student(s): Suzy K. Wilson  
Prize: 1st Prize, Junior Individual Project  
Title: "Spindeltop: 'Blew Inn' the Liquid Fuel Age"  
School: Wilson Middle School, Grade 8  
Teacher: Janet Key

Plano  
Ray A. Clark and Darren Dickson  
2nd Prize, Junior Media Presentation  
The Battle of San Jacinto  
Wilson Middle School, Grade 8  
Janet Key

Plano  
Amy C. Cosper  
1st Prize, Senior Individual Performance  
Golda Meir, A Woman for the Ages  
Vines High School, Grade 10  
Lynde Walkup

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

NEWS RELEASE



Contact: Terry Krieger  
Darrel deChaby  
(202) 786-0449

FOR RELEASE: Thursday, July 21, 1983

HUMANITIES ENDOWMENT AWARDS 72 MUSEUM GRANTS  
Over \$4 Million Will Support Exhibits, Planning  
And Institutional Self-Study

WASHINGTON -- The National Endowment for the Humanities (NEH) has awarded over \$4 million in grants for 72 museum projects throughout the country, including a major exhibit on Buddha and an interpretive catalogue to accompany an exhibit on Louis XIV.

The federal grants will support the implementation or planning of exhibits as well as institutional self-study.

NEH Chairman William J. Bennett said, "We are very pleased to announce these awards. Museums can be important allies in the effort to deepen and extend scholarship and to provide an understanding and appreciation of the humanities for all our citizens."

Implementation Grants

Among the implementation grants announced is one for \$305,140 to the Los Angeles County Museum of Art to support an exhibit of art works portraying the life of Buddha and his influence on Asian history and culture.

The Louisiana Museum Foundation in New Orleans will use its \$104,428 grant for production of an interpretive catalogue to accompany a traveling exhibit that will demonstrate the crucial role

- MORE -

played by Louis XIV in the development of Western civilization, with emphasis on colonial America and the Louisiana colony.

The exhibit and related programs will run concurrently with the 1984 World Exposition in New Orleans.

#### Planning Grants

In addition to grants for implementing exhibits, the humanities endowment is awarding grants for planning exhibits.

A \$15,000 grant to the Museum of Fine Arts in Boston will support the planning of a 1985 exhibit to commemorate the 300th anniversary of the births of Johann Sebastian Bach, George Frederick Handel and Domenico Scarlatti. The exhibit will emphasize the role of patronage, the church and other musicians on these composers; and it will include more than 100 period instruments, other objects, paintings and manuscripts that have never before been displayed together.

A \$15,000 grant to the Minneapolis Society of Fine Arts will support the research and design of a major international exhibit on seventeenth-century Dutch marine art. The exhibit will illuminate the ways in which this art mirrors the aspirations and achievements of explorers, merchant princes and naval heroes who spread Dutch influence and culture throughout Europe and to other continents.

The exhibit will bring significant Dutch objects to America and will travel to three American and one or two European cities in 1986 and 1987.

#### Self-Study Grants

NEH self-study grants enable museums to evaluate their humanities programs. A \$9,950 grant to the Pejepscot Historical



NEH Museum Grants News Release  
7/21/83  
Page 3

Museum in Brunswick, Maine will help it develop a plan for exhibits and other public programs that will best interpret its large nineteenth-century collections and newly acquired historic houses.

Grants for implementation, planning and institutional self-study will be awarded again next year. The next deadline for applications is October 31, 1983.

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

NOTE: A state-by-state list of 72 museum grants, including institutions, project directors, subjects and grant amounts, is attached.

###

TIONAL ENDOWMENT FOR THE HUMANITIES

MAY 1983 HUMANITIES PROJECTS IN MUSEUMS

ARIZONA

University of Arizona, Tucson \$29,101  
Richard G. Vivian  
"Caves as Dwellings: A Permanent Exhibition on Native American Archeology"  
To support the installation of a permanent exhibit on the use of caves as dwellings with a focus on prehistoric life in the Southwest.

CALIFORNIA

Intersection, San Francisco \$23,280  
Jack Chen  
"The Pear Garden in the West: America's Chinese Theatre, 1852-1982"  
To support implementation of a traveling exhibition on the West Coast tracing the history, evolution and social role of America's Chinese theatre.

Los Angeles County Museum of Art, Los Angeles \$305,140  
Earl A. Powell, III  
"The Light of Asia: Buddha Sakyamuni in Asian Art"  
To support implementation of a major traveling exhibition of works of art portraying Buddha which will convey his impact on the history and cultures of Asia.

Los Angeles County Museum of Art, Los Angeles \$77,630  
Earl A. Powell, III  
"German Expressionist Sculpture Exhibition and Interpretive Components"  
To support a traveling exhibition which will survey sculpture within the context of the German Expressionist movement, 1910-1937, with an emphasis on Germany's social, political, cultural, and economic climate.

Mills College, Oakland \$15,000  
Philip E. Linhares (\$10,000)\*  
"The Presentation of Gifts: An Exhibition of Shojiro Nomura Fukusa Collection of Japanese Textiles"  
To support a temporary exhibition and catalogue on the Shojiro Nomura collection of fukusa, Japanese ornamental and ceremonial textiles used in the presentation of gifts.

\*The NEH will match with Federal dollars on a one to one ratio, every dollar contributed as a gift to the project by a third party. (In this case for example, Mills College can raise up to \$10,000 in gifts to the project which will be matched by up to \$10,000 in Federal funds.)

Oakland Museum Association, Oakland \$185,000  
L. Thomas Frye  
"20th Century California: A Cultural History"  
To support the implementation of a permanent interpretive exhibition on 20th century California, its history and culture.

Palm Springs Desert Museum, Palm Springs \$13,437  
James W. Cornett  
"Cahuilla Basketry: Symbol of Adaptation"  
To support the planning of a temporary exhibit on the function and symbolism of the baskets of the Cahuilla Indians, a desert tribe of California.

#### COLORADO

University of Colorado, Boulder \$15,000  
William W. Hay  
"Cultural Development of Southwest and Plains Indians"  
To support planning for a permanent exhibition exploring the evolution of diversity in human culture using the history of Native Americans from the Southwest and the Plains.

#### CONNECTICUT

Thames Science Center, New London \$95,000  
Jane A. Holdsworth  
"Time and The River: The Story of Land and People in the Thames River Basin"  
To support implementation of a permanent exhibition exploring the natural and cultural features of eastern Connecticut while thematically developing the interrelationship between people and nature within this geographic area.

#### WASHINGTON D.C.

Corcoran Gallery of Art, Washington \$20,000  
Barbara S. Moore  
"Dialogue with Nature: Landscape and Literature in 19th Century America"  
To support production and publishing of a self-touring guidebook to the Gallery's permanent collection of 19th century American landscape painting from the period 1825 to 1875.

National Museum of Women's Art, Washington \$10,000  
Suzanne Perkins  
"Self Study to Develop a Master Plan for Interpretive Programs"  
To support a self-study of the resources of the National Museum of Women's Art and to formulate long-range plans for the use of these resources in humanities exhibits and programs.

Textile Museum, Washington

\$85,371

Ann P. Rowe

"Chimu Textiles of Peru -- Exhibition and Publications"

To support implementation of an exhibition and catalogue which will focus on the patterns of trade, stylistic development, and cultural contexts of textiles created on the north coast of Peru between 1350 and 1570, during the height and decline of the Kingdom of Chimor.

#### GEORGIA

Atlanta Jewish Federation, Atlanta

\$48,425

Jane Leavey

"250 Years of Georgia Jewish Life"

To support an exhibition at Emory University in conjunction with the 250th anniversary of the founding of Georgia.

High Museum of Art, Atlanta

\$15,000

Donald C. Peirce

"In Pursuit of Beauty: Americans and the Aesthetic Movement"

To support planning for an exhibition exploring 19th century American cultural and artistic history through decorative arts, painting, sculpture and architecture.

#### ILLINOIS

Art Institute of Chicago, Chicago

\$15,000

Richard R. Brettell

"International Biedermeier: The Arts & Bourgeois Culture, 1815-1850"

To support planning for a major international exhibition interpreting the Biedermeier arts, those produced for and by the middle class of Austria and Germany from 1815 through 1850.

Dickson Mounds State Museum, Lewistown

\$15,000

Judith A. Franke

"Planning for Interpretive Archaeological Exhibits and Programs"

To support the planning of two permanent exhibits at the Dickson Mounds Museum, an on-site archaeological museum, focusing on Native American sites from the Paleo era to the 19th century, and most specifically on the life and culture of the Mississippian Indians in 1000 A.D.

Field Museum of Natural History, Chicago

\$27,104

Carolyn P. Blackmon

"Treasures from the Shanghai Museum: 6,000 Years of Chinese Art: Interpretive Programs"

To support implementation of supplemental interpretive programs in conjunction with the major traveling exhibition "6,000 Years of Chinese Art" while in Chicago.

University of Illinois, Chicago Circle, Chicago

\$14,814

Mary Ann Johnson

"Plan for Interpretive Exhibit on the History and Influence of Jane Addams' Social Settlement, Hull-House"

To support the planning of a major reinterpretation of the Jane Addams' Hull House historic site which will include an interpretive exhibit, a series of audio-visual presentations, a catalogue, and a lecture series.

University of Illinois, Urbana, Champaign

\$14,485

Stephen S. Prokopoff

"Prinzhorn Collection Exhibition: A Study in the Relationship of Medicine and the Visual Arts"

To support planning for a traveling exhibition on the art of the mentally ill, drawing on the work and collection of the late Dr. Hans Prinzhorn covering the period from 1890 to 1920.

#### INDIANA

Conner Prairie Pioneer Settlement, Noblesville

\$15,000

John L. Larson

"Historical Interpretation of the Doan House"

To support planning of a living history program and development of printed materials for the Doan House, a site to be interpreted as an early 19th century unlicensed inn.

#### IOWA

University of Iowa, Iowa City

\$113,115

George D. Schrimper

"The Mesquakie Indians in 1845: Refugees During the Reservation Period"

To support a permanent exhibition depicting the daily life of a group of Mesquakie Indians along the Iowa River in the fall of 1845 which will interpret the history, language, and culture of the period.

#### KANSAS

Boot Hill Museum, Dodge City

\$7,500

Richard W. Welch

"Interpretive Audio Visual Presentation on the History of Dodge City"

To support the production of a slide/tape orientation program for the Boot Hill Museum to supplement the museum's exhibits and present an overview of the period from 1872 to 1890, reflecting the area's natural history, the economic and cultural history of Dodge City, and the myths associated with the city.

## KENTUCKY

University of Kentucky, Lexington \$11,311

William J. Hennessey

"Charles-Antoine Coypel and Don Quixote: A Study in the Relationship Among Literature, Visual Arts & Music"

To support planning for a temporary exhibition devoted to the novel "Don Quixote" by Cervantes, the latter work being understood as an important source of inspiration for visual artists, composers and playwrights.

## LOUISIANA

Louisiana Museum Foundation, New Orleans \$104,428

Steven Reinhardt

"The Sun King Exhibition: The World of Louis XIV in France and her Louisiana Territory"

To support publication of an interpretive catalogue to accompany a traveling exhibition dealing with Louis XIV and his world, both within France and outside, in her Louisiana territory.

## MAINE

Maine Maritime Museum

John S. Carter

\$13,728

"Maine Maritime Culture: A History of the Lobstering Industry"

To support planning for a permanent exhibition and catalogue which will explore the history of the lobster fishery from pre-colonial times and its impact on the family structure, social organization, and commerce of the Maine coast.

Pejepscot Historical Society, Brunswick

\$9,950

David N. Bray

"Self-Study Toward an Interpretative Plan for the Pejepscot Historical Museum"

To support a self-study designed to explore historical issues of 19th century Maine as depicted in the collections and properties of the Pejepscot Historical Society.

## MARYLAND

Maryland Historical Society, Baltimore

\$115,736

Mary Ellen Hayward

"Reinstallation of the Radcliffe Maritime Museum of the Maryland Historical Society"

To support implementation of a permanent exhibition interpreting Baltimore's maritime history in light of the historical, technological, and social events which have shaped the growth of the Port and subsequently the State of Maryland.

Saint Mary's City Commission, St. Mary's City \$9,930  
Michael J. Devine

"Evaluation of Public Programs at St. Mary's City"

To support a self-assessment of St. Mary's City's public programs by working with consultants to identify new means through which its collections and historic sites can be interpreted and presented to a wider public.

University of Maryland, College Park \$180,000  
Mark P. Leone

"Understanding the Past: Exhibits and Public Programs in History, Archaeology/Anthropology in Annapolis"

To support, in conjunction with Historic Annapolis, Inc., tours of archaeological excavations conducted by archaeologists, a multi-camera audio-visual program on the archaeology of Annapolis, a walking tour guide, and a guidebook to the historic district.

MASSACHUSETTS

Boston Children's Museum, Boston \$15,000  
Elaine H. Gurian

"Planning for Historical Interpretation of Aspects of American Indian Culture Through Their Games"

To support planning of a traveling exhibit of American Indian games, borrowed from the Harvard Peabody Museum. The exhibit will reveal the environmental elements in these games, their social contexts, and the differences and similarities among those of various tribes and between the games for men and women.

Essex Institute, Salem \$14,681  
Dean T. Lahikainen

"Interpretive Plan for the Essex Institute Complex: Historic Buildings and Grounds"

To support planning to develop new interpretation for the Institute's museum and its historic structures that will link them together thematically.

Harvard University, Cambridge \$133,691  
C.C. Lamberg-Karlovsky

"Peabody Museum Public Programming through Collection-Sharing"

To support conservation of the Peabody Museum's collection of Mayan artifacts to prepare them for loan to the Science Museum of Minnesota to be used in a five sites traveling exhibition interpreting Mayan history and culture.

Merrimack Valley Textile Museum, North Andover \$30,100  
Thomas W. Leavitt

"At Work in the Mill: The Growth of Factory Labor, 1800-1930"

To support implementation of a new permanent exhibit devoted to the changing nature of factory work in textiles in this country from 1800 to 1930.

Museum of Fine Arts, Boston \$15,000  
Anne L. Poulet  
"The Age of Handel, Bach and Scarlatti"  
To support the planning of a 1985 exhibition to commemorate the 300th anniversary of the births of Bach, Handel, and Scarlatti.

Museum of Our National Heritage, Lexington \$90,790  
Clement M. Silvestro  
"Unearthing New England's Past: The Ceramic Evidence"  
To support a traveling exhibit with films, lectures and a catalogue on the use of ceramics as archaeological evidence for documenting the social and cultural history of New England.

Peabody Museum of Salem, Salem \$72,648  
Paul F. Johnston  
"Impact of the Steamship on American Culture"  
To support implementation of a permanent exhibition on the impact of the commercial steamship upon social and economic history and worldwide culture and technology from the late 18th century to the modern day.

Tufts University, Medford \$15,000  
Miriam S. Balmuth  
"Planning for Exhibition of Sardinian Antiquities"  
To support the planning of a major traveling exhibition of Sardinian antiquities with a focus on the sequence of cultures in ancient Sardinia from the earliest settlements in 5,000 B.C. to the Roman conquest in 300 B.C.

#### MINNESOTA

Minneapolis Institute of Arts, Minneapolis \$15,000  
George S. Keyes  
"Seventeenth Century Dutch Marine Art: Mirror of World Empire"  
To support planning for a major international exhibition on 17th century Dutch marine art and the way in which it mirrors the values and ambitions of the explorers, merchant oligarchs and naval heroes who spread Dutch influence and culture throughout Europe and into new worlds.

Ramsey County Historical Society, St. Paul \$10,000  
Virginia B. Kunz  
"Self-Study Grant: Gibbs Farm Museum"  
To support a self-study to determine the most effective way to interpret agricultural history at the Gibbs Farm Museum, a 19th century Minnesota farmstead.

Science Museum of Minnesota \$300,000  
Curtis M. Hadland  
"An Exhibit Interpreting Human Perceptions of Wolves Through Time"  
To support a temporary interpretive exhibition which traces human attitudes towards wolves from prehistoric times to the present to provide a humanities context within which to assess scientific perceptions.



University of Minnesota, Minneapolis

\$56,113

Lyndel I. King

"The Mimbres Culture: Two Interpretative Exhibitions to Supplement a Display of Mimbres Pottery"

To support two auxiliary exhibits supplementing a display of Mimbres pottery. One exhibit will feature the University of Minnesota excavations at Galaz in the 1920's; the other will focus on the ceramics of the neighboring Mogollon peoples in the Southwest.

#### MISSISSIPPI

Mississippi State Historical Museum, Jackson

\$18,000

Patti C. Black

"History of the Civil Rights Movement in Mississippi, 1954-1970"

To support the implementation of a permanent exhibit which examines the struggle for civil rights in Mississippi from 1954 to 1970.

#### MONTANA

Montana State University, Bozeman

\$15,000

Michael W. Hager

"Native American Cultural History (Archaeology and Ethnology) of the Northern Rockies"

To support planning for the installation of a permanent exhibition of Native American cultures in the Northern Rockies over the past 11,000 years.

Western Heritage Center, Billings

\$14,921

June E. Sampson

"The Role of the Yellowstone River in the Development of the History and Culture of Montana"

To support planning for an 18-month exhibit and series of interpretive programs on the Yellowstone River as a central force in shaping the prehistory, history and life of the people of southern Montana.

#### NEW HAMPSHIRE

New Hampshire Historical Society, Concord

\$22,904

James L. Garvin

"New Hampshire Tools and Toolmakers: A Catalogue"

To support the implementation of programming and the publication of printed materials for an exhibition on tools and toolmaking in New Hampshire: an annotated catalogue, a gallery guide, craft demonstrations, and gallery tours.

NEW JERSEY

American Labor Museum, Haledon

\$96,650

John A. Herbst

"History of the Silk Industry in Paterson, New Jersey"

To support three interrelated exhibits at three local sites using photographs, artifacts, and documents to interpret a silk mill, a worker's home, and the mill owner's home in the context of the industrial history from 1841 to 1920 in America's major center of silk production, Paterson, New Jersey.

NEW MEXICO

University of New Mexico, Albuquerque

\$10,993

Linda S. Cordell

"Prehistoric Pueblos of the Southwest: Photographic Exhibit"

To support planning of a modular travelling exhibition and catalogue of color photographs which will illustrate the cultural history and continuity of traditions and lifeways of prehistoric, historic, and modern Southwestern Pueblo peoples.

NEW YORK

Astoria Motion Picture & TV Foundation, Astoria

\$10,000

Rochelle Slovin

"The Museum of Motion Pictures and Television: Self-Study"

To support a self-study project which will determine the intellectual goals of the Museum of Motion Pictures and Television as well as its scope and its philosophy of collecting.

Cornell University, Ithaca

\$99,771

Thomas W. Leavitt

"A Traveling Exhibition to Explain the Results of 25 Years of Multidisciplinary Archaeological Research at Sardis"

To support a traveling exhibition of photographs and drawings depicting recent archaeological research and discoveries at Sardis.

Delaware County Historical Association, Delhi

\$14,942

Linda B. Norris

"A Planning Project for an Exhibit on the Effects of Technological Change Upon Rural Domestic Life"

To support the development of an interpretive plan focussing upon the effects of technological change upon rural domestic life to be installed in the Gideon Frisbee House, one of the properties of the Delaware County Historical Association.

Jewish Museum, N.Y. Vivian B. Mann "The Precious Legacy: Judiac Treasures from the Czechoslovak State Collections" To support implementation of a traveling exhibition of Judaica representative of 358 communities in Moravia and Bohemia as a means of illuminating the larger history of Jewish culture in Northern Europe.	\$82,507
Katonah Gallery, Katonah Betty Himmel "An Exhibit Exploring Connections Between Shaker Art and Life" To support implementation of a temporary exhibition focusing on individual cabinet makers, all working in the peak period of Shaker productivity from 1800 to 1875.	\$16,449
Margaret Woodbury Strong Museum, Rochester Harvey Green "Childhood and Childbearing in 19th Century America" To support implementation of a major permanent exhibition, catalogue, and public symposium which will examine childhood and child rearing in America between 1825 and 1915.	\$102,308
Museums at Stony Brook, Stony Brook David W. Cassedy "An Exhibit Interpreting Artist William Sidney Mount in the Context of 19th Century Music and Dance" To support implementation of a temporary exhibition and related programs which will interpret the Museums' collection of paintings, musical artifacts, and manuscripts of William Sidney Mount.	\$208,894
Museums at Stony Brook, Stony Brook Merri M. Ferrell "The Impact of Industrialization on Carriage Manufacturing" To support planning for a permanent interpretive exhibition on carriage manufacturing in America with emphasis on the impact of industrialization on the production of carriages.	\$15,000
Onondaga County Dept. of Parks & Recreation, Liverpool Dennis J. Connors "Orientation Center Planning for the Ste. Marie de Gannentaha Living History Compound" To support planning for an orientation facility to the Ste. Marie de Gannentaha "living history" compound through audio-visual presentations, demonstrations and interpretive exhibits.	\$15,000

Paraphrase, Inc., Bronx

\$15,000

Ruth J. Abram

"Planning for an Interpretive Exhibit on the History of the American Woman Physician from 1835 to the Present"

To support planning for a traveling exhibition and other interpretive elements on the history of the American woman physician from 1835 to the present.

Rochester Museum & Science Center, Rochester

\$15,000

Richard C. Shultz

"Exhibition/Programs: The Seneca Indians, Europeans and Americans: 1550-1820"

To support planning for a permanent exhibit which will focus upon the meeting of Native American, American, and European cultures in the region of upper New York State from the years 1550-1820 and upon the resulting cultural changes and adaptations.

#### NORTH CAROLINA

Appalachian Consortium, Boone

\$5,072

Barry M. Buxton

"The Evolution of Timber Land Use in Appalachia: A Cooperative Effort of Museums in the Southern Highlands"

To support the planning for a museum cooperative among Appalachian Consortium members to share an exhibition on the history of timber land use in the area.

#### OHIO

Cincinnati Historical Society

\$13,035

Daniel T. Hurley

"Planning for Exhibits on the Economic and Social Impact of Early Cincinnati Industries"

To support planning for two temporary exhibits which will explore the economic and social roles played by two important early industries based on the processing of agricultural goods for the general market.

Ohio Historical Society

\$17,000

Amos J. Loveday

"Planning for a Sharing Collections Project"

To support planning for the sharing of the 18th and 19th century historical and Adena and Hopewell Indian archaeological collections of the Ohio Historical Society with the state's museums and historical organizations.

OKLAHOMA

Philbrook Art Center, Tulsa \$15,000  
Marcia Y. Manhart  
"The Eloquent Object: A History of the Contemporary Crafts Movement in the U.S."  
To support planning for a traveling exhibition devoted to the history of the contemporary crafts movement with the larger context of American art from 1950 to 1980.

PENNSYLVANIA

Balch Institute for Ethnic Studies, Philadelphia \$139,7000  
Gail F. Stern  
"The American Artist-Immigrant Experience Since 1930"  
To implement a temporary, traveling exhibition devoted to the American artist-immigrant experience since 1930 as reflected in the style, content and expression of the paintings, drawings, prints, photographs and sculpture of 40 foreign-born artists.

Franklin Institute Science Museum, Philadelphia \$15,000  
J. Shipley Newlin, Jr.  
"Planning for a Permanent Exhibit on Developments in Electricity and Their Effects on Society"  
To support planning for a permanent exhibit highlighting the historical, scientific, and technological developments in electricity since 1740 and examining their relationships to and effect upon the economic, political and social fabric of society.

Philadelphia Museum of Art, Philadelphia \$139,450  
Kathryn B. Hiesinger  
"Interpretation of International Industrial Design Since 1945"  
To support implementation of a temporary exhibition which surveys 40 years of 20th century American and internationally-designed objects for commercial use.

Philadelphia Museum of Art \$91,039  
Ella B. Schaap  
"Cultural History of the Netherlands Through Interpretation of 17th-19th Century Dutch Tiles"  
To support a traveling exhibition of 17th-19th century Dutch tiles in an examination of Dutch decorative arts and the way in which they reflect the taste, values, beliefs, activities, and artistic production of this period.

University of Pennsylvania \$230,000  
Robert H. Dyson  
"Tikal and the Maya Universe: Interpreting Archaeological Finds"  
To support implementation of a traveling exhibition of the Mayan art of Tikal Guatemala, illuminating through archaeological evidence the economy, history, religion, and society, in general, of this ancient Mayan civilization.

RHODE ISLAND

Rhode Island Black Heritage Society, Providence \$129,162  
Irene U. Burnham  
"The Providence Black Community, 1776-1865"  
To support implementation of a temporary exhibition that will examine black life in Providence from 1776 to 1865.

TEXAS

Texas Historical Commission, Austin \$32,803  
Cindy Sherrell-Leo  
"Interpretive Skills Training Seminars for Museum Staff"  
To support two ten-day seminars on the interpretation of history in museums for museum personnel within the 13 state Mountain Plains Region which includes Louisiana, Arkansas, Oklahoma, Texas, Arizona, New Mexico, Colorado, North Dakota, South Dakota, Kansas, Nebraska, Montana and Wyoming.

VIRGINIA

City of Alexandria, Alexandria \$15,000  
Dory P. Twitchell  
"Planning for an Exhibition on Alexandria's History: Interpretation of Archaeological Artifacts"  
To support the planning of a permanent exhibit focusing on the lives of several families in Alexandria, Virginia, to convey the city's history from the 18th through the 20th centuries.

Colonial Williamsburg Foundation, Williamsburg \$15,000  
Robert C. Birney  
"Planning for the Interpretive Programs for the Courthouse of 1770"  
To support the planning of a permanent interpretive living history program for the Courthouse of 1770 which will explore the development, under English colonial rule, of the American legal system.

Virginia Museum of Fine Arts, Richmond \$46,095  
Ella-Prince T. Knox  
"Painting in the South: 1564-1980"  
To support a major traveling exhibit which will explore artistic, social, literary, historical and economic influences on painting in the South from 1564 to the present.

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



NEWS RELEASE

Contact

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(202) 786-0449

EMBARGO

For release only after 12:01 a.m., Friday, August 5

MELLON FOUNDATION  
GIVES \$500,000 TO HUMANITIES ENDOWMENT  
FOR SECONDARY SCHOOL TEACHERS PROGRAM  
Endowment Chairman Bennett Hails  
National Consensus on  
Excellence in Education

WASHINGTON, August 5 -- The Andrew W. Mellon Foundation has awarded a \$500,000 grant to the National Endowment for the Humanities (NEH) to help the endowment add to its successful new program of summer seminars for secondary school teachers.

Announcing the award in Washington today, NEH chairman William J. Bennett said, "This extraordinary grant from a private foundation to a program initiated by the humanities endowment reinforces the growing national consensus for excellence in education. Our program is based on a straightforward idea: educational excellence must include the intensive reading of civilization's best books. This is the best way to get back to basics."

In a statement issued by his office in New York, Mellon foundation president John E. Sawyer said, "Our board is delighted to support a new program that reflects its longstanding interest in revitalizing teaching in the humanities. Our grant will enable the program to reach more of those teachers who want to become better teachers by deepening their grasp of major works in the humanities."

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### Improvement of American Education

The creation of the summer seminars for secondary school teachers program was one of the first actions to improve American education taken by Bennett after he was appointed endowment chairman by President Reagan in December, 1981.

The seminars are designed for seventh through twelfth grade teachers in public, private and parochial schools who want to increase their knowledge of English, history, philosophy and other humanities disciplines.

In the seminars, teachers study one or more major humanities texts -- such as Plato's Republic, Chaucer's Canterbury Tales or The Federalist Papers -- under the direction of people who have distinguished themselves as both scholars and teachers.

### 2,500 Applicants for 225 Places

Ronald Herzman, the endowment official who administers the program, noted that the first fifteen seminars -- each with fifteen teacher participants -- were held this summer at colleges and universities throughout the country. The participants came from all parts of the United States, including Alaska, Hawaii and the Truk Islands -- a U.S. protectorate in Micronesia.

But Herzman pointed out that, although the program had just been announced, over 2,500 teachers submitted applications, including a three-page essay, for the 225 places in the fifteen seminars. He said individual seminar directors had told him that they each could have filled four or five seminars with highly qualified applicants.



### Fifty Seminars Next Summer

According to Bennett, the humanities endowment had planned to support forty seminars next summer, but the Mellon grant will bring the number to fifty.

"Parents and teachers across the nation are now insisting on excellence in education," Bennett said, "and the Mellon foundation's generous grant will help to foster excellence in the teaching of the humanities."

The Andrew W. Mellon Foundation is a private foundation based in New York City that has long supported higher education and programs in the humanities and the arts. The National Endowment for the Humanities is an independent federal agency that supports research, scholarship, education and general audience programs in the humanities.

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NOTE: Articles about two of this summer's seminars are attached.

# Turning the tables on teachers

*Humanities program makes select high school instructors into students once more*

By Norman D. Atkins  
Contributing Reporter

Gathered around a wooden seminar table in a first-floor classroom in Harvard's Robinson Hall, 15 select American high school teachers rap about Shakespeare's sonnets in an impressively heady fashion.

Near the end of the two-hour session, Diane Harmon, an English teacher from the Collège du Léman in Geneva, Switzerland, adeptly explicates Sonnet 128. Then the seminar leader, Harvard English professor Helen Vendler, asks her what particular theme the sonnet addresses.

Harmon pauses for a moment. "As they say at the Senate hearings," she finally says, "I prefer to reflect on that."

With this fancy evasion, the 14 other teachers burst into laughter. They recognize that they have just witnessed a delicious piece of role reversal, and they are relishing it. The teachers are students for the summer.

They have been brought to Harvard by the National Endowment for the Humanities (NEH) to study with Vendler for six weeks the lyric poetry of Shakespeare, Keats, Whitman and Yeats, as part of a new Seminar Program for Secondary School Teachers.

The program, which includes 15 different seminars taught at universities across the country, was designed by NEH to give outstanding high school teachers the chance to broaden their exposure to some of western civilization's most important texts. "It's an intellectual renewal," Vendler says. It attempts to do with teachers what they strive for with their own students, as one teacher frames it — "bring them closer to literature."

Modeled after a similar NEH program for college professors, it was founded on the notion that high school



*High school teachers listen and take notes during Helen Vendler's poetry seminar at Harvard.*

GLOBE PHOTO BY JOSEPH DENNEY

teachers play a crucial role in keeping the humanities a vital part of American culture, according to NEH director William Bennett.

The teachers in Vendler's seminar say they are generally unaccustomed to this kind of respect. "I am grateful for the recognition of high school teachers," says Nancy Traubitz, of Silver Spring, Md., a member of Vendler's seminar group. "It's as if they're finally saying, 'We think you are important.'"

Mary Colvario, who teaches 11th- and 12th-grade English at Boston Latin School, puts it even more bluntly: "This is the best thing the federal government has ever done for me."

NEH looks at the program — which provides each teacher in the six-week seminar with a \$2125 stipend

and free tuition for the course — not as a gift, but an investment in the humanities. It hopes that, when the teachers go home, they will pass their learning experience onto their colleagues. And they expect the high school students will also reap the benefits of their instructors' studies.

James Hainlen, a music teacher from Stillwater, Minn., says his students will almost certainly gain from the program. "I am my students' greatest limitation," says Hainlen. "They stop where I stop. As I move forward, so do they."

Alice Brice, an English teacher from Albuquerque, agrees. "One of the dangers of teaching (high school students) is that your mind begins to operate on their level," Brice says. "This seminar is a place for us stop our minds from turning to jelly. When we go back, our students will recognize us as more whole than we were when we left."

Teaching lyric poetry to high school students can sometimes be a tricky task. An undeniable stigma is attached to poetry, which

has come to be regarded as an inaccessible field of study, taught in a cursory manner near the end of the year, if at all.

The teachers in Vendler's seminar say that's too bad. If approached positively, says Janice Baker, an English teacher at the Baltimore School for the Arts, "poetry can be one of the easiest things in the world to teach."

The problem, explains Wendell McClendon, an English teacher from O'Donnel, Texas, is that "many teachers in high school don't have a good command of poetry and therefore avoid it almost altogether." Or, as another teacher puts it, "Poetry can be pretty unsettling stuff."

Continued on next page

# When teachers turn back into students



High school teachers look to Helen Vendler for guidance in their studies.

GLOBE PHOTO BY JOSEPH DENNEHY

Continued from preceding page

These teachers, however, feel comfortable swimming in the verse of the lyric poets because they view it as a rich, beautiful and intellectually rewarding experience. Says Charles Mullen of Colorado Springs, Colo.: "Poetry offers lessons about life."

When poetry is approached this way, not as something tedious or as a heap of "sentimental mush," says Idris McElveen of Columbia, S.C., excitement in verse becomes contagious.

Vendler exudes the kind of enthusiasm for the poems she teaches that the teachers try to show their own students. "The key is that students should be introduced to someone who really likes poetry," says Brice.

Despite a love of poetry and fondness for communicating the richness of verse to their students, many of the teachers say they feel unappreciated. Four of the 15 said that, if they had to begin their careers all over again, they would not choose to teach at the high school level.

"We're called fools for teaching. It's as if we're martyrs or something," McElveen says. "Things are changing. It used to be that bright females would become high school teachers. But these days all the bright females aren't going into teaching. They're going into law, medicine or chemical engineering."

McClendon, one of the teachers who said he would not have gone into teaching if he faced the choice again, was irritated by the recent report on Excellence in Education that claimed there is a serious problem with poor quality of teaching in America today.

"What really eats at me about the report is that nobody is able to talk about the problems of education better than the 15 teachers in this group," says McClendon. "This medicalcity business is political hogwash."

Jacinto Jesus Cardona, an English teacher from San Antonio, Texas, says, "We've gone from 'burning out' to 'drowning in a tide of me-

diocrity.' Well, they can't even keep their metaphors straight. It's all very political."

Even university instructors are sometimes "condescending" toward high school teachers McElveen says. That's what's good about the NEH program, she says. "It helps bridge the gap between the two groups."

More teachers (335) applied for admission into Vendler's seminar than any of the 14 others offered by the NEH. For the 225 spots in the 15 seminars, there were nearly 11 applications for every place. "Considering this is only the first year, there was a very high demand," says Ronald Herzman, an NEH executive in charge of overseeing the program. He visited Vendler's seminar last week to see for himself how it is shaping up.

If all goes well, Herzman says, NEH plans to expand the program next year to give more high school teachers the chance to participate. But teachers in Vendler's seminar say it is important to maintain the high caliber.

They see no problem in finding deserving and qualified high school teachers to participate. They have the utmost confidence in their colleagues. But they do wonder whether it is possible to find enough college professors committed to the idea of teaching high school teachers during the summer. What they're really asking is: Are there enough Helen Vendlers to go around?

The seminar has just started, and already the rapport between the teachers and Vendler is growing strong. "She (Vendler) has an outstanding reputation," says McElveen. "And so far she is living up to it."

And Vendler has only kind words to say about her new "students." Better than her regular Harvard students? "Oh, yes, by all means," she says. Better than the college professors she has taught in the past? "Surprisingly enough, they're just as good. They're really a bright and sophisticated group ... and I am having a good time."

THE NEW YORK TIMES, SUNDAY, JULY 31, 1983

## Teachers Back in School, to Attend Summer Seminars

Until this summer, Phil Mead said, he had spent 13 years teaching American history and geography at Central High School in St. Paul, but he had never been offered an equitable return—the opportunity to learn.

"There's a misperception nationwide that teachers continue to grow, as if they're students in their own classes," said Mr. Mead, one of 14 high school teachers studying ethnic and racial history this summer at Columbia University.

"But for a long time, teachers have needed an opportunity to get together to learn and grow both personally and professionally. That gives us a kind of dignity."

The seminar at Columbia is one of 15 around the country being offered by the National Endowment for the Humanities for high school teachers who want to immerse themselves for four or six weeks in university-level studies.

### 2,500 Applications Received

The endowment, a Federal agency, is spending \$777,000 for the first year of the project, which is modeled on another program the endowment has had for 10 years. The older offers more than 1,000 seminar fellowships annually to college professors.

"Teachers are starved for this kind of program, where they can get back

to a university campus and study and read books and think," said Guinevere L. Greist, director of fellowships and seminars at the endowment. "It gives them recognition, which they sadly lack. It gives them a real sense that the country thinks they are something."

More than 2,500 teachers applied for the 225 places in the seminars, which are on themes ranging from Thucydides and Dante to ethnic and racial his-

tory. The teachers receive \$1,550 for the four-week seminars and \$2,125 for the six-week sessions, to help defray expenses.

"There's very little for secondary-school teachers in terms of grants and programs," said Antonia Ellis, a history teacher from South Hadley, Mass. "After 15 years of teaching in a public school, I was desperate for some kind of enrichment."

James P. Shenton, the instructor of

the ethnicity seminar and a professor of history at Columbia, said, "These teachers need the opportunity to exercise their intelligence."

### Visits to Neighborhoods

The teachers at Columbia are from as far away as Hawaii and California, but nearly all have taught in secondary schools for more than 15 years.

Since their arrival in New York June 27, the teachers have visited neighborhoods and have viewed displays on ethnic history in museums. During a visit to the South Bronx, Kenneth Jackson, professor of urban history at Columbia, lectured about the area and its decline.

Professor Shenton issued a syllabus requiring the reading of "American Negro Slavery" by Ulrich B. Phillips, "The Atlantic Migration" by Marcus Lee Hansen, "Boston's Immigrants" by Oscar Handlin and "The Polish Peasant in Europe" by William I. Thomas.

Many teachers said they were inspired by the readings and the discussions. "We've got to assume that teachers need to be excited about ideas," said Beth Santangelo, a literature teacher from San Diego. "If we're inspired, we're going to care more about the process of learning."

NATIONAL ENDOWMENT FOR THE HUMANITIES



WASHINGTON, D.C. 20506

NEWS RELEASE

Contact: Terry Krieger  
(202) 786-0449

FOR RELEASE: Thursday, August 18, 1983

CHARLES RITCHESON JOINS  
NATIONAL COUNCIL ON THE HUMANITIES

WASHINGTON -- Noted historian Charles Ray Ritcheson has been nominated by President Reagan and confirmed by the Senate as a member of the National Council on the Humanities.

The council is a 26-member body that advises the chairman of the National Endowment for the Humanities (NEH) on endowment policies and programs and makes recommendations on grant applications.

Since 1977, Ritcheson has been Lovell Distinguished Professor of History at the University of Southern California, whose history department he joined in 1971. Prior to that, he taught history at Kenyon College and at Southern Methodist University, where he was chairman of the history department and director of graduate studies in history.

From 1974 to 1977, Ritcheson was cultural attaché at the United States embassy in London.

Among Ritcheson's books are British Politics and the American Revolution and Aftermath of Revolution: British Policy Toward the United States, 1783-1795.

The new council member is the son of Mrs. Charles F. Ritcheson and the late Mr. Ritcheson of Maysville, Oklahoma.

With Ritcheson's appointment, all 26 seats on the humanities council are filled.

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

# # #

NATIONAL ENDOWMENT FOR THE HUMANITIES



WASHINGTON, D.C. 20506

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NATIONAL ENDOWMENT FOR THE HUMANITIES



WASHINGTON, D.C. 20506

NEWS RELEASE

Contact: Terry Krieger  
(202) 786-0449

For Release: Thursday, August 18, 1983

HUMANITIES ENDOWMENT ESTABLISHES  
PLANNING AND BUDGET OFFICE  
Bruce Carnes Named Director of New Unit

WASHINGTON -- The National Endowment for the Humanities (NEH) has announced the establishment of an Office of Planning and Budget and the appointment of Bruce Carnes as its director.

The announcement was made by NEH chairman William J. Bennett and assistant chairman John Agresto. According to Agresto, the new office results from an internal reorganization designed to create separate staff offices for the endowment's annual planning and budget function and for long-range planning and policy studies.

The new unit directed by Carnes consists of the former NEH Budget Office, headed by Rainey Alford, and elements of the former Office of Planning and Policy Assessment (OPPA).

Carnes, son of Mr. and Mrs. Norman D. Carnes of Denver, has been assistant director of OPPA for four years. Prior to that, he worked for three years in the U.S. Department of Education in both planning and program management. Carnes received his Ph.D. in English from Indiana University in 1971 and was assistant professor of English at James Madison University in Harrisonburg, Virginia.

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NEH News Release  
Establishment of Planning and Budget Office  
8/18/83  
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The new office will conduct the Endowment's annual program planning activities, prepare the agency's annual budget submission to the Office of Management and Budget (OMB) and the Congress and execute the agency's budget.

It also will monitor program allocations and obligations, respond to inquiries from OMB, Congress, and the public concerning grant and application data, and provide assistance to the chairman's office on policy-related matters.

Agresto announced that the other new office established by the reorganization is the Office of Program and Policy Studies. It will be directed by Armen Tashdinian, who has headed OPPA for six years.

This office, containing other elements of OPPA, will help shape endowment policy and long-range planning by evaluating the effectiveness of NEH policies, programs and grant activities, and by collecting, analyzing, and disseminating information about the conditions of the humanities.

In addition, the office will administer the endowment's Planning and Assessment Studies Program, monitor the endowment's application-review system to help assure its consistency and integrity, analyze recommended applications to help identify particular policy issues, and create and maintain a central record of the agency's program-related policies.

# # #



NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

NEWS RELEASE



Contact: Terry Krieger  
Darrel deChaby  
(202) 786-0449

For Release: September 1, 1983

HUMANITIES ENDOWMENT APPOINTS RICHARD M. HUBER  
ASSISTANT DIRECTOR FOR MEDIA PROGRAMS

Washington -- The National Endowment for the Humanities (NEH) has announced the appointment of Dr. Richard M. Huber as assistant director for media programs in its Division of General Programs.

The announcement was made by NEH chairman William J. Bennett and Jeffrey Wallin, acting director of the Division of General Programs.

Huber has been an author, teacher, and administrator in the humanities. He graduated magna cum laude from Princeton in 1945 and earned his doctorate in American studies at Yale in 1953.

He authored The American Idea of Success, a critically acclaimed interdisciplinary analysis of American attitudes toward success over the past 200 years. He edited, researched and directed production of the award-winning 31-volume New Jersey Historical Series.

Huber was dean of adult education at Hunter College in New York City from 1971 to 1977 and executive director of Hunter's Center for Lifelong Learning from 1977 to 1982.

He has had extensive experience in public radio and television. He was producer-moderator for a radio series, "Advise and Dissent," which explored contemporary American values with noted clergy. He was host-interviewer for a magazine-format television program on WNET-THIRTEEN in New York City.

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NEH News Release  
Appointment of Richard Huber  
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In 1978 and 1979, Huber pioneered in the development of cable interactive television. He conceived, produced and acted as the host-interviewer for a series that immediately followed live on cable a preceding PBS program. The public participated by telephone with a panel of authorities.

Since 1980 Huber has been the interviewer for a weekly segment of "City Comment" over WNYC-TV in New York City. He also served regularly as the anchor-reporter on "News from City Hall" for the vacationing regular correspondent. His most recent program for WNYC-TV was a 90-minute public affairs series on public policy issues and ideas in the news.

For several years, Huber has been a judge in the selection of the Edward R. Murrow Award for Outstanding Television Public Affairs Programming.

He has been the recipient of numerous awards and honors including Woodrow Wilson, Yale University and Danforth fellowships.

Huber is the recipient of the New Jersey Historical Society Award for distinguished work in the history of New Jersey; the Author Award of the New Jersey Association of Teachers of English for literary accomplishment in history; and the Award of Merit of the American Association for State and Local History for outstanding work in history.

# # #

# NEWS



National Endowment for  
the Humanities

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

Public Affairs Office  
Media Relations

(202) 786-0449

CONTACT: Terry Krieger  
(Home: 202/331-8925)

FOR RELEASE: Thursday, September 15, 1983

REAGAN ADMINISTRATION OFFICIAL SAYS  
TEACHERS SHOULD KNOW THEIR SUBJECTS  
Bennett Presents "Plan for Educational Effectiveness"  
To State Legislators

PHILADELPHIA, September 15 -- William J. Bennett, chairman of the National Endowment for the Humanities (NEH), today urged state legislators to require all prospective teachers to have degrees or demonstrable expertise in the subjects they plan to teach.

The federal official said the requirement should apply to candidates for elementary as well as secondary school teaching positions and be imposed by 1990 at the latest.

"What I am recommending is obvious on its face," Bennett said, "but thanks to some, it is not obvious in practice."

Bennett observed, "It is ridiculous that people who have an education degree may teach history, but people who have a history degree or deep knowledge of history may not teach it. In many instances, a network of teacher unions, training institutions and certification boards has put its self interest ahead of a common interest. State legislators need to protect the public against arrangements that preclude teaching excellence outside the education establishment."

"Plan for Educational Effectiveness"

A prominent Administration spokesman on education and national leader of education reform, Bennett spoke this morning at the Franklin Plaza hotel before the tenth anniversary annual meeting of the American Legislative Exchange Council (ALEC) -- the nation's oldest and largest

- MORE -

NEH News

William J. Bennett - Philadelphia Speech

9/15/83

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individual membership organization of state legislators and members of Congress, with over 1,800 members nationwide.

Bennett made his proposal for the subject-related degree requirement as part of a "plan for educational effectiveness" that he presented to the assembled legislators.

The second part of the plan that Bennett asked the lawmakers to consider is the establishment of "outcome standards -- standards that can be measured by giving students state-required examinations at the end of their courses" in all their states.

"Everyone now claims to be for educational excellence, but that is not enough," Bennett declared. "We need clear standards by which we can judge whether we are effectively educating our children."

#### Student Discipline Commissions

Bennett described the third part of his plan as the creation in each state of a commission on student discipline to help respond to a sense of "lost authority."

According to Bennett, the main purpose of a state discipline commission would be to "formulate a statement of general principles that could guide school boards, administrators, teachers and parents in making classrooms safe and sound."

Bennett warned, "Teachers can't teach and students can't learn in a disorderly or violent atmosphere. However admirable all our new educational schemes may be, they will come to nothing if we do not restore discipline and the proper ethos in our schools."

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

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# NEWS



National Endowment for  
the Humanities

1100 Pennsylvania Avenue, N.W.  
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Darrel deChaby  
Eleanor Ashton

## EMBARGO

For release only after 12:01 a.m., Tuesday, September 27

### HUMANITIES ENDOWMENT AWARDS \$66 MILLION FOR 523 PROJECTS Bennett Cites Recent Initiatives

WASHINGTON, September 26 -- The National Endowment for the Humanities (NEH) has awarded \$66,061,000 for 523 educational and cultural projects throughout the country.

In announcing the new grants today, NEH chairman William J. Bennett cited the endowment's initiatives during the past 21 months.

"The things we have started are now out there to be seen" he said. "We have not requested or spent more money; instead, we have deployed our money more effectively.

"The American people want to get back to basics in education and culture," said Bennett, a prominent Administration spokesman on education and national leader of education reform. "By doing what it should be doing, the humanities endowment is now playing a modest but helpful role in this renewal."

Commenting on the 523 awards, Bennett said, "This is the best round of grants we have had."

### Improving Humanities Education

Many of the new grants reflect the commitment of the endowment under Bennett to improve humanities education in the schools.

For next year, the humanities endowment has awarded grants for 51 summer seminars for secondary school teachers, including one on five

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Victorian novels at the University of California at Berkeley and another on "Religion and Science: Aquinas and Galileo" at Cornell College in Mount Vernon, Iowa.

The summer seminars program, created by Bennett to enable 7th through 12th grade teachers to study major humanities texts under master scholars and teachers, was greeted enthusiastically by teachers across the nation when it was announced last year -- over 2,500 applied for 225 places -- and the extraordinary success of this past summer's 15 seminars led to the program's expansion.

Georgetown University in Washington, D. C. has been awarded a \$230,830 NEH grant to hold a national institute next summer that will prepare elementary school teachers to teach Homer's Odyssey. During the school year, the institute's work will be continued in regional meetings for the teachers and visits to their classes by institute instructors and other classical scholars.

A \$120,000 NEH grant will enable Boston University to conduct a summer institute and extensive follow-up activities for 30 secondary school principals. The institute will examine major texts from the Greco-Roman tradition, the Judeo-Christian heritage and the history of the United States. The goal is to develop principals as academic leaders of their schools.

#### Special Initiatives

The endowment's special initiative for children's media is based on Bennett's conviction that young people should be exposed to the best of the humanities not only in schools but also through mass media.

As part of this initiative, WGBH in Boston has been awarded \$110,000 to write and produce thirteen 1/2 hour radio programs that will dramatize and interpret classical, Biblical and Near Eastern myths for children ages 9 to 14. The programs will be included in the popular and critically acclaimed "Spider's Web" series on public radio.

A special initiative on the bicentennial of the U.S. Constitution has resulted in Public Research, Syndicated of Claremont, California receiving a \$431,376 NEH grant to develop "The New Federalist Papers." This series of 216 newspaper articles on the constitution will be written by humanities scholars and eventually distributed to 4,000 newspapers throughout the country.

Under one of the distinctive programs established by Bennett in response to President Reagan's executive order on historically black colleges and universities, the humanities endowment has given the University of Maryland, Eastern Shore a \$60,000 grant for a four-week summer institute for high-school students entering their senior year. The institute will explore fate and will in Western literature.

#### Outstanding Humanities Work

Besides establishing new programs and launching special initiatives, Bennett has insisted that the entire endowment support only outstanding humanities work.

Recognizing that books are at the heart of the humanities, the endowment has awarded a \$42,773 grant to Spelman College in Atlanta for library acquisitions. The books will serve as resource materials for the college's new required course on world civilization.

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The University of Iowa has received a \$35,000 NEH grant to extract all material on fluid mechanics from the 24 volumes of notes and drawings by Leonardo da Vinci that were gathered after his death. The extracted notes and drawings will be organized into the treatise on fluid flow that Leonardo planned but did not complete.

Bennett said he believed that this joint project of the humanities endowment and the National Science Foundation would make a contribution to the history of science.

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

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September 27, 1983

Contact: Terry Krieger  
Darrel deChaby  
Eleanor Ashton

BENNETT TO DISCUSS "POLITICAL VIRTUE IN WASHINGTON"  
WITH GEORGE WASHINGTON UNIVERSITY LAW STUDENTS  
AND FACULTY MEMBERS SEPTEMBER 29

William J. Bennett, chairman of the National Endowment for the Humanities (NEH), will lead George Washington University law students and faculty members in a discussion of "political virtue in Washington" on Thursday, September 29 at 4:15 p.m. in room 101 of George Washington University's Stockton Hall, 720 20th Street, N.W. (between G and H Streets, N.W.).

A prominent Administration spokesman on education and national leader of education reform, Bennett will explore how the lessons of the Founding Fathers apply to the conduct of national politics today.

He will consider one of the great American contributions to political theory: "The Federalist Papers," written by James Madison, Alexander Hamilton and John Jay to promote New York's ratification of the United States Constitution.

Scholar and Teacher

Like other classroom and discussion sessions he has held with high school and college students since he was appointed chairman by President Reagan in December, 1981, Bennett's appearance at George Washington University reflects his continuing activity as a scholar and teacher and his interest in the views of students.

Bennett, who holds a B.A. in philosophy from Williams College, a Ph.D. in philosophy from the University of Texas and a J.D. from

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Bennett at George Washington University  
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Harvard Law School, has taught law and philosophy at a number of universities, including the University of Southern Mississippi, the University of Texas, Harvard University, the University of Wisconsin and Boston University. In addition, he has been a consultant to over 50 secondary schools on curriculum development.

The humanities endowment head has written numerous articles for professional and popular publications and is the co-author of "Counting by Race: Equality in American Thought from the Founding Fathers to Bakke."

Open to Print and Electronic Media

Bennett's appearance at George Washington University is open to print and electronic media. It is sponsored by the George Washington University chapter of the Federalist Society, a national association of law students, faculty members, lawyers and judges concerned about the role of law in the American political system.

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# NEWS



National Endowment for  
the Humanities

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EMBARGOED UNTIL: Monday, November 7, 1983

REAGAN ADMINISTRATION OFFICIAL CHALLENGES EDUCATORS WITH  
"HARD TRUTHS ABOUT REWARDING EXCELLENCE"  
Bennett Urges Merit Pay For Teachers, Plus Evaluation of  
"All Who Have a Part" in Education

PORTLAND, OR, November 7 -- William J. Bennett, chairman of the National Endowment for the Humanities (NEH), today challenged a national audience of education leaders to apply the concept of merit not only to teachers but to themselves.

Bennett told his audience "performance-based assessment should govern hiring, retention, promotion and reward for all involved, not only teachers but principals, members of state boards, commissioners, superintendents, deans and faculties of schools of education."

### Merit Pay

Bennett, a prominent Administration spokesman and national leader of education reform, said that the national commitment to rewarding excellence "will definitely be unpleasant for some, and in certain places will create insecurity. With a commitment to standards, inevitably some will fail."

"But," he emphasized, "these effects are far less a cause for worry than the decline of educational quality in our schools."

Bennett spoke at a national conference on the merit pay issue sponsored by the Foundation for Oregon Research and Education (FORE). In endorsing merit pay, Bennett said it should mean:

"Our best teachers should get good salaries, our average teachers average salaries, and our bad teachers no salaries at all."

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He suggested that merit pay does not necessarily require larger local budgets "but their redeployment."

#### Other Recommendations

Bennett urged that educators "look wider than salary at ways in which competence, stature and performance are recognized in other parts of our society to see if those ways can be introduced in schools."

"For example," he said, "I see no reason why secondary schools cannot emulate some of the better features of colleges and universities." Bennett mentioned specifically lectureships, endowed chairs and encouragement of private philanthropy for secondary education.

He called for schools to have greater flexibility and autonomy in the way they do business to encourage the recognition of excellence.

"The instinct for levelling which has dominated so many school districts must be overcome," said Bennett. "Leaders must be willing to take the heat for the recognition of individual excellence or forfeit the job of leader."

FORE is a private, non-profit membership association which undertakes programs in education and public policy research in an effort to promote communication about educational issues.

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Note to Editors: The complete text of Dr. Bennett's address is available on request.

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## EMBARGO

For release: AM Friday, November 18, 1983

SIDNEY HOOK WILL GIVE  
1984 JEFFERSON LECTURE IN THE HUMANITIES  
Leading Philosopher of Freedom  
to Speak in Washington May 14

WASHINGTON, November 17 -- The National Endowment for the Humanities (NEH) has selected Sidney Hook, emeritus professor of philosophy at New York University, senior research fellow at Stanford University's Hoover Institution and one of the world's leading philosophers of freedom, to deliver the 1984 Jefferson Lecture in the Humanities.

Hook will speak on the relationship of the humanities to the preservation of a free society on May 14 in Washington.

NEH chairman William J. Bennett announced the choice of Hook today at the quarterly meeting of the National Council on the Humanities, which selects each year's lecturer after considering a wide range of nominations.

Bennett noted that, in a letter to Hook last year, President Reagan hailed him as "our global philosopher of freedom through more than a half century's continuous struggle against the totalitarian ideologies of left and right."

### Highest Federal Honor

The Jefferson lectureship, which carries a \$10,000 stipend, is the highest honor conferred by the federal government for outstanding achievement in the humanities.

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Established in 1972, the Jefferson lecture recognizes the combination of intellectual and civic virtues exemplified by Thomas Jefferson and provides an opportunity for distinguished thinkers to explore matters of broad concern. Previous Jefferson lecturers were Jaroslav Pelikan, Emily T. Vermeule, Gerald Holton, Barbara Tuchman, Edward Shils, C. Vann Woodward, Saul Bellow, John Hope Franklin, Paul A. Freund, Erik H. Erikson and Lionel Trilling

Scholar, Teacher and Writer

Sidney Hook, who will be 81 on December 20, was born in New York City, where he attended public schools.

In 1923, Hook received his B.S. with a major in philosophy from the College of the City of New York, where he studied under Morris R. Cohen. He taught in New York City public schools while he studied philosophy under John Dewey and F.J.E. Woodbridge at Columbia University, where he received his M.A. in 1926 and Ph.D. in 1927.

Hook taught philosophy at New York University from 1927 to 1969. From 1948 to 1969, he was head of the all-university philosophy department. He also has taught at the New School for Social Research, Columbia University, Harvard University and the Santa Barbara and San Diego campuses of the University of California.

The 1984 Jefferson lecturer has written numerous influential works, including "The Quest for Being," "Pragmatism and the Tragic Sense of Life", "Philosophy and Public Policy" and "The Hero in History" (for which he received Columbia University's Nicholas Murray Butler Silver Medal for distinction in the field of philosophy and education).

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Hook has played a key role in organizing many intellectual and professional organizations, including University Centers for Rational Alternatives, and he has been awarded honorary degrees by several colleges and universities. From 1972 to 1978, he was a member of the National Council on the Humanities.

#### Intelligence and Freedom

A sense of Hook's personal courage and intellectual distinctiveness is conveyed by one of his observations:

Survival is not the be-all and end-all of a life worthy of man. Sometimes the worst thing we can know about a man is that he has survived. Those who say life is worth living at any cost have already written for themselves an epitaph of infamy, for there is no cause and no person they will not betray to stay alive. Man's vocation should be the use of the art of intelligence in behalf of freedom.

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

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FOR RELEASE: Wednesday, December 7, 1983

HUMANITIES ENDOWMENT AWARDS \$22 MILLION  
IN CHALLENGE GRANTS  
Federal Money Will Help Raise Additional \$66 Million  
for 75 Institutions Nationwide

WASHINGTON, December 7 -- The National Endowment for the Humanities (NEH) has awarded \$22 million in challenge grants to 75 educational and cultural institutions across the country.

When matched three-for-one by private sector money raised by the grant recipients, the \$22 million in federal dollars will stimulate an additional \$66 million in new institutional support.

The challenge grants were announced by NEH Chairman William J. Bennett. "We are pleased to contribute to the health of the humanities in such a diverse range of institutions," Bennett said.

"Challenge grants are both a recognition of the quality of these institutions and a challenge to them to make to the private sector the same strong case for support they have made to NEH."

Thomas Kingston, the endowment's challenge grants officer, said that the grants just announced brought the number of such awards to 745 since the program began in 1977 and that total federal money offered in challenge grants to date is \$183 million.

He added that, cumulatively, combined federal funds and private matching funds made available to humanities institutions through this program "will be close to three-quarters of a billion dollars" by the end of the fund-raising campaigns that begin with the present grants.



### Diverse Institutions

Among the 75 institutions receiving NEH challenge grants this year are Luther College in Decorah, Iowa; Georgia Southern College in Statesboro, Georgia; Miami-Dade Community College, Miami, Florida; the Studio Museum in Harlem, New York City; WYES-TV Educational Television, New Orleans, Louisiana; and the Hoover Institution, Stanford, California.

### Uses of Grants

Luther College will use its grant to endow its Paideia program, a core humanities program. Georgia Southern College will establish endowments for library acquisitions and faculty development. Miami-Dade Community College will create three rotating professorships and an endowment for faculty and program development.

Harlem's Studio Museum will establish an endowment for archives and educational programs, make capital improvements, and retire a building debt. WYES-TV will establish an endowment for the acquisition and production of humanities programming.

And the Hoover Institution will build the endowment for its library and archives in twentieth-century social, cultural, philosophical and economic history.

NEH challenge grants are awarded once each year, with the next deadline for application May 1, 1984.

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

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Note: The release is accompanied by a fact sheet on NEH challenge grants and a detailed list by state of the 75 institutions giving media contacts, grant descriptions and grant amounts.



## NEH CHALLENGE GRANTS

December, 1983

### The Purpose

The purpose of the challenge grants program is to stimulate the long-term planning, administrative efficiency, program coherence and financial stability of humanities institutions and organizations in order that they may sustain or develop a high quality of humanities programs and activities. Challenge grant funds may be used for a variety of purposes that contribute to an institution's long-term financial and programmatic health.

### The Challenge

Each dollar the endowment awards to a humanities institution must generate at least three non-federal dollars in turn. Matching money must come from new sources or represent increased contributions by existing donors, usually over a three- to five-year fund-raising campaign. Thus, the NEH grant challenges the institution to make a strong case to its donors. Grant recipients have discovered that an NEH challenge grant is an endorsement of the institution's value and service to the humanities. The award draws public attention to an institution and can thus help attract contributions.

### Humanities Institutions

Recipients of challenge grants are museums, libraries, cultural organizations, colleges and universities, and the great variety of non-profit institutions and organizations whose humanities activities play a vital role in American cultural life. The endowment received 210 applications for the most recent challenge grants review. Institutions receiving awards include 15 museums, 7 public libraries, 8 historical societies, 7 centers for advanced study, 6 professional societies, 3 media production centers, 27 colleges and universities, 1 university press, and 2 consortia.

### Some Statistics

The endowment has awarded 745 challenge grants since the program began in 1977. Total federal money offered in challenge grants to date is \$183 million. Grantees will have raised \$550 million to match federal dollars three-for-one. Cumulatively, combined federal and private funding made available to humanities institutions through this program will be close to three-quarters of a billion dollars by the end of the fund-raising campaigns that begin with the present grants.