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NEWS



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the Humanities

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NEH-89-001-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT ANNOUNCES 1989 SUMMER STUDY OPPORTUNITIES School Teachers Will Compete to Attend 60 Special Seminars

WASHINGTON, Jan. 4 -- The National Endowment for the Humanities (NEH) has begun its annual competition for elementary and secondary school teachers who wish to participate in 1989 summer seminars with distinguished humanities scholars and teachers throughout the United States.

In each of the 60 seminars to be held next summer, 15 school teachers will explore specific topics in history, literature, philosophy and other humanities disciplines with a scholar who will direct the seminar. In all, directors will select as many as 900 teachers, each of whom will receive a stipend from NEH for attending one of the 1989 seminars.

"Summer seminars allow teachers to broaden their knowledge and deepen their understanding of significant humanities texts," said NEH Chairman Lynne V. Cheney. "Participants often complete the seminars with renewed dedication to teaching and an eagerness to convey new insights and ideas to their students."

Through reading, writing, reflection and frequent discussions with the seminar director and other teachers from across the country, seminar participants at different sites will examine a range of topics that includes Alexis de Tocqueville's Democracy in America, classical Greek and

Roman literature and modern literary texts from Africa, the West Indies and the Pacific.

Other seminar topics include the works of American authors Herman Melville, Richard Wright, Walt Whitman, Emily Dickinson, William Faulkner, Kate Chopin and Edith Wharton.

Most seminars meet on the campuses of colleges, universities and research centers across the United States. Sites for 1989 NEH seminars include Cornell University, St. Olaf College, the University of California at Santa Barbara, Elmira College, Rutgers University, Brigham Young University, the University of Kentucky, the University of Notre Dame, San Diego State University, the University of Virginia and Harvard University.

Teachers selected to participate in summer seminars, which run from four to six weeks, will each receive a stipend to cover travel costs to and from the seminar location, living expenses, books and other research expenses. Stipends range from \$2,000 to \$2,750, depending on the length of the seminar.

Since the program's inception five years ago, more than 4,000 teachers have participated in NEH Summer Seminars for School Teachers.

Although seminars are designed primarily for full-time or regular part-time teachers at public, private or parochial schools, other school personnel are also eligible to apply.

Application forms and a brochure describing each seminar and giving the address to which applications should be sent are available by writing to the following address:

Summer Seminars for School Teachers, Room 316-MR
Division of Fellowships and Seminars
National Endowment for the Humanities
Washington, D.C. 20506

Individuals may apply to only one seminar. Teachers interested in applying should request detailed information about the requirements and subject matter of individual seminars from the seminar directors shown in the brochure available from NEH. [NOTE TO WRITERS: The complete list of NEH Summer Seminars for 1989 is enclosed.]

Applications must be mailed directly to the appropriate seminar director and postmarked no later than March 1, 1989.

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

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NEH-089-002-A

ATTENTION: Feature Writers and Editors
Columnists

IDEAS AND CONTACTS FOR BLACK HISTORY MONTH

Here are a number of story ideas and contacts for features you may be considering in the coming weeks as the February observance of Black History Month approaches. The books, films, museum exhibitions and other projects listed below were all funded by the National Endowment for the Humanities (NEH) or its affiliated state councils.

Aimed at scholars and the general public, these projects examine the civil rights movement in the United States, slavery and the Atlantic passage, African American literature and art, the life and times of figures such as Martin Luther King, Jr., and Marcus Garvey and a range of other topics.

We invite you to consider these projects for features or to use the contacts as resources for other stories. If we can be of further help, please call NEH Media Relations at 202/786-0449.

Books, Editions and Reference Works

"The Martin Luther King, Jr., Papers Project" -- An effort conducted by the Martin Luther King, Jr. Center, in association with Stanford University, that plans to publish 12 volumes of Dr. King's writings. The University of California Press will be the publisher. Contact Clayborne Carson at Stanford University, 415/723-2092.

"The Marcus Garvey and Universal Negro Improvement Association Papers" -- The first scholarly edition of selected documents by and about the African American nationalist Marcus Garvey (1887-1940) and the worldwide movement he organized. Five volumes have been published so far. Contact Robert A. Hill at the University of California, Los Angeles, 213/825-7623.

"Freedmen and Southern Society Project" -- A multi-volume edition of selected documents illustrating the transformation of African American life in the United States in the wake of emancipation. Two volumes of Freedom: A Documentary History of Emancipation, 1861-1867 have already been published; another is scheduled to appear this year. Contact Ira Berlin at the University of Maryland, College Park, 301/454-3783.

"Black Periodical Literature Project" -- The collection, codification and dissemination of information on over 20,000 African American short stories and serialized novels. Contact Henry Louis Gates at the National Humanities Center, Research Triangle Park, N.C., 919/549-0661, or Cynthia Bond at Cornell University, Ithaca, N.Y., 607/255-4390.

"Black Abolitionist Papers Project" -- An editing effort that is collecting writings by African Americans involved in the antislavery movement. In addition to collecting and microfilming several thousand documents in this country and abroad, the project has published two (of a projected five) volumes of papers. Contact C. Peter Ripley at Florida State University, Tallahassee, 904/644-4527.

Museum Exhibitions

"Waiting for Freedom: Black Life in the Old South, 1790-1865" -- An interpretive exhibition, now being planned, that will explore African American life in the South from the early republican years through the Civil War. Contact (Ms.) Kym S. Rice in Washington, D.C., 202/726-1977.

"Afro-American Migration from Field to Factory" -- An interpretive exhibition developed by the African American Museums Association and the National Museum of American History that explores the evolution of a southern rural people to a northern urban population. The exhibition, currently on display at the National Museum of American History in Washington, D.C. (and, in a smaller version, at various sites around the country), includes displays of working conditions, living environments, institutional life and organizational structures in both the North and South. Contact Spencer R. Crew, 202/357-2385.

"Black Art, 1963 to 1973" -- A traveling exhibition on significant art created by African Americans during the civil rights era. The exhibition, which opened in 1987 and is currently on view at the Laguna Gloria Art Museum, Austin, Texas, includes approximately 150 works by more than 30 artists. Contact Kinshasha Conwill at the Studio Museum of Harlem, New York, 212/864-4500.

"The Marcus Garvey Centennial Exhibition" -- A traveling exhibition on the life and times of African American nationalist Marcus Garvey, created by the Schomburg Center for Research in Black Culture at the New York Public Library. The exhibition opened in 1987 and is currently at the DuSable Museum in Chicago, Ill. Contact Harold Anderson at the New York Public Library, 212/862-4000.

"In Bondage and Freedom: Antebellum Black Life in Richmond" -- An interpretive exhibition, with a scholarly catalog, traveling panels and public programs, mounted by the Valentine Museum of Richmond, Va. Elements of the exhibition will be combined with the museum's restoration of the Wickham-Valentine House. Contact Judy Harris at the Valentine Museum, 804/649-0711.

"Africans in the New World, 1493-1834" -- An exhibition, lectures and catalog focusing on the experience and accomplishments of African Americans in the Western Hemisphere. The project will use the extensive collection of material in John Carter Brown Library at Brown University. Contact Norman Fiering at the library in Providence, 401/863-2725.

Archival Projects

"Spelman College Archival Access Project" -- An effort to prepare inventories and a guide to the college's archival holdings, which are of interest to scholars in social and cultural history, the history of women and the history of education for African Americans and women. Contact Beverly Guy-Sheftall at Spelman College, Atlanta, 404/681-3643.

"Kaiser Index to Black Resources, 1948-1985" -- The conversion of a handwritten index to over 200,000 citations in African American publications into a computer database. The project will make available to scholars and researchers this scholarly resource which currently can only be used on-site in the New York Public Library's Schomburg Center. Contact Betty Gubert at the Center, 212/862-4000.

Television and Radio Productions

"Simple Justice" -- A five-part dramatic miniseries, now in production, based on Richard Kluger's Simple Justice, a history of the Supreme Court decision Brown vs. Board of Education. New Images Productions, Inc., in association with WGBH-TV of Boston, is producing the series. Contact Avon Kirkland of New Images Productions, Berkeley, Calif., 415/548-1790.

"God's Trombones" -- A 90-minute dramatic television program, now being scripted, based on James Weldon Johnson's collection of folk sermons, God's Trombones. Contact George M. Miller, Greensboro, N.C., 919/274-3030.

"Gullah Tides" -- A sixty-minute documentary film examining the cultural traditions of the Gullah-speaking peoples of the Georgia and South Carolina Coasts. Contact Ronald E. Benson, Georgia Humanities Council, Atlanta, 404/727-7500.

"Fifty Years of Texas Black Gospel and Preaching" -- A 13-part radio series on the history and cultural of African American religious traditions, with particular attention to preaching and music. Contact James Veninga, Texas Committee for the Humanities, Austin, 512/473-8585 or 512/237-4923.

Other Research Projects

"Black Families: The Rowanty Evidence" -- A study of the social and demographic character of the rural, Southern black family, from the late antebellum period to 1910. The study is based on an 1878 survey of African American households in the magisterial district of Rowanty in Virginia. Contact JoAnn Manfra at Worcester Polytechnic Institute, Mass., 508/755-7910.

"Plantation Dissidents: Runaway Slaves" -- An inquiry into those aspects of the master-slave relationship that moved the slave to take the desperate step of running away. The project looks at slaves' personal, social and occupational characteristics and the routes they traveled. Contact John Hope Franklin at Duke University, Durham, N.C., 919/684-2465.

Conferences, Lectures and Other Public Programs

"Slavery and the Rise of the Atlantic System" -- A 1988 conference that examined the vast international trading network that evolved as a consequence of slavery in North America. Contact Nathan Huggins at Harvard University, Cambridge, Mass., 617/495-4192.

"Afro-American Identity and the Harlem Renaissance" -- A traveling exhibition for libraries, now in preparation, about the emergence of a new African American identity during the Harlem Renaissance of the 1920s. The project will include a catalog and print and media materials. Contact Austin J. McLean, University of Minnesota at Minneapolis, 612/624-3855.

"We Wish to Plead Our Own Cause" -- A series of public programs on African American book publishing in the United States in the years 1817 to 1987. The project includes an exhibition, lecture-discussions, a book fair and conference. Contact Betty Jenkins at the Raphael Cohen Library of the City College of New York, 212/690-4153.

"City Lights" -- A series of scholar-led discussions at four Washington, D.C., public housing projects, focusing on themes such as migration, work and community building. The discussions, held in the spring of 1988, also used humanities films on District of Columbia history to encourage participants to talk about their own histories. Contact Fran Carey, D.C. Community Humanities Council, at 202/347-1732.

Programs for Teachers

"Masterworks: The Writers of the Harlem Renaissance" -- A series of eight after-school sessions for eighteen teachers at St. Louis' King Middle School, who will study the works of Zora Neale Hurston, Langston Hughes, Richard Wright and others. Faculty from local universities will work with the participants, who will be given special help in devising strategies to present the material in the classroom. Contact Armentha Russell at the St. Louis Public Schools, 314/361-5500.

"Portraits in Black and White" -- A seminar for college teachers, to be offered in summer 1989, that will focus on pairs of black and white American authors, such as Nathaniel Hawthorne and Frederick Douglass or Thomas Pynchon and Alice Walker. Contact Michael G. Cooke at Yale University, New Haven, Conn., 203/432-2228.

"Jazz: A Comparative View" -- A seminar for college teachers which studies the history of American jazz with reference to musical developments in Brazil, Cuba, the West Indies and other countries. Contact John F. Szwed at Yale University, New Haven, Conn., 203/288-5613 or 203/432-3678.

"Comparative Slavery and History: A Global Approach" -- A six-week seminar for college teachers, held last year, that examined slavery systems throughout the world. Contact Joseph C. Miller, University of Virginia, Charlottesville, 804/924-6395.

NEWS



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FOR IMMEDIATE RELEASE

PRESIDENT REQUESTS \$153 MILLION FOR HUMANITIES ENDOWMENT IN FY 1990

WASHINGTON, January 9 -- President Reagan has asked Congress to appropriate \$153.25 million for the National Endowment for the Humanities (NEH) for fiscal year 1990.

The request for the Humanities Endowment includes \$110.28 million in regular program funds; \$12 million in treasury funds to match private gifts for Endowment projects on a one-to-one basis; \$14.7 million for challenge grants, which require at least three non-federal dollars for each federal dollar in support of humanities institutions; and \$16.27 million for administrative expenses. Fiscal year 1990 begins Oct. 1, 1989.

"These funds will allow the National Endowment for the Humanities to continue to support projects that help Americans, both in school and out, learn more about the people, ideas and events that have shaped the world we live in," NEH Chairman Lynne V. Cheney said.

"At the same time," Cheney added, "this budget request is consistent with the Administration's continuing efforts to control spending by holding federal funds for the humanities to approximately the same level appropriated for FY 1989." For the current fiscal year (FY 1989), the Endowment's appropriation is \$153.0 million.

Cheney added that the requested treasury and challenge grant funds

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will attract private sector support for exemplary work in the humanities. The NEH offers of matching grants and challenge grants could raise more than \$56 million in third-party funds.

The FY 1990 budget request includes \$16.2 million for NEH's Division of Education Programs; \$15.4 million for the Division of Fellowships and Seminars; \$23.18 million for the Division of General Programs; \$17.0 million for the Division of Research Programs; \$25.0 million for the Division of State Programs; and \$13.5 million for the Office of Preservation.

In fiscal 1990 the Endowment plans to respond to and build upon the growing public interest in the humanities cited in the Endowment's recent report, Humanities in America.

Released in September 1988, the report cites a "remarkable blossoming" of interest in history, literature, philosophy and other humanities topics by the American public. The report notes growing public support for quality films, books and museum exhibitions.

Among the efforts planned by NEH to broaden and sustain the public's interest, the Endowment's Division of State Programs will sponsor a meeting of the chairs and executive directors of the state humanities councils in the spring of 1989. The meeting will highlight some of the most successful public programs developed by the states with the idea that dissemination of such information is important to continued improvement of projects for general audiences.

Through its Division of General Programs, the Endowment will continue to support projects of national significance that have the capacity to

reach large numbers of people with excellent humanities programming in museums, libraries, historical organizations and public television and radio.

To recognize outstanding individual contributions to public humanities programming, the Endowment recently established the Charles Frankel Prize. Named for the distinguished philosopher, teacher, government official and administrator who encouraged humanities scholars to bring their knowledge and wisdom to the attention of citizens outside of the academic community, the Charles Frankel Prize will be awarded to as many as five individuals in the spring of 1989.

In addition, NEH will maintain its agency-wide support for projects that will encourage greater public understanding of Columbus' voyages of discovery in anticipation of the 500th anniversary of those voyages to be celebrated in 1992.

A common thread in both Humanities in America and American Memory: A Report on the Humanities in the Nation's Public Schools, an NEH report released in September 1987, is the importance of high-quality teaching in the humanities at all educational levels, from elementary schools through colleges and universities.

Among the various initiatives related to the findings of American Memory, the FY 1990 budget request includes \$1 million to support the NEH/Reader's Digest Teacher-Scholar Program, which provides teachers with a special opportunity to learn more about the subjects they teach. With a grant of \$1.5 million to pay one-third of the program's 3-year costs from a fund established by DeWitt Wallace, the founder of Reader's Digest, up

to 53 elementary and secondary school teachers -- one from each state, the District of Columbia, Puerto Rico and the U.S. Virgin Islands -- will be selected annually to conduct a full academic year of independent study in literature, history, foreign languages or other humanities disciplines. The first winners will be announced in early 1989.

The requested budget for FY 1990 will allow the Endowment to continue its support of the important work that scholars do to recover and interpret the past -- research that provides the foundation of both public programming and teaching. Through its Division of Fellowships and Seminars and Division of Research Programs, the Endowment will again concentrate its support on research projects of significance that show promise of making contributions to knowledge in the humanities.

The preservation of humanities research resources continues to be a major NEH concern. In addition to the Endowment's support for projects to microfilm valuable information in brittle books, the requested budget for FY 1990 will allow the Endowment to support other essential activities that undergird the national preservation effort, such as the education and training of preservation administrators, and to continue its support for projects to preserve the content of other humanities research materials, such as deteriorating newspapers and other periodicals.

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

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NOTE: A fact sheet containing highlights of the FY 1990 budget request for the National Endowment for the Humanities is attached.



Summary of Requested Appropriations for Fiscal Year 1990

The National Endowment for the Humanities has requested an appropriation of \$153.25 million from Congress for fiscal year 1990 to promote programs in the humanities for the nation:

- \$110.28 million in definite programs funds;
- \$12.00 million in indefinite funds to match third-party gifts raised in support of humanities projects;
- \$14.70 million in indefinite funds for Challenge Grants in support of humanities institutions and organizations; and
- \$16.27 million in administrative funds.

A table is attached that shows specific program allocations requested for FY 1990.

Highlights of the FY 1990 Request

A budget of \$153.25 million for FY 1990 will permit NEH to provide support for exemplary education, research, and general audience projects and programming in the humanities throughout the country. This budget holds spending for the humanities relatively steady at the FY 1989 appropriation level of \$153.00 million. By supporting important projects in history, literature, philosophy, languages, and the other disciplines of the humanities, NEH will continue in FY 1990 to assist Americans in learning more about the great works, ideas, and events that have shaped their world. The Endowment also remains committed to ensuring that Americans of all backgrounds and from all regions of the country have the opportunity to participate in this vital learning experience.

Some of the highlights of the fiscal 1990 request are:

1. PUBLIC HUMANITIES PROGRAMS

o Encouraging More Public Interest in the Humanities

The Endowment is pleased to report that in many respects, the humanities in the United States today are thriving. The country is experiencing a great outpouring of public interest in history,

literature, and other humanities subjects; and good projects and programming in the humanities are growing to meet this demand.

This flowering of interest in things historical and cultural is one of the major findings of a report the Endowment issued last September entitled Humanities in America: A Report to the President, the Congress, and the American People. The report, written by NEH Chairman Lynne V. Cheney, is based on statistical data about the humanities collected by the agency and on a series of meetings held in 1988 in Washington and around the country with distinguished scholars, museum administrators, librarians, educators, filmmakers, and other individuals and groups involved with the humanities. Humanities in America documents the existence of the public's inquisitiveness about the themes and subjects that make up the humanities and the rich diversity of responses that have arisen to meet this curiosity.

No new federal programs are needed to respond to the report's findings. The agency has developed, however, several program emphases for FY 1989 and is planning several others for FY 1990, in an effort to broaden and sustain this interest in the humanities. In the spring of 1989, the Endowment's Division of State Programs, for example, will sponsor a meeting of the chairs and executive directors of the state humanities councils that will highlight the most successful general audience programming employed by the states. Dissemination of such information is important to continued improvement of projects for general audiences.

In FY 1990, the Endowment's Division of General Programs also will remain a major center of support for activities to add breadth to the public's understanding of history and culture. Stress will be placed on awards for large-scale collaborative projects that have the capacity to reach large numbers of people with quality humanities programming. The Humanities Projects in Media Program, for example, will maintain its standing interests in film biographies of major figures in American history and other historical and cultural documentaries. In an effort to further deepen the educational aspect of the public's museum-going experience, a special focus of the Humanities Projects in Museums and Historical Organizations program in FY 1990 will be to encourage more projects to add such components as study guides for students and teachers to new exhibitions. We also will continue to identify and to disseminate information about model humanities education programs in museums so that they may be replicated by other institutions. And the Humanities Projects in Libraries program will build upon its recent successes in supporting projects in libraries across the country that bring together scholars and general audiences to read and discuss important works in the humanities.

o The Charles Frankel Prize

The Endowment believes that scholars and other humanities professionals who engage in public activities should receive more encouragement and recognition for their efforts. Accordingly, we have recently established a prize competition that will acknowledge the work of individuals who have made major contributions in helping audiences develop a greater understanding of the important texts, themes, and ideas of the humanities. The Charles Frankel Prize--named for the late Charles Frankel, a distinguished philosopher, teacher, government official, and administrator who often spoke about the need for humanities scholars to bring their knowledge and wisdom to the attention of citizens outside of the academy--will be awarded to up to five individuals. We expect to announce the recipients of this honorary award in the spring of 1989.

o Columbus Quincentenary

In FY 1990, the Endowment will maintain its agency-wide support for projects concerned with the upcoming 500th anniversary of Columbus's first voyage to the New World. Many scholars have already launched ambitious multi-year projects with NEH support, and museum directors and other professionals engaged in public programs are planning presentations built around the themes of exploration and encounter between the old world and the new. The Endowment also will continue to support a newsletter, published by the University of New Mexico's Latin American Institute, that provides information to a broad range of institutions and scholars regarding nationwide Columbus Quincentenary activities.

2. HUMANITIES EDUCATION

o The NEH/Reader's Digest Teacher-Scholars Program

In 1988, NEH established a new program--the NEH/Reader's Digest Teacher-Scholars program--that is providing sabbatical leave opportunities for elementary and secondary school teachers to increase their knowledge of the subjects they teach by spending up to one year pursuing independent study and research in the humanities. Reader's Digest has generously provided a major grant of \$1.5 million, from a fund established by its founder DeWitt Wallace, to pay one-third of the cost of this new program over its three years. Teachers, administrators, and other citizens concerned about the quality of teaching in our nation's schools have greeted this new program with enthusiasm. The Endowment received 620 applications for the initial

competition and expects to make 53 awards in early 1989 to teachers from each state in the nation, as well as the District of Columbia, Puerto Rico, and the Virgin Islands. We expect interest in the program to grow in FY 1990 as it becomes more widely known.

This program grew out of a report the Endowment released in 1987, written by NEH Chairman Lynne V. Cheney, entitled American Memory: A Report on the Humanities in the Nation's Public Schools. One of the report's findings was that students benefit most when their teachers have a mastery of their disciplines and are themselves actively engaged in learning.

o The National Center for History in the Schools

In 1988, the Endowment established the National Center for History in the Schools to facilitate better teaching and learning of this important subject in elementary and secondary schools. We have a cooperative agreement with the University of California, Los Angeles, which is housing the Center, to operate a three-year program of research and study focused on the teaching of history in precollegiate institutions. The Center's major tasks will be to identify the fundamental knowledge of American and world history that schools should foster as part of their history curriculum; to survey how history is currently being taught in the nation's schools; to examine how history teachers are prepared and certified; to analyze and assess the quality of textbooks and other materials used in classroom instruction; and to review, evaluate, and disseminate information about model programs for teaching history at the elementary and secondary school levels. NEH is providing UCLA with approximately \$500,000 per year through FY 1990 to help support the Center's activities.

o Higher Education in the Humanities

Improving the quality of higher education in the humanities will continue to be a major objective of NEH in FY 1990. We will encourage proposals for grant support, for example, from institutions that want to bring more coherence and substance to their humanities curricula. In addition, we are especially interested in applications from colleges and universities for upgrading their foreign language course offerings.

o The Access to Excellence Program

To expand the reach of the Endowment's programming, in FY 1990 the agency will maintain its commitment to the special "Access to Excellence" program that is administered by the Division of Education Programs but is applied throughout the agency. The primary objective of "Access to Excellence" is to make individuals and groups who may not

be familiar with our programs more aware of them and to encourage applications for grant support from geographical areas where we have not had many submissions in the past. Since the Endowment established this effort in November of 1986, the program coordinator has sent out over 25,000 mailings to educational organizations, state departments of public instruction, and other interested groups and individuals. The coordinator also has visited 46 states and spoken extensively throughout the country.

3. HUMANITIES RESEARCH AND SCHOLARSHIP

o Support for Significant Research and Scholarship

Humanities scholars produce the dictionaries, encyclopedias, catalogues, and authoritative editions of important texts and documents that make information and the basic materials of research widely available; they also write books and articles that encourage understanding of the cultural and historical record. Through its Division of Fellowships and Seminars and Division of Research Programs, the Endowment funds projects that advance this scholarly research. In FY 1990, the Endowment will again concentrate its support in these divisions on research projects of significance that show promise of making contributions to knowledge in the humanities.

o Special Emphases Involving Humanities Scholars

Scholarly research is of critical importance to advancing the humanities and enriching our nation's intellectual life. The best scholarship expands our knowledge and adds depth and resonance to our understanding of the past. Scholars often write for other scholars, and knowledge advances this way. But researchers in the humanities should be encouraged, as well, to be aware of contributions they can make beyond the academy. There are many avenues for reaching general audiences, for example, such as working with state humanities councils and writing books and articles that are accessible to intellectually-curious general readers. The Endowment hopes that the new Charles Frankel Prize (see page 3) will encourage more scholars to participate in public programming and help to win these scholars some justly-deserved recognition from their scholarly colleagues and from university administrators.

In addition, a number of special emphases are planned to widen the opportunities for scholarship beyond the traditional university setting. For example, two programs in the Fellowships division--Fellowships for College Teachers and Independent Scholars and

Summer Seminars for College Teachers--will make special efforts to generate applications from scholars not affiliated with academic institutions as well as from scholars at two-year colleges and at historically black colleges and universities. In a similar fashion, the Summer Seminars for College Teachers program will encourage proposals to conduct seminars at museums and libraries to complement the seminars that are held on university campuses.

Special emphases also will characterize a number of categories in the Division of Research Programs in FY 1989 and FY 1990. For example, we have shifted the focus of the Publication Subvention category to permit publishers greater flexibility in selecting manuscripts to submit to the Endowment for support. Beginning in FY 1989, we will make awards only on the basis of the significance of the manuscript, the excellence of the scholarship, and the possible impact of the proposed work on the targeted audience. Also in the Research division, in FY 1990 the Humanities, Science and Technology grant category will continue to support "Guided Studies of Great Texts of Science," an effort to make key scientific writings of historical and philosophical importance more accessible to scholars and general readers with little background or knowledge of the history of science.

o Preservation

The preservation of humanities research resources has been one of the major concerns of the Endowment in recent years, and this emphasis will continue in FY 1990. In April 1988, NEH presented to Congress--at the request of the House Appropriations Subcommittee--a multi-year plan for accelerating efforts to combat the brittle books crisis in the nation's research libraries and other repositories. This plan became the focal point of a special meeting on preservation held in conjunction with the Subcommittee's hearing on the Endowment's FY 1989 appropriations request. Most of the funding detailed in the plan was earmarked for projects to microfilm brittle books but also included was support for the other essential activities that undergird microfilming--such as the education and training of preservation administrators--and the need to continue adequate support for projects to preserve the content of other important humanities research resources--such as deteriorating newspapers and other periodicals. In accordance with the long-range funding proposal NEH developed for Congress, \$13.5 million is requested for FY 1990 for the Office of Preservation.

The Office of Preservation also administers the Endowment's program for the preservation of United States newspapers. Through grants to organizations and institutions in individual states to locate, catalogue, and microfilm their newspaper holdings, a centralized

bibliographic record of all newspaper titles published since 1690 is being created. Thus far, 36 states plus Puerto Rico and the Virgin Islands have been engaged in at least one of the three phases of the program--planning, cataloguing, or microfilming. This important work will continue in FY 1990.

o Foundations of American Society

One of the ways the Endowment will assist humanities research in FY 1990 is through the Foundations of American Society initiative. It provides support for institutions and individuals--primarily through the Fellowships and Seminars division--to conduct research in and discussions about the history and principles of the founding of our nation. The Foundations of American Society initiative will complement ongoing activities throughout the agency that promote the continuing observance of the Bicentennial of the United States Constitution.

4. THIRD-PARTY SUPPORT FOR THE HUMANITIES

The primary responsibility for advancing our citizens' knowledge of the humanities will continue to lie with the states, private and public foundations, businesses, and educational and cultural institutions. The federal government's involvement will and must remain only a small portion of total funding for the humanities from all sources. The Endowment plays an important role, however, as a catalyst to encourage others to invest in significant projects. Through our Challenge Grants program and our Treasury funds mechanism, the Endowment will continue in FY 1990 to stimulate third-party contributions to humanities institutions and projects whenever possible.

o Challenge Grant Program

A number of special emphases will be implemented in the Challenge Grant program. For example, Challenge will encourage museums, libraries, and other general audience institutions to establish endowments to support internships for scholars, graduate students, and recent doctorate recipients in the humanities. In FY 1990, the Challenge program also will make a special effort to increase the number of applications from historically black colleges and universities.

FY 1990 Congressional Request
 (in thousands of dollars)

<u>Division/Program</u>	<u>FY 1990 Request</u>
I. <u>DEFINITE PROGRAM FUNDS</u>	<u>\$110,280</u>
<u>Education Programs</u>	<u>16,200</u>
Elementary and Secondary Education in the Humanities.....	7,350
Higher Education in the Humanities.....	7,350
NEH/Reader's Digest Teacher-Scholars.....	1,000
National Center for History in the schools.....	500
<u>Fellowships and Seminars</u>	<u>15,400</u>
NEH Fellowships	
University Teachers.....	3,165
College Teachers and Independent Scholars.....	3,230
Summer Stipends.....	800
Travel to Collections.....	330
Younger Scholars.....	400
Summer Seminars	
College Teachers.....	3,750
School Teachers.....	3,725
<u>General Programs</u>	<u>23,180</u>
Humanities Projects in Media.....	9,180
Humanities Projects in Museums and Historical Organizations.....	8,900
Public Humanities Projects.....	2,300
Humanities Projects in Libraries and Archives.....	2,800

FY 1990 Congressional Request, cont'd

<u>Division/Program</u>	<u>FY 1990 Request</u>
<u>Research Programs</u>	<u>\$ 17,000</u>
Texts	
Editions.....	2,640
Translations.....	1,200
Publication Subvention.....	350
Reference Materials	
Tools.....	2,730
Access.....	2,780
Interpretive Research	
Projects.....	2,800
Humanities, Science and Technology.....	880
Regrants	
Conferences.....	400
Centers for Advanced Study.....	925
International.....	2,150
Regrants in Selected Areas.....	145
 <u>State Programs</u>	 <u>25,000</u>
<u>Office of Preservation</u>	<u>13,500</u>
 II. <u>INDEFINITE FUNDS</u>	 <u>26,700</u>
Challenge funds.....	14,700
Treasury funds.....	12,000
 III. <u>ADMINISTRATIVE FUNDS</u>	 <u>16,270</u>
 TOTAL FUNDING	 <u>\$153,250</u>

#

NEWS



National Endowment for
the Humanities

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Washington, D.C. 20506

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Media Relations

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NEH-89-004-N

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EMBARGOED: Hold for Release until Monday, January 30, 1989

NEH RELEASES SURVEY ON GENERAL EDUCATION REQUIREMENTS

WASHINGTON, January 30 -- Despite the emphasis on undergraduate curricular reform among colleges and universities in the last five years, a survey released today by the National Endowment for the Humanities (NEH) shows that increases in general education requirements in the humanities have been slight.

The survey, conducted last year of a nationally representative sample of 504 colleges and universities, found that at four-year colleges, requirements in the humanities have increased an average of only 1.5 hours in the last five years. In specific humanities subjects, increases in requirements were even slighter, with English or American literature, foreign languages and literature, history, and philosophy all showing 0.2 hours or less in added requirements between 1983-84 and 1988-89.

The 1988 survey, conducted for NEH by Westat, Inc., a Rockville, MD. research firm, collected information about undergraduate general education requirements in American colleges and universities for students entering in 1983-84 and 1988-89.

"The fact that only a modest amount has happened in the last five years in terms of increased requirements seems to be the news here," said NEH Chairman Lynne V. Cheney. "We should take satisfaction in some progress," she added, "but one would have hoped that all the concern about curriculum reform would have resulted in more."

- OVER -

As Cheney pointed out in an early release of some of the survey results in last September's Congressionally-mandated report, Humanities in America, it is still possible to graduate from almost 80 percent of the nation's colleges and universities without taking a course in Western civilization, from more than 80 percent without taking a course in American history. In 1988-89, it is possible to earn a bachelor's degree from:

- * 38 percent of colleges and universities without taking any course in history;
- * 45 percent without taking a course in English or American literature;
- * 62 percent without taking a course in philosophy;
- * 77 percent without studying a foreign language.

"Those of us who believe in strong, coherent humanities curricula are going to have to renew our efforts," said Cheney. "Reform is obviously so difficult that those who are undertaking it on the nation's campuses deserve all the support we can give them." The NEH offers grants to help fund curricular reform in the humanities through its Division of Education Programs.

A bright spot in the NEH survey are numbers that show four-year schools changing the way they structure overall general education requirements. The number of schools requiring specific courses or selection from a limited range of courses has increased, while the number of schools that allow students to choose general education courses from a virtually unlimited list has decreased.

"If this trend continues," said Cheney, "perhaps in the future we will see students being sufficiently directed by general education requirements

so that the vast majority of undergraduates will study history, literature, philosophy, and foreign languages."

When students are told to choose two courses from one long list and three courses from another long list, Cheney explained, they can very easily miss major areas of human inquiry, not only in the humanities, but in the social sciences, natural sciences, and mathematics as well. "As the lists get shorter and particularly as specific courses are mandated for general education, that possibility decreases," she said.

The NEH survey showed that requirements in non-humanities subjects had increased more than requirements in the humanities. At four-year schools, requirements in social sciences and natural and physical sciences increased an average of 0.4 hours and in mathematics, 0.5 hours.

The NEH survey showed no substantial change in the number of two-year schools requiring courses in English or American literature, foreign languages and literature, history, or philosophy. The number of two-year schools requiring unspecified humanities courses as a combination of humanities courses, however, increased by almost seven percent. Two-year schools requiring courses in mathematics increased by ten percent.

#

NEWS



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NEH-89-005-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT NAMES 53 "TEACHER-SCHOLARS" NEH/Reader's Digest Program Gives Teachers Grants for Year of Study

WASHINGTON, Jan. 31 -- Fifty-three U.S. school teachers have received grants to begin a year of independent study in history, literature or foreign languages, the National Endowment for the Humanities (NEH) announced today.

This fall, for example, Wisconsin high school teacher Karolyn Welty will begin a sabbatical during which she plans to study Aristotle's Poetics and other classical Greek texts. At the same time, Tedd Levy will take a year off from his teaching duties at a Connecticut middle school to conduct independent research on the history of reform movements in 19th-century America. Chicago teacher Alice Price will spend a year away from her classroom to study African-American literature and history.

Welty, Levy, Price and 50 other elementary, middle and secondary school teachers were selected as the first recipients of the NEH/Reader's Digest Teacher-Scholar awards. The Endowment announced a grant to one teacher from each state, the District of Columbia, Puerto Rico and the U.S. Virgin Islands.

"Good teachers often must struggle to find adequate time to think and learn more about the subjects they teach," NEH Chairman Lynne V. Cheney said in announcing the new awards. "We at NEH are delighted to provide an

- OVER -

opportunity for teachers to conduct a full academic year of rigorous, self-directed study in the humanities."

Teacher-Scholars will receive stipends of up to \$27,500 to replace their salaries or to supplement sabbatical pay up to the amount of their academic year salaries.

NEH administers the program in partnership with a fund at New York Community Trust established by DeWitt Wallace, founder of Reader's Digest. The Endowment received a \$1.5-million grant from the fund to pay for approximately one-third the program's costs for three years. The gift is the single largest ever made to NEH.

In congratulating the award winners, George V. Grune, chairman and chief executive officer of Reader's Digest, said the sabbatical program is "important to all of us because it ensures that America's teachers -- the people entrusted to educate our nation's students -- are the best at what they do."

Grune, who serves as an adviser to the fund that made the grant to NEH, added, "Imagine the powerful impact these teachers will have on their students and fellow teachers after they return from a year away from the classroom -- a year in which they were free to learn. As a company, we've always encouraged people to improve themselves and strive for excellence through the pursuit of knowledge, which is why Reader's Digest is pleased to be associated with this program."

Project proposals were judged on their intellectual quality, the significance of the topic and the relevance of the study plan to the applicant's teaching responsibilities.

The NEH/Reader's Digest Teacher-Scholar program grew out of an August 1987 NEH report on the state of humanities education in American public schools. The congressionally-mandated report, American Memory, found that teacher-preparation programs place too little emphasis on subject-area study and recommended that teachers be given new opportunities to learn more about the humanities disciplines they teach.

While sabbaticals -- paid leave to perform scholarly research -- are common for college professors, most teachers at the precollegiate level seldom have such an opportunity for reflection and intellectual growth. Applicants to the Teacher-Scholar program were enthusiastic about gaining a chance to conduct intensive research on a subject related to their teaching.

Susan Meeker, the Teacher-Scholar selected from New York state, wrote of her plan to study the antebellum South, "To have the luxury of a year to investigate questions in Southern history and to read the sources that have been tempting me for years is exciting. The prime outcome will be professional satisfaction and growth, both from pursuing my major academic interest and in passing this on to my students and colleagues."

NEH chose the winners from a nationwide pool of 615 eligible applicants. Of the 53 winners, 39 teach at public schools. Twenty Teacher-Scholars are from institutions located in urban areas; 20 teach at suburban schools; and 13 are teachers at schools in rural areas.

Topics to be studied by the 1989 Teacher-Scholars include the poetry of Yeats, Eliot, Williams, Stevens and Frost; women writers in France

since 1789; philosophy and literature for children; and the writings of Voltaire and Rousseau.

"These teachers represent a wide variety of professional experiences and interests," said NEH Chairman Cheney. "What they have in common is a love of knowledge and the courage to undertake an ambitious research project in the humanities."

NEH is currently accepting applications for the next cycle of Teacher-Scholar awards. Application forms, available from the Endowment, must be received by May 1, 1989, for projects that would begin in September 1990.

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

#

NOTE TO EDITORS: A complete list of the 1989 NEH/Reader's Digest Teacher-Scholars, with their schools and school phone numbers, accompanies this release.

Judith D. Lebryk
Valparaiso, Indiana

Valparaiso High School
Valparaiso, Indiana
219/464-1002

"C.P. Snow: A Life into Art"

Kenneth E. Resch
Dubuque, Iowa

Stephen Hempstead High School
Dubuque, Iowa
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"William Wordsworth: Cornerstone of English Romanticism"

Roger E. Gibson
Manhattan, Kansas

Roosevelt Elementary School
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Departamento de Instruccion Publica
San Sebastian, Puerto Rico
809/896-2838
"Las Nuevas Tecnicas Narrativas en el Curriculo de Espanol" ["New
Narrative Techniques in the Spanish Curriculum"]

John C. Juhasz
North Kingstown, Rhode Island
Moses Brown School
Providence, Rhode Island
401/831-7350
"The Muslim Presence in Spain and the Legend of Saint James"

Suzanne C. Linder
Columbia, South Carolina
Bennettsville High School
Bennettsville, South Carolina
803/777-5195
"A Study of the History and Culture of Marlboro County, South
Carolina, from 1700 to 1865"

Mary E. Fiedler
Brookings, South Dakota

Brookings High School
Brookings, South Dakota
605/692-6181

"Three Responses to War: Camus, Hesse, Wiesel"

Carol G. Transou
Johnson City, Tennessee

Science Hill High School
Johnson City, Tennessee
615/926-8171

"The Vietnam War: Origins, Experience and Legacies"

Alexandra M. Underhill
Austin, Texas

Porter Middle School
Austin, Texas
512/442-7073

"Women of the American West, 1840-1900: Continuity and Change"

Steven T. Bickmore
West Jordan, Utah

West Jordan High School
West Jordan, Utah
801/565-7576

"A Study of Victorian Serialization: Dickens, Eliot, Thackeray and Trollope as Exemplars"

Jane B. Goodman
South Burlington, Vermont

Essex Junction Educational Center
Essex Junction, Vermont
802/879-7121

"A Study of the Writings of Voltaire and Rousseau"

Marina L. de Salem
St. Thomas, Virgin Islands

Charlotte Amalie High School
St. Thomas, Virgin Islands
809/774-0780

"Developing an Anthology of Poems from Spain, Central and South America and the Caribbean"

John W. Noffsinger
Roanoke, Virginia

North Cross School
Roanoke, Virginia
703/989-6641

"The Encounter with the Sacred in Classical, Medieval and Modern Periods"

Judith H. Lightfoot
Seattle, Washington

Lakeside School
Seattle, Washington
206/368-3600

"Versions of Modernism in Pound, Eliot, Williams, Stevens, H.D.,
Moore, Bishop, Ashbery and Rich"

Linda L. Pinnell
Fairmont, West Virginia

Fairmont Senior High School
Fairmont, West Virginia
304/366-4220

"Modern Comic Themes and Their Antecedents in Early Greek, Roman
and French Comedies"

Karolyn W. Welty
Whitewater, Wisconsin

Whitewater High School
Whitewater, Wisconsin
414/472-4800

"A Study of Aristotle's Poetics, the Greek Epic and Greek Drama"

Roderick D. Laird
Saratoga, Wyoming

Saratoga Middle School
Saratoga, Wyoming
307/326-8365

"Current Archaeological Theories Concerning the First Peoples of
North America"

#



NEH-89-005-F

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NEH/READER'S DIGEST TEACHER-SCHOLARS
1989-90

Mary Ann Rygiel
Auburn, Alabama

Auburn High School
Auburn, Alabama
205/887-2110

"The Contexts of Shakespeare's Plays"

Benjamin H. Orr
Tununak, Alaska

Paul T. Albert Memorial School
Tununak, Alaska
907/652-6827

"Native Americans in Language and Literature"

Jay L. Cravath
Tempe, Arizona

Frye Elementary School
Chandler, Arizona
602/786-7050

"An Ethnomusicological and Cultural Study of Arizona's Native
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Harold L. McDuffie
Fayetteville, Arkansas

Springdale High School
Springdale, Arkansas
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Karen M. Steadman
Salinas, California

Gonzales Union High School
Gonzales, California
408/675-2495

"The Conquest of Mexico: An Examination of Conflicting Accounts
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Alan E. Olds
Arvada, Colorado

Arvada West High School
Arvada, Colorado
303/422-2326

"The Short Stories of Lu Xun"

Tedd Levy
Norwalk, Connecticut

Nathan Hale Middle School
Norwalk, Connecticut
203/852-9864

"Study of Early 19th-Century Reform Movements with a Focus on
Common Schools"

Phoebe B. Eskenazi
Wilmington, Delaware

Colwyck School
New Castle, Delaware
302/429-4085

"Transmission of Cultural Knowledge Amongst Zuni, Acoma, Jemez,
Taos and Navajo Peoples in New Mexico"

Lynn N. Rothberg
Washington, D.C.

Georgetown Day School
Washington, D.C.
202/333-7727

"The Canterbury Tales as a Fusion of Literature and History"

Emily D. Christofoli
Jacksonville, Florida

Episcopal High School
Jacksonville, Florida
904/396-5751

"Directed Studies on the Works of Ana Maria Matute and the Xuetas
in Spanish Literature"

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Central High School
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Honolulu, Hawaii

Iolani School
Honolulu, Hawaii
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Idaho Falls, Idaho

Idaho Falls High School
Idaho Falls, Idaho
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Chicago, Illinois

Lincoln Park High School
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Narrative Techniques in the Spanish Curriculum"]

John C. Juhasz
North Kingstown, Rhode Island

Moses Brown School
Providence, Rhode Island
401/831-7350

"The Muslim Presence in Spain and the Legend of Saint James"

Suzanne C. Linder
Columbia, South Carolina

Bennettsville High School
Bennettsville, South Carolina
803/777-5195

"A Study of the History and Culture of Marlboro County, South
Carolina, from 1700 to 1865"

Mary E. Fiedler
Brookings, South Dakota

Brookings High School
Brookings, South Dakota
605/692-6181

"Three Responses to War: Camus, Hesse, Wiesel"

Carol G. Transou
Johnson City, Tennessee

Science Hill High School
Johnson City, Tennessee
615/926-8171

"The Vietnam War: Origins, Experience and Legacies"

Alexandra M. Underhill
Austin, Texas

Porter Middle School
Austin, Texas
512/442-7073

"Women of the American West, 1840-1900: Continuity and Change"

Steven T. Bickmore
West Jordan, Utah

West Jordan High School
West Jordan, Utah
801/565-7576

"A Study of Victorian Serialization: Dickens, Eliot, Thackeray and Trollope as Exemplars"

Jane B. Goodman
South Burlington, Vermont

Essex Junction Educational Center
Essex Junction, Vermont
802/879-7121

"A Study of the Writings of Voltaire and Rousseau"

Marina L. de Salem
St. Thomas, Virgin Islands

Charlotte Amalie High School
St. Thomas, Virgin Islands
809/774-0780

"Developing an Anthology of Poems from Spain, Central and South America and the Caribbean"

John W. Noffsinger
Roanoke, Virginia

North Cross School
Roanoke, Virginia
703/989-6641

"The Encounter with the Sacred in Classical, Medieval and Modern Periods"

Judith H. Lightfoot
Seattle, Washington

Lakeside School
Seattle, Washington
206/368-3600

"Versions of Modernism in Pound, Eliot, Williams, Stevens, H.D.,
Moore, Bishop, Ashbery and Rich"

Linda L. Pinnell
Fairmont, West Virginia

Fairmont Senior High School
Fairmont, West Virginia
304/366-4220

"Modern Comic Themes and Their Antecedents in Early Greek, Roman
and French Comedies"

Karolyn W. Welty
Whitewater, Wisconsin

Whitewater High School
Whitewater, Wisconsin
414/472-4800

"A Study of Aristotle's Poetics, the Greek Epic and Greek Drama"

Roderick D. Laird
Saratoga, Wyoming

Saratoga Middle School
Saratoga, Wyoming
307/326-8365

"Current Archaeological Theories Concerning the First Peoples of
North America"

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sample

NEWS



National Endowment for
the Humanities

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

Public Affairs Office
Media Relations

(202) 786-0449

NEH-89-006-N06

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EMBARGOED: Hold for release until 10:00 a.m. (EST)
Tuesday, Jan. 31, 1989

ALABAMA EDUCATOR NAMED NEH/READER'S DIGEST TEACHER-SCHOLAR Humanities Endowment Award Will Support Year of Independent Study

WASHINGTON, Jan. 31 -- The National Endowment for the Humanities (NEH) announced today that it has selected Mary Ann Rygiel of Auburn to be Alabama's NEH/Reader's Digest Teacher-Scholar for 1989.

NEH selected 53 teachers -- one from each state, the District of Columbia, Puerto Rico and the U.S. Virgin Islands -- to undertake an academic year of independent study on topics in history, literature, foreign languages or other humanities disciplines.

Each award provides a stipend up to \$27,500 to replace the teacher's annual salary or to supplement sabbatical pay up to the amount of the academic year salary.

Beginning in the fall, Rygiel, an English teacher at Auburn High School, will use the award to study the literary and historical influences on the plays of William Shakespeare.

"Good teachers often must struggle to find adequate time to think and learn more about the subjects they teach," NEH Chairman Lynne V. Cheney said in announcing the new awards. "We at NEH are delighted to provide an opportunity for teachers to conduct a full academic year of rigorous, self-directed study in the humanities."

The Humanities Endowment selected the 53 winners announced today from 615 eligible applications from teachers across the United States.

- OVER -

Project proposals were reviewed by panels of humanities educators who judged the applications on their intellectual quality, the significance of the topic and materials to be studied and the relevance of the study plan to the applicant's teaching responsibilities.

NEH administers the Teacher-Scholar Program in partnership with a fund at New York Community Trust established by DeWitt Wallace, founder of Reader's Digest. The Endowment received a \$1.5-million grant from the fund to cover approximately one-third the program's costs for three years. The gift is the single largest ever made to NEH.

In congratulating the award winners, George V. Grune, chairman and chief executive officer of Reader's Digest, said the sabbatical program is "important to all of us because it ensures that America's teachers -- the people entrusted to educate our nation's students -- are the best at what they do." Grune also serves as an adviser to the fund that made the grant to NEH.

The NEH/Reader's Digest Teacher-Scholar program grew out of an August 1987 NEH report, requested by Congress and written by Cheney, on the state of humanities education in American public schools. American Memory, acknowledging the competing demands on teachers' time and attention, recommended that teachers be given new opportunities to learn more about history, literature, foreign languages or other humanities disciplines they teach.

While sabbaticals -- paid leave to perform scholarly research -- are common for college professors, most elementary and secondary school teachers seldom have such an opportunity for reflection and intellectual growth.

As one of 53 teacher-scholars named today by the Humanities Endowment, Mary Ann Rygiel expressed enthusiasm for the luxury of a full year of intensive research on a subject related to her teaching.

Rygiel, who has taught in the Auburn city school system since 1983, will explore a topic entitled "The Contexts of Shakespeare's Plays" by examining the historical and literary influences on Romeo and Juliet, Julius Caesar, Hamlet and Macbeth. She plans to spend some of her sabbatical developing an in-service training program for other high school teachers who teach Shakespeare.

Rygiel, a native of Chicago, Ill., holds a bachelor's degree from Loyola University and master's degrees from Cornell University and Auburn University. She is the author of numerous journal articles on teaching and literary topics. In her application, Rygiel compared her project to an imaginary visit to the time of Shakespeare: "I envision my plan as a happy time, traveling to the English Renaissance, walking the streets of London and sitting in the theater."

NEH is currently accepting applications for the next cycle of Teacher-Scholar awards. Application forms, available from NEH, must be submitted by May 1, 1989, for projects that would begin in September 1990.

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

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EDITORS: A complete list of the 1989 NEH/Reader's Digest Teacher-Scholars, with their schools and school phone numbers, accompanies this release.

NEWS

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A Federal Agency

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NEH-89-007-N

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Karen Myers	202/786-0449	301/595-9783

FOR IMMEDIATE RELEASE

NEH's "Summertime Favorites" Reading List Is a Year-Round Hit Requests Roll In for List Based on Survey of Exemplary Schools

WASHINGTON, Feb. 13 -- The National Endowment for the Humanities (NEH) is offering free copies of "Summertime Favorites," a list of often-recommended extracurricular readings for elementary and secondary school students.

First released last year, "Summertime Favorites" has become the Endowment's most popular publication ever. To date NEH has received requests for more than 144,000 copies of the free booklist from schools, libraries and individuals nationwide, and the requests keep coming in daily.

Based on the agency's informal survey of top public and private schools across the United States and published in small-poster format, "Summertime Favorites" includes 394 titles, ranging from Joy Adamson's Born Free to Richard Wright's Black Boy and Native Son. The list contains recommended readings for students at three separate grade levels: kindergarten through grade 6; grades 7 and 8; and grades 9 through 12.

[Single copies of this popular list are available FREE to your readers. Send a self-addressed, stamped, business-sized envelope to:

"Summertime Favorites"
National Endowment for the Humanities
Washington, D.C. 20506]

Among the titles on "Summertime Favorites," the six works recommended most often by the schools, in the order of votes received, are: The Adventures of Tom Sawyer, Mark Twain; The Hobbit, J.R.R. Tolkien; Jane Eyre, Charlotte Bronte; The Red Badge of Courage, Stephen Crane; and Animal Farm, George Orwell, tied with Johnny Tremain, Esther Forbes.

- OVER -

"Good schools, knowing the worlds that books can open up, encourage extracurricular reading," writes NEH Chairman Lynne V. Cheney in the introduction to the list. "With school vacation just around the corner, we call this list 'Summertime Favorites.' But most of these books are not just for a season. They are for a lifetime."

NEH solicited supplemental reading lists from public and private schools in every state. Many of the schools had been chosen by the U.S. Department of Education as exemplary schools; others were known to have strong humanities programs. Sixty extracurricular lists submitted to NEH were used in the compilation.

Because the Endowment intended to create a list of titles that had been enjoyed by more than one generation, the compilation contains only books published in 1960 or before. The works included in "Summertime Favorites" appeared on reading lists submitted by at least five of the schools.

The only exception is in works recommended for the early grades: Because many schools did not send reading lists for the youngest students, some titles that were mentioned on fewer than five lists were added to the recommended books for kindergarten through third-grade pupils.

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

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NOTE FOR EDITORS AND WRITERS: A copy of the NEH reading list "Summertime Favorites" accompanies this release.

NEWS

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NEH-89-008-N

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FOR IMMEDIATE RELEASE

NEH AWARDS MORE THAN \$2.1 MILLION FOR PRESERVATION PROJECTS

Grants Will Help Preserve Books, Newspapers and Other Humanities Resources

WASHINGTON, Feb. 22 -- The National Endowment for the Humanities (NEH) today announced more than \$2.1 million in new grants for projects to preserve books, newspapers, manuscripts, photographs, sound recordings and other resources for scholarly research.

The outright and matching grants, which range in size from \$40,446 to more than \$400,000, have been awarded to 13 institutions in seven states and the District of Columbia.

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

"These grants will assist both large and small institutions around the country in the critical work of preserving resources for scholars of history, literature, languages and other humanities disciplines," said NEH Chairman Lynne V. Cheney. "The projects will help to preserve our cultural and intellectual heritage for present and future research."

At the request of the Congress, NEH recently began an accelerated, multi-year effort to preserve brittle books and other deteriorating materials in the nation's research libraries, archives and other repositories. Recent estimates suggest that 80 million volumes, comprising 25 to 30 percent of the holdings in the country's research libraries, are disintegrating because of the acid content of their paper.

- OVER -

The Endowment's budget for preservation activities in the current fiscal year is \$12.33 million, and \$13.5 million have been requested for fiscal 1990. The funds are administered by NEH's Office of Preservation, whose programs help to preserve deteriorating research materials and support efforts to institutionalize preservation activity across the country.

A number of the grants announced today will provide various types of organizational support to the nation's growing preservation movement, funding efforts to train preservation professionals, plan preservation activities or conduct research in preservation techniques. The Northeast Document Conservation Center in Andover, Mass., is receiving grants totaling \$400,000 to support its program of field services, including workshops, technical consultations and disaster assistance. Two Washington, D.C., groups, the Association of Research Libraries and the Washington Research Library Consortium, will receive grants of \$145,167 and \$46,746, respectively, to support the planning of preservation programs for their member libraries.

An NEH grant of \$97,264 to the Rochester Institute for Technology will support continuing research into methods to protect microfilm and other photographic materials against deterioration from air pollution.

Three other institutions, including two public libraries, were awarded funds to preserve archival materials. The New Orleans Public Library will use grants totaling \$53,291 to support the microfilming of municipal records and manuscripts that represent a rich historical resource on city government

activities from 1769 to 1861. Grants of \$120,760 will assist the Newark Public Library's effort to preserve on microfilm The Newark Evening News morgue collection, a file of 2.8 million clippings that document regional and national events from 1883 to 1972. The Hoover Institution at Stanford University, Stanford, Calif., received a grant of \$266,402 to support the microfilming of Soviet government documents, including laws and publications, from the period 1917 to 1940.

NEH also announced grants totaling \$89,930 to the University of Rochester to help preserve sound recordings in the collections of the Eastman School of Music. The project will focus on archival recordings of the works and performances of Pulitzer Prize-winning composer Howard Hanson, who directed the Eastman School from 1924 to 1964, as well as other eminent 20th-century American composers and conductors.

Five projects in today's announcement are part of the Endowment's United States Newspaper Program (USNP), a long-range, coordinated effort to locate, preserve on microfilm and catalog in a national database an estimated 250,000 newspaper titles published in this country since 1690. Organized on a state-by-state basis, USNP projects may receive awards for both planning and implementation.

To date, NEH has approved planning grants to 32 states and U.S. territories and implementation grants to 29 states. USNP programs in Hawaii, Louisiana, Massachusetts, New York and Washington state received funds in the most recent cycle of preservation grants.

Next month NEH, in cooperation with the Library of Congress and the National Archives, will present a conference for state archivists, librarians and other state officials. Scheduled for March 1-3 in Washington, D.C., the conference will focus on ways to establish and conduct coordinated preservation programs within individual states.

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

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NOTE TO EDITORS: Enclosed is a state-by-state list containing details on the new NEH grants for preservation projects and a fact sheet with general information on the Endowment's preservation programs.

with the guidelines of the American National Standards Institute, Inc. NEH supports conservation of an item in its original form only when the original possesses information of value to scholars that would be lost in duplication.

At the request of Congress, NEH has recently embarked on an accelerated effort to preserve the knowledge found in brittle books and other deteriorating materials in the country's research libraries, archives and other repositories. Over the next five years, the Endowment hopes to support projects that will cumulatively raise the annual rate of preservation microfilming across the country to 175,000 volumes a year. Bibliographic procedures are now in place to ensure that scholars will have access to these resources and to guard against costly, duplicative preservation efforts.

Public Awareness: The need for preservation of this kind is not widely understood outside the library and archival professions. Widespread awareness of this issue is necessary to secure both the cooperation and support that will be needed for decades to come if we are to avoid intolerable losses.

NEH was a major funder of a documentary film on preservation entitled "Slow Fires: On the Preservation of the Human Record" which continues to be broadcast on public television stations around the country. Copies of a 30- or 60-minute version of the film on video cassette are also now available for purchase or rental.

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FACTS

National Endowment
for the Humanities

A Federal Agency

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NEH-89-008-F

NEH OFFICE OF PRESERVATION

The National Endowment for the Humanities' Office of Preservation offers support for projects designed to preserve the knowledge in the many resources important to the study of our cultural and intellectual heritage. These include books, journals, manuscripts, newspapers, documents, maps, drawings, photographs, sound recordings, films and tapes. These resources may be found in libraries, archives, museums and other repositories significant to humanities scholarship.

NEH supports cooperative microfilming projects at many institutions, as well as the preservation of important single collections, education projects that will increase the number of trained preservation professionals, the work of regional and state preservation services, research to improve preservation technology and procedures, and projects designed to increase public understanding of the preservation problem. In certain special instances, NEH also supports the conservation of original materials.

Since its inception three years ago, the Office of Preservation has awarded more than 100 grants totalling \$16 million in outright and matching funds for a variety of preservation activities.

The U.S. Newspaper Program: The Office of Preservation administers the U.S. Newspaper Program, a national effort to locate, catalog and preserve on microfilm the newspapers published in this country since 1690. Projects are organized on a state-by-state basis and awards are made for both planning and implementation. To date, planning grants have been awarded to 32 states and U.S. territories, and 29 have received implementation grants. In addition, awards have been made to eight national newspaper repositories. The program enjoys the cooperation of the Library of Congress and the Online Computer Library Center.

A New National Effort: It has been estimated that over 80 million volumes in the nation's research libraries and over 2.5 billion pages in state archives are now in danger of being lost, due to the paper's acid content. The currently preferred medium on which to preserve the knowledge contained in disintegrating research resources on paper is microfilm produced and stored in accordance

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Preservation Programs
February 1989

CALIFORNIA

Stanford:

Hoover Institution
Stanford, CA 94305

APPROVED OUTRIGHT \$266,402.00
PS-20234-89 (Preservation Programs)

PROJECT DIRECTOR: Charles G. Palm

PROJECT TITLE: Microfilming Soviet Government Documents

PROJECT DESCRIPTION:

To support microfilming of Soviet government documents that date from the period 1917 to 1940, including laws and publications of ministries, Peoples Commissariats, Congresses of Soviets and scholarly bodies.

DISTRICT OF COLUMBIA

Washington:

Association of Research Libraries
Washington, DC 20036

APPROVED OUTRIGHT \$145,167.00
PS-20187-88 (Preservation Programs)

PROJECT DIRECTOR: Jeffrey Gardner

PROJECT TITLE: Supporting Preservation Planning in Research Libraries

PROJECT DESCRIPTION:

To support the implementation of preservation planning programs in ten United States research libraries.

Washington Research Library Consortium
Washington, DC 20036

APPROVED OUTRIGHT \$46,746.00
PS-20228 (Preservation Programs)

PROJECT DIRECTOR: Paul Vassallo

PROJECT TITLE: Preservation Planning at WRLC Libraries

PROJECT DESCRIPTION:

To support planning for a coordinated preservation program among the members of the Washington Research Library Consortium: The American University, The Catholic University of America, Gallaudet University, George Mason University, George Washington University, Georgetown University, Marymount University and the University of the District of Columbia.

HAWAII

Honolulu:

University of Hawaii at Manoa
Honolulu, HI 96822

APPROVED OUTRIGHT \$40,446.00
PS-20217-89 (Preservation Programs)

PROJECT DIRECTOR: John R. Haak

PROJECT TITLE: Hawaii Newspaper Project: Microfilming

PROJECT DESCRIPTION:

To support the microfilming of 260,000 pages of Hawaiian newspapers, which will complete Hawaii's participation in the U.S. Newspaper Program.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Preservation Programs
February 1989
(continued)

LOUISIANA

Baton Rouge:

Louisiana State University
Baton Rouge, LA 70803

APPROVED OUTRIGHT	\$91,357.00
PS-20133-87 (Preservation Programs)	

PROJECT DIRECTOR: Sharon A. Hogan

PROJECT TITLE: Louisiana Newspaper Project: Cataloging and Microfilming

PROJECT DESCRIPTION:

To support the cataloging and microfilming of Louisiana newspapers. Approximately 3,350 titles will be located and cataloged, and 670,000 newspaper pages will be microfilmed.

New Orleans:

New Orleans Public Library
New Orleans, LA 70140

APPROVED OUTRIGHT	\$42,291.00
APPROVED MATCH	\$11,000.00
PS-20194-89 (Preservation Programs)	

PROJECT DIRECTOR: Collin B. Hamer, Jr.

PROJECT TITLE: Microfilming Early Records in New Orleans City Archives

PROJECT DESCRIPTION:

To support the preservation microfilming of manuscripts and records from the New Orleans City Archives Collection that document city government activities from 1769 to 1861.

MASSACHUSETTS

Andover:

Northeast Document Conservation Center
Andover, MA 01810

APPROVED OUTRIGHT	\$250,000.00
APPROVED MATCH	\$150,000.00
PS-20218-89 (Preservation Programs)	

PROJECT DIRECTOR: Ann E. Russell

PROJECT TITLE: Preservation Field Service Program

PROJECT DESCRIPTION:

To support the center's field services program which holds workshops and provides institutions with surveys of preservation needs, technical consultations, disaster assistance, information services, and managerial assistance.

Boston:

Boston Public Library
Boston, MA 02117

APPROVED OUTRIGHT	\$401,685.00
PS-20230-89 (Preservation Programs)	

PROJECT DIRECTOR: B. Joseph O'Neil

PROJECT TITLE: Massachusetts Newspaper Program: Cataloging

PROJECT DESCRIPTION:

To support the first stage of the Massachusetts Newspaper Project which will involve the cataloging of 4300 newspaper titles held in the Boston Public Library.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Preservation Programs
February 1989
(continued)

NEW JERSEY

Newark:

Newark Public Library	APPROVED OUTRIGHT	\$85,760.00
Newark, NJ 07101	APPROVED MATCH	\$35,000.00
PROJECT DIRECTOR: Marilyn R. Kussick	PS-20225-89 (Preservation Programs)	
PROJECT TITLE: Microfilming <u>The Newark Evening News Morgue Collection</u>		

PROJECT DESCRIPTION:

To support the preservation microfilming of The Newark Evening News morgue collection, a file of 2.8 million clippings and ancillary materials that document regional and national events from 1883 to 1972.

NEW YORK

Albany:

New York State Education Department	APPROVED OUTRIGHT	\$73,982.00
Albany, NY 12230	APPROVED MATCH	\$29,682.00
PROJECT DIRECTOR: Jerome Yavarkovsky	PS-20223-89 (Preservation Programs)	
PROJECT TITLE: New York State Newspaper Project: Cataloguing		

PROJECT DESCRIPTION:

To support continuation of the first stage of the New York State Newspaper Project which will ultimately involve cataloging an estimated 25,000 newspapers and the microfilming of titles deemed most important for research.

Rochester:

Rochester Institute of Technology	APPROVED OUTRIGHT	\$97,264.00
Rochester, NY 14623	PS-20229 (Preservation Programs)	
PROJECT DIRECTOR: James M. Reilly		
PROJECT TITLE: Sulfiding Protection for Silver Images		

PROJECT DESCRIPTION:

To support the development of procedures that will enhance the longevity of silver image photographic film by applying sulfiding agents that prevent oxidation.

University of Rochester	APPROVED OUTRIGHT	\$75,413.00
Rochester, NY 14604	APPROVED MATCH	\$14,517.00
PROJECT DIRECTOR: David Peelle	PS-20216-89 (Preservation Programs)	
PROJECT TITLE: Preservation of Recordings from the Eastman School Audio Archives		

PROJECT DESCRIPTION:

To support the preservation of sound recordings drawn from the collections of prominent 20th-century American composers, conductors and musicians that are held by the Eastman School of Music.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Preservation Programs
February 1989
(continued)

WASHINGTON

Olympia:

Washington State Library

APPROVED OUTRIGHT \$155,762.00

Olympia, WA 98504

APPROVED MATCH \$110,000.00

PROJECT DIRECTOR: Gayle Palmer

PS-20237-89 (Preservation Programs)

PROJECT TITLE: Washington State Newspaper Project: Microfilming

PROJECT DESCRIPTION:

To support the preservation microfilming of 450 Washington State newspapers,
thereby salvaging information contained in 1.7 million newspaper pages that
would otherwise be lost.

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MEDIA ADVISORY

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NEH-89-009-A

ROUTE TO: TELEVISION WRITERS AND EDITORS

TWO NEH-SUPPORTED DRAMAS SCHEDULED FOR PBS BROADCAST

In March the Public Broadcasting System's American Playhouse series will present a pair of dramas for television produced with major grants from the National Endowment for the Humanities (NEH).

"Love and Other Sorrows," an adaptation of Harold Brodkey's short story "First Love and Other Sorrows," features performances by Elizabeth Franz, Stephen Mailer and Haviland Morris. Steven Gerner directed the dramatization, which was produced by Learning in Focus, Inc., and supported by an NEH grant of \$500,000.

The conflicting demands of family, religion and personal conscience form the basis of "The Silence at Bethany," a 90-minute feature film set in the Pennsylvania Mennonite community in the 1930s. Written by Joyce Keener and directed by Joel Oliansky, the production was filmed in Lancaster, Pa. NEH supported the project with grants totaling \$290,000.

Both programs are scheduled to air in March. Check local listings for exact dates and times of broadcast in your area.

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

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NEH-89-010-A

ROUTE TO: BUREAU CHIEFS
ASSIGNMENT EDITORS
EDUCATION WRITERS AND EDITORS

PRESIDENT BUSH TO MEET WITH TEACHER-SCHOLARS

On Thursday, March 2, at 3 p.m., President Bush will meet with fifty-three U.S. school teachers in a White House ceremony honoring their selection as the first NEH/Reader's Digest Teacher Scholars.

The public and private school teachers, one from each state, Puerto Rico, the U.S. Virgin Islands and the District of Columbia are receiving grants from the National Endowment for the Humanities (NEH) to allow them to spend the next academic year in full-time study of history, literature and foreign languages. NEH administers the program in partnership with a fund at the New York Community Trust established by DeWitt Wallace, founder of Reader's Digest.

Crews and reporters should report to the northwest gate of the White House by 2 p.m. with a photo ID or press credentials and should be in the press lobby by about 2:15 p.m. to cover the President's meeting with the teachers. The President will deliver remarks on education and teaching during the meeting.

Following President Bush's meeting with the teachers, at approximately 3:45 p.m., there will be a press "stakeout" on the driveway by the west side reception area, with Lynne V. Cheney, chairman of NEH, George V. Grune, chairman and chief executive officer of Reader's Digest, and four of the Teacher-Scholars.

The four teachers who will be available for questions from the media are: Alan Olds, of Denver, Colo., Alice Price, Chicago, Ill., Mardella Harris, of St. Louis, Mo., and Esther Dunnegan, Raleigh, N.C.

For more information, call Noel Milan or John McGrath at the NEH Office of Media Relations, 786-0449.

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NEH-89-011-A

ROUTE TO: BUREAU CHIEFS
ASSIGNMENT EDITORS
CAPITOL HILL CORRESPONDENTS

TEACHER-SCHOLARS TO MEET WITH HOME-STATE DELEGATIONS

On Friday, March 3, from 8:30-10:30 a.m., the first winners of the National Endowment for the Humanities/Reader's Digest Teacher-Scholar awards will visit the offices of their home state senators or congressmen.

The public and private school teachers -- one from each state, the District of Columbia, Puerto Rico and the U.S. Virgin Islands -- have been selected to receive grants from the National Endowment for the Humanities (NEH) for sabbaticals during the 1989-90 academic year for full-time study in history, literature and foreign languages. NEH administers the program in partnership with a fund at the New York Community Trust established by DeWitt Wallace, founder of Reader's Digest.

The teachers will be available for brief interviews between their Hill appointments. To arrange an interview or for more information, call Mary Chunko or Karen Myers at the NEH Office of Media Relations, 786-0449.

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NEWS

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NEH-89-012-N002

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT NAMES LOCAL STUDENT "YOUNGER SCHOLAR" FOR 1989 Bruce E. Boyden Awarded Federal Grant for Independent Summer Study

WASHINGTON, March 27 -- The National Endowment for the Humanities (NEH) has selected Bruce E. Boyden as an NEH Younger Scholar for 1989.

Boyden, a sophomore at the University of Arkansas, Fayetteville, was selected in a nationwide competition of high school and college students who submitted proposals for independent summer research projects in history, literature, philosophy, foreign languages and other humanities disciplines.

Boyden, who lives in Rouses Point, N.Y., is one of 91 college students and 66 high school students to win NEH Younger Scholar awards for 1989. Winners of this year's awards were selected from 724 eligible applicants representing 48 states, the District of Columbia and Puerto Rico.

Under the guidance of a teacher who will serve as project advisor, Boyden will use the NEH grant of \$2,200 to work on a project entitled, "The Gunfight at the O.K. Corral: An Examination of the Historical Context." Awards are \$2,200 for college students and \$1,800 for high school students. Each stipend includes \$400 for the project advisor.

"The NEH Younger Scholars program offers high school and college students a unique opportunity for intensive, independent study in the humanities," said NEH Chairman Lynne V. Cheney in announcing the awards. "We are impressed by the scholarly potential and intellectual curiosity

(OVER)

reflected in the projects proposed by this year's winners."

This summer, students from across the country will be researching topics as diverse as ancient and modern drama, the history of Congress and biblical literature. Some high school winners have decided to focus their projects on the optional theme of "Heroes and Heroines" and will explore heroic figures in history and literature such as Martin Luther King Jr., Antigone and Christopher Columbus.

At the end of the grant period, each NEH Younger Scholar is expected to submit to the Endowment a substantial research paper, with bibliography, and a final narrative report on the nine-week project.

With the grants awarded this year, the Endowment has supported 712 Younger Scholars since the program began in 1984.

Students interested in applying for the next cycle of Younger Scholars awards may request guidelines, which will be available in June, by writing to:

Younger Scholars Guidelines, Room #316-MR
National Endowment for the Humanities
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

Applications for next year's awards must be postmarked no later than November 1, 1989, for awards during the summer of 1990.

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

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-89-013-N

<u>Contact:</u>	<u>Office</u>	<u>Home</u>
John McGrath	202/786-0449	703/525-9478
Noel Milan	202/786-0449	301/268-4309

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS MORE THAN \$550,000 TO STATE COUNCILS Awards Will Support Local Projects in History, Literature and Culture

WASHINGTON, April 6 -- The National Endowment for the Humanities (NEH) today announced 12 awards totaling more than \$550,000 to state humanities councils for regional and local programs in history, literature and cultural studies.

The annual grants, called "exemplary awards," will support institutes for school teachers, interpretive exhibitions, symposia and library discussion programs on topics ranging from Native American history to the Bill of Rights. Grants are awarded for either planning or implementation.

NEH announced individual awards to state humanities councils in Connecticut, Georgia, Louisiana, Maine, Mississippi, New York, North Dakota, Pennsylvania, Virginia and Wisconsin.

Also announced today were two regional projects: a collaboration between the California and Oregon state humanities councils and another project involving the state councils of Arizona, Colorado, New Mexico, Utah and Wyoming.

"State humanities councils have a tradition of providing thoughtful, educational and intellectually stimulating programs for their citizens," said NEH Chairman Lynne V. Cheney. "These imaginative projects continue that tradition for the people of many states."

- OVER -

Cheney noted that by law the NEH grants to the state councils must be matched by local contributions of cash, goods or services.

State councils operate in all 50 states, the District of Columbia, the U.S. Virgin Islands and Puerto Rico. They support humanities programming for citizens of their respective states, chiefly by funding projects conducted by other local institutions. Exemplary awards, such as those announced today, are given by NEH each year to allow state councils to plan or conduct their own humanities programs on themes of special local or regional interest.

For example, state councils representing five Rocky Mountain states will conduct a project on local history and culture entitled "Trails Through Time" that will feature a traveling exhibit, speaker programs and a symposium. The Connecticut Humanities Council will use its exemplary award to support a series of summer institutes for teachers and other programs aimed at improving the teaching of the humanities in elementary and secondary schools. And the Virginia Foundation for the Humanities and Public Policy will conduct a series of public programs based on archives of Native American documents and photographs held at Hampton University.

Proposals for exemplary awards are evaluated by panels of scholars, outside reviewers, the NEH staff and the National Council on the Humanities.

NEH also announced two new grants totaling \$65,000 to the Federation of State Humanities Councils in Washington, D.C., a national support group for state humanities councils. The awards will help to fund a conference on public programs for the Columbian Quincentenary, the 500th anniversary of Columbus' voyages of discovery, as well as the preparation of research reports on state councils' administrative and program activities.

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

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NOTE TO EDITORS: A fact sheet describing the individual NEH exemplary awards to state councils accompanies this release.

FACTS

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

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NEH-89-013-F

EXEMPLARY AWARDS TO STATE HUMANITIES COUNCILS April 1989

Arizona Humanities Council, Phoenix \$158,319
Colorado Endowment for the Humanities, Denver
New Mexico Humanities Council, Albuquerque
Utah Endowment for the Humanities, Salt Lake City
Wyoming Council for the Humanities, Laramie

"Trails Through Time: An Exhibition and Speaker Service"

This regional project includes the construction and circulation of three traveling exhibits as well as the design of speaker programs and symposia focusing on the historical trails through the region. The project will focus on the natural features of the Rocky Mountain landscape that influenced the choices of overland routes, the relationship of the people to the landscape, and the interactions between the different cultural and ethnic groups as they encountered one another on the trails.

Contacts: (Arizona) Dan Schilling, 602/257-0335
(Colorado) Jean Sharer, 303/292-4458
(New Mexico) John Lucas or Valencia dela Vega, 505/277-3705
(Utah) Delmont Oswald, 801/531-7868
(Wyoming) Kelley Pelisser, 307/766-6496

California Council for the Humanities, San Francisco \$24,985
Oregon Committee for the Humanities, Portland

"Encounters: The Heirs of Columbus"

This grant will allow the two councils to plan a joint regional project using Chautauqua performances, radio broadcasts and reading and discussion programs to explore the history of encounters between Native Americans, African-Americans, Spanish conquistadors, missionaries and European explorers. The funds will cover honoraria, travel and other expenses for scholars participating in planning meetings.

Contacts: (California) James Quay, 415/391-1474
(Oregon) Richard Lewis, 503/241-0543

Connecticut Humanities Council, Middletown \$75,000

"Collaborations for Teaching the Humanities"

The grant will support the council's ongoing effort to involve humanities faculty at the state's universities and colleges as well as professionals in the state's museums, historical societies and cultural institutions in professional development for teachers. The project includes a series of summer institutes, symposia and other programs.

Contact: Bruce Fraser, 203/347-6888

Georgia Endowment for the Humanities, Atlanta \$8,000

"Georgia Roots: Hispanic and Indian Cultures Before the Arrival of the English"

The funds will support the planning of a two-week summer institute for 25 Georgia history teachers. The institute will focus on 16th-century Spanish explorations of the Southeast and indigenous cultures that existed at the time.

Contact: Ronald Benson, 404/727-0251

Louisiana Endowment for the Humanities, New Orleans \$10,000

"Interpreting Louisiana Folklife: The Text and Context of the Creole State"

This grant will support the planning for two traveling exhibits, an interpretive booklet, a 13-part radio series and a speakers' bureau on Louisiana folklife.

Contact: Michael Sartisky, 504/523-4352

Maine Humanities Council, Portland \$25,000

"Regional Program on 'The Land of Norumbega'"

Funds will support a program for the New England states based on the council's 1987 project, "The Land of Norumbega," which focuses on the explorations of New England, the "interpenetration" of European and Native American cultures at the time of exploration, and the use of maps as historical texts. The New England Foundation for the Humanities will administer the program.

Contact: Dorothy Schwartz, 207/773-5051

Mississippi Humanities Council, Jackson \$10,000

"Mississippi Mindscape: 1492 to 1992 and Beyond"

The grant will support the planning of project on Mississippi history and culture from the pre-Columbian times through the present and beyond. The project will include programs for teachers, library discussion programs and a symposium.

Contact: T.W. Lewis, 601/354-5201

New York Council for the Humanities, New York City \$75,000

"The Historian's Craft: Immigration in American History"

This project will feature a summer institute on teaching history for 100 teachers and 50 principals. The institute will cover issues such as historical theory and method while exploring the topic of 19th- and 20th-century immigration to America.

Contact: Jay Kaplan, 212/233-1131

North Dakota Humanities Council, Bismarck \$75,000

"Prairie People: A North Dakota Teacher/Student Symposium"

The funds will support a symposium, featuring Chautauqua presentations by scholars, and workshops for public school teachers and students, focusing on North Dakota life before statehood. Edited videotapes of the proceedings and other materials will be made available to the public schools and libraries.

Contact: Everett Albers, 701/663-1948 or
(toll-free within North Dakota) 800/932-8778

Pennsylvania Humanities Council, Philadelphia \$10,000

"Bill of Rights Poster Series"

This planning grant will support a project to create a series of 12 posters commemorating the passage of the Bill of Rights. Each poster will explain a separate provision using the original language of the article, key interpretive statements by jurists and statesmen and photographs. The exhibition will be distributed to schools throughout the state.

Contact: Craig Eisendrath, 215/925-1005

Virginia Foundation for the Humanities and Public Policy, Charlottesville \$68,750

"To Lead and Serve: American Indian Education at Hampton Institute"

The grant will support an interpretive exhibition, catalog and symposium on the history of Native American education at the Hampton Indian School from 1878 to 1923. The school, part of Hampton Normal and Agricultural Institute, was a pioneer in the effort to educate Native Americans.

Contact: David Bearinger, 804/924-3296

Wisconsin Humanities Committee, Madison \$10,000

"Reading and Discussion Series on American Indian Literature and History"

The funds will support the planning of a reading and discussion series on Native American history and culture. The grant will enable the council to hold three planning meetings of an advisory group of scholars, writers and specialists in Native American education and will support efforts to consult with various tribal groups.

Contact: Mark Lindquist, 608/262-0706

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NEH-89-014-N

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John McGrath	202/786-0449	703/525-9478

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT OFFERS NEW CHALLENGE GRANTS FOR TEACHING POSITIONS Awards Will Endow Faculty Chairs for Outstanding Undergraduate Teachers

WASHINGTON, April 7 -- Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), announced today that NEH will offer special challenge grants to help colleges and universities establish faculty chairs for distinguished teachers in history, literature, philosophy and other humanities disciplines.

"Finding ways to place value on good teaching is essential," Cheney said. "We hope that these new challenge grants will encourage colleges and universities that wish to emphasize the importance of undergraduate teaching, particularly in general education and introductory courses."

The NEH Chairman announced the new grant competition today in the keynote speech to the annual meeting of the American Council of Learned Societies (ACLS) held this year in Arlington, Va.

Two- and four-year colleges and universities may apply for challenge grants of up to \$300,000 each, which must be matched three-to-one by the grant recipient. When combined with funds raised to match the NEH challenge grant, each selected institution will have as much as \$1.2 million to endow a distinguished teaching professorship.

- OVER -

Endowed chairs supported by the new NEH grants may be filled by the appointment of either a single individual to a permanent position or a series of individuals on a rotating basis. Appointments must be made on the basis of distinguished teaching in undergraduate humanities courses, as well as other contributions to the undergraduate humanities program.

Prompted by the findings of Humanities in America, a report written by the NEH Chairman and released in September 1988, the special challenge grant competition will provide opportunities to recognize outstanding teachers of the humanities at the undergraduate level.

"Our colleges and universities have thousands of fine people dedicated to teaching undergraduates," Cheney said in her speech to the ACLS. "But we know that insufficient importance is placed on work in the classroom. No set of numbers makes this clearer than statistics that show an inverse relationship in higher education between the number of hours taught and the number of dollars earned," she added.

"Those who teach the most in our colleges and universities are paid the least -- and have the least status. The generalist, the person dedicated to teaching undergraduates -- particularly at introductory levels -- is not likely to reach the highest ranks in the academy, and he or she may well find it very difficult even to gain a measure of security there today."

While noting that some schools have taken praiseworthy steps to reward and acknowledge outstanding teaching, Cheney says that much more needs to be done.

All two- and four-year colleges and universities are eligible for the special challenge grants, regardless of the number of NEH challenge grants previously awarded to the institution; the two-grant-per-institution limit does not apply to the new competition. In addition, all grants awarded under the special competition, even to previous winners of NEH challenge grants, must be matched on a three-to-one basis.

The deadline for applications in the special challenge grant competition is Jan. 19, 1990.

Institutions interested in applying for the new challenge grants may get additional information by calling 202/786-0361, or by writing to this address:

Special Competition - Challenge Grants
National Endowment for the Humanities
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506

In Humanities in America, Cheney explained the value of good teaching in our college classrooms.

"Good teaching," she wrote, "is the surest method for bringing students to understand the worth of the humanities, the surest method for encouraging lifelong exploration of what Alexis de Tocqueville called 'the empire of the mind.'"

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NEH-89-015-A

WALKER PERCY TO DELIVER JEFFERSON LECTURE IN WASHINGTON ON MAY 3

American novelist Walker Percy will deliver the 18th Jefferson Lecture in the Humanities in Washington, D.C., on Wednesday, May 3, at 8:00 p.m. (EDT). The annual lecture, presented by the National Endowment for the Humanities, will be held in The Departmental Auditorium, Constitution Avenue, N.W., between 12th and 14th Streets.

The Jefferson Lecture is the highest official award made by the federal government for intellectual achievement in the humanities.

Percy's remarks, entitled "The Fateful Rift: The San Andreas Fault in the Modern Mind," will be delivered before an audience of about 1,000 invited guests.

Percy's first novel, The Moviegoer (1961) received the National Book Award in 1962. His other novels are The Last Gentleman (1966), Love in the Ruins (1971), The Second Coming (1980) and The Thanatos Syndrome (1987). Percy has also published works of nonfiction including The Message in the Bottle (1975) and Lost in the Cosmos (1983).

The Endowment will host a NEWS BRIEFING with Percy on Tuesday, May 2nd at 10:30 a.m. in the Nancy Hanks Center (Old Post Office Building), 1100 Pennsylvania Ave., N.W. Those wishing to attend the briefing should call Marguerite Sullivan at 786-0446, or Noel Milan or John McGrath at 786-0449. Members of the press interested in attending the lecture should also call NEH for tickets, which are required for admission to the Departmental Auditorium.

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#

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NEH-89-016-N

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Mary Chunko

Karen Myers

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Home

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301/595-9783

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS \$6.6 MILLION TO 245 SCHOLARS NATIONWIDE
Awards Will Support Projects in 35 States and Washington, D.C.

WASHINGTON, April 26 -- The National Endowment for the Humanities (NEH) today announced \$6.6 million in fellowships to American college and university teachers and independent scholars in 35 states and the District of Columbia.

The awards will allow 245 scholars to pursue up to one year of independent study, research and writing in such fields as history, literature, philosophy and art and music history.

(NEH has awarded one or more grants in your area. Enclosed is a list of NEH fellows from your region.)

"These awards provide scholars with a valuable commodity -- time in which to deepen their knowledge of their subjects," said NEH Chairman Lynne V. Cheney.

The awards, in amounts up to \$27,500 each, will support projects to be undertaken in 1989-90. Fellows who teach at colleges and universities make arrangements to be released from their teaching duties for the grant period; some hold sabbaticals concurrently with their fellowships.

The 245 fellows, who were chosen from among 1,540 applicants, represented 141 institutions at the time they applied. Eight fellowships were awarded to scholars working independently.

(OVER)

NEH fellows will pursue projects ranging from study of the meaning of princely virtue to a biographical study of the modern American writer, Robert Penn Warren. The following projects are among those to be undertaken in 1989-90:

- * Meredith A. Skura, **Rice University, Houston, Texas**, will investigate "Shakespeare the Actor";
- * Joseph L. Blotner, **University of Michigan, Ann Arbor**, will work on a "Literary Biography of Robert Penn Warren";
- * Helen H. Tanner, Independent Scholar in **Chicago, Ill.**, will write a "History of the Caddo People on the Red River Frontier in the American Southwest";
- * James C. Livingston, **College of William and Mary, Williamsburg, Va.**, will study "English Religious Thought, 1860-1910";
- * Norma B. Landau, **University of California, Davis**, will research "The Justices of Metropolitan London in the 18th Century"; and
- * Linda H. Peterson, **Yale University, New Haven, Conn.**, will investigate "Women's Autobiography in 19th-Century England."

Fellowships from NEH are awarded annually. The application deadline for the next cycle of fellowships, to be awarded for the 1990-91 academic year, is June 1, 1989. Scholars interested in applying for an NEH fellowship should write to the following address:

Division of Fellowships and Seminars
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

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NEH-89-016-N

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

CALIFORNIA

Berkeley:

Mary S. Erbaugh
Berkeley, CA 94720
Independent Scholar
PROJECT TITLE: Language and Social Change in Modern China
FB-26924-89

James E. B. Breslin
Berkeley, CA 94720
University of California, Berkeley
PROJECT TITLE: A Biography of Mark Rothko
FA-28826

Gwen Kirkpatrick
Berkeley, CA 94720
University of California, Berkeley
PROJECT TITLE: A Literary Biography of Alfonsina Storni
FA-28784-89

Margaretta M. Lovell
Berkeley, CA 94707
University of California, Berkeley
PROJECT TITLE: Interpreting a Continent: Landscape, Cityscape and
Seascape in 19th-Century American Painting
FA-28237-89

Richard J. Salvucci
Berkeley, CA 94720
University of California, Berkeley
PROJECT TITLE: Between Iturbide and Diaz: The Mexican Economy, 1823-76
FA-28573

Samuel Scheffler
Berkeley, CA 94720
University of California, Berkeley
PROJECT TITLE: The Relationship Between Morality and Self-Interest
FA-28541-89

Eric J. Sundquist
Berkeley, CA 94720
University of California, Berkeley
PROJECT TITLE: Race in American and African-American Literature, 1850-1930
FA-28409-89

Claremont:

Ronald K. Macaulay
Claremont, CA 91711
Pitzer College
PROJECT TITLE: A Linguistic Study of Urban Scottish Dialects
FB-26578

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

CALIFORNIA (continued)

Claremont (continued):

Graydon F. Beeks Jr.
Claremont, CA 91711

FB-26891

Pomona College

PROJECT TITLE: A Study of the Music Supported by James Brydges, Earl of
Carnarvon and First Duke of Chandos

Howard T. Young
Claremont, CA 91711

FB-26502-89

Pomona College

PROJECT TITLE: T.S. Eliot and Modern Hispanic Poetry, 1930-46

Davis:

Robert O. Crummey
Davis, CA 95616

FA-28386

University of California, Davis

PROJECT TITLE: The Russian Old Believers: A Cultural History

Norma B. Landau
Davis, CA 95616

FA-28540-89

University of California, Davis

PROJECT TITLE: The Justices of Metropolitan London in the 18th Century

Barbara D. Metcalf
Davis, CA 95616

FA-28313-89

University of California, Davis

PROJECT TITLE: The Pilgrimage Remembered: South Asian Accounts of the Hajj

Huntington Beach:

Peter T. Markman
Huntington Beach, CA 92649

FB-26623-89

Fullerton College
(Fullerton, CA)

PROJECT TITLE: Mythology of Mesoamerica

Irvine:

Steven C. Topik
Irvine, CA 92717

FA-28751-89

University of California, Irvine

PROJECT TITLE: The Economic Role of the State in Mexico and Brazil, 1888-1910

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

CALIFORNIA (continued)

La Jolla:

Daniel E. Bornstein
La Jolla, CA 92093 FA-28285
University of California, San Diego
PROJECT TITLE: A Social and Religious History of the Diocese of Cortona
in the 14th and 15th Centuries

Donald F. Tuzin
La Jolla, CA 92093 FA-28279-89
University of California, San Diego
PROJECT TITLE: Gender, Religion and Human Values in, a New Guinea Society

Long Beach:

Roberta H. Markman
Long Beach, CA 90840 FB-26627-89
California State University, Long Beach Foundation
PROJECT TITLE: Themes in Mesoamerican Mythology

Los Angeles:

Sanford M. Jacoby
Los Angeles, CA 90024 FA-28259-89
University of California, Los Angeles
PROJECT TITLE: Managers and Workers in Nonunion Firms, 1930-60

Regina A. Morantz-Sanchez
Los Angeles, CA 90035 FA-28340
University of California, Los Angeles
PROJECT TITLE: The Libel Trial of a Woman Surgeon

Marie-Florine Bruneau
Los Angeles, CA 90089 FA-28906-89
University of Southern California
PROJECT TITLE: Female Piety and Self-Empowerment in 17th-Century France

Oakland:

Wayne A. Vitale
Oakland, CA 94601 FB-26904
Gamelan Sekar Jaya
PROJECT TITLE: The Lelambatan Music of Bali, Indonesia

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

CALIFORNIA (continued)

Oakland (continued):

Bertram M. Gordon
Oakland, CA 94613
Mills College

FB-26546

PROJECT TITLE: The Theory and Practice of the Radical Right in Postwar France

Orange:

Joseph Runzo
Orange, CA 92666
Chapman College

FB-27142

PROJECT TITLE: Rationality and Theism: God and the Modern Mind

Pacific Palisades:

Robert A. Rosenstone
Pacific Palisades, CA 90272
California Institute of Technology
(Pasadena, CA)

FA-28372

PROJECT TITLE: History in Images, History in Words: The Challenge of the
Visual Media to Our Idea of the Past

Palo Alto:

Artis Wodehouse
Palo Alto, CA 94306
Independent Scholar

FB-27051-89

PROJECT TITLE: George Gershwin and the Novelty Ragtime Style

San Francisco:

Duncan Robertson
San Francisco, CA 94117
University of San Francisco

FB-26965

PROJECT TITLE: Literary Spirituality: The 12th-Century French Saints' Lives

Santa Barbara:

Robert O. Collins
Santa Barbara, CA 93106
University of California, Santa Barbara

FA-28245

PROJECT TITLE: Thunder on the Nile: The Sudan in Conflict, 1956-86

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

CALIFORNIA (continued)

Santa Barbara (continued):

Alfred M. Gollin
Santa Barbara, CA 93105 FA-28801-89
University of California, Santa Barbara
PROJECT TITLE: German Air Attacks Against Britain, 1914-18

Giles B. Gunn
Santa Barbara, CA 93106 FA-28223
University of California, Santa Barbara
PROJECT TITLE: Critical Pragmatism and American Literary Study

Santa Cruz:

Margaret R. Brose
Santa Cruz, CA 95064 FA-28591
University of California, Santa Cruz
PROJECT TITLE: History, Memory and the Poetic Imagination in Italian
Romanticism

Solana Beach:

Patricia W. Kitcher
Solana Beach, CA 92075 FA-28449
University of California, San Diego
PROJECT TITLE: Freud's Dream: A Complete Interdisciplinary Theory of Mind

Stanford:

John Felstiner
Stanford, CA 94305 FA-28609
Stanford University
PROJECT TITLE: Translating Paul Celan: The Strain of Jewishness

Suzanne E. Lewis
Stanford, CA 94305 FA-28724-89
Stanford University
PROJECT TITLE: The Gothic Illustrated Apocalypse and Its 13th-Century
English Archetypes

West Hills:

Gordon L. Kipling
West Hills, CA 91307 FA-28898
University of California, Los Angeles
PROJECT TITLE: The Medieval Royal Entry: A Civic Festival

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

COLORADO

Aurora:

Timothy D. Gould

Aurora, CO 80012

FB-26862

Metropolitan State College

(Denver, CO)

PROJECT TITLE: A Comparison of Ideas of Freedom and Originality

Denver:

David L. Petersen

Denver, CO 80210

FA-28714-89

Iliff School of Theology

PROJECT TITLE: Commentary on Zechariah 9-14 and Malachi for The Old Testament Library Series

Fort Collins:

Linda M. Ben-Zvi

Fort Collins, CO 80525

FB-26822

Colorado State University

PROJECT TITLE: Susan Glaspell: Pioneer Playwright

Westminster:

Karl Kroeger

Westminster, CO 80030

FA-28391-89

University of Colorado, Boulder

PROJECT TITLE: The Complete Works of William Billings, Volume 4

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

CONNECTICUT

Fairfield:

John E. Thiel
Fairfield, CT 06430
Fairfield University
PROJECT TITLE: Notions of Theological Authorship
FB-26429-89

Middletown:

*Michael K. Honey
Tacoma, WA 98416
Wesleyan University
PROJECT TITLE: Southern Labor and Civil Rights: Black Workers and the
Industrial Labor Movement in Memphis
FB-26961

Peter A. Mark
Middletown, CT 06457
Wesleyan University
PROJECT TITLE: The Senegambian Horned Initiation Mask: History, Symbolism
and Evolution
FA-28434

New Haven:

Linda H. Peterson
New Haven, CT 06520
Yale University
PROJECT TITLE: Women's Autobiography in 19th-Century England
FA-28377-89

Portland:

Joyce O. Lowrie
Portland, CT 06480
Wesleyan University
(Middletown, CT)
PROJECT TITLE: The Mirror in the Text: Chiastic Structures in French Fiction
FB-26585-89

Storrs:

David A. Leeming
Storrs, CT 06268
University of Connecticut
PROJECT TITLE: A Biography of James Baldwin
FA-28365-89

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

DISTRICT OF COLUMBIA

Washington:

Priscilla R. Roosevelt
Washington, DC 20016 FA-28922-89
Catholic University of America
PROJECT TITLE: The Russian Country Estate, 1770-1850: A Social and Cultural
History

Lena Cowen Orlin
Washington, DC 20003 FB-27087
Folger Shakespeare Library
PROJECT TITLE: The Genre of Domestic Tragedy in the English Renaissance

Alfred J. Hildebeitel
Washington, DC 20052 FB-26560
George Washington University
PROJECT TITLE: Ritual and Folk Epic in Two South Indian Cults of the Goddess

Daniel J. Schroeter
Washington, DC 20052 FA-28284-89
George Washington University
PROJECT TITLE: Meir Macnin: The "Court Jew" of Morocco and His World, 1792-1832

*Pamela A. Kraus
Washington, DC 20003 FB-26772-89
Saint John's College, Main Campus
(Annapolis, MD)
PROJECT TITLE: Rene Descartes' Philosophy of Human Nature

*Anton W. DePorte
New York, NY 10003 FB-26934
U.S. Department of State
(Washington, DC)
PROJECT TITLE: A History of the Fourth Republic of France, 1944-58

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

FLORIDA

Gainesville:

Jeffrey D. Needell
Gainesville, FL 32611
University of Florida

FA-28196

PROJECT TITLE: Social Thought and the Brazilian Historical Imagination,
1830-1940

St. Petersburg:

Regis A. Factor
St. Petersburg, FL 33701
University of South Florida, St. Petersburg

FB-26576

PROJECT TITLE: Catholic Scholars in Central Europe and the Challenge of
Modernity, 1890-1931

#

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

GEORGIA

Athens:

Peter C. Hoffer

Athens, GA 30602

University of Georgia

FA-28224-89

PROJECT TITLE: The Law's Conscience: Equitable Constitutionalism in America

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

ILLINOIS

Chicago:

Helen H. Tanner

Chicago, IL 60610

FB-26996-89

Independent Scholar

PROJECT TITLE: A History of the Caddo People on the Red River Frontier in
the American Southwest

Charles E. Cohen

Chicago, IL 60637

FA-28441

University of Chicago

PROJECT TITLE: Lorenzo Lotto: A Critical, Monographic Study of His Art in
Context

James H. Dee

Chicago, IL 60680

FB-26579

University of Illinois, Chicago

PROJECT TITLE: Humanitas Romana: The Origins and Development of the
Classical and Modern Concepts

George T. Dickie

Chicago, IL 60626

FA-28717-89

University of Illinois, Chicago

PROJECT TITLE: 18th-Century Theories of Taste in Art

Susan Tax Freeman

Chicago, IL 60637

FB-26399

University of Illinois, Chicago

PROJECT TITLE: The Imagery of Spanish Nationality

Evanston:

Albert R. Ascoli

Evanston, IL 60208

FA-28855-89

Northwestern University

PROJECT TITLE: The Personification of Authority: Prosopopeia and the
Prose Works of Dante

Lawrence Lipking

Evanston, IL 60208

FA-28623-89

Northwestern University

PROJECT TITLE: Samuel Johnson's Moral Vision

NATIONAL ENDOWMENT FOR THE HUMANITIES
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April 1989

ILLINOIS (continued)

Evanston (continued):

David T. Van Zanten
Evanston, IL 60201 FA-28554-89
Northwestern University
PROJECT TITLE: The Professional Structure of 19th-Century French Architecture

*Janice M. Carlisle
Evanston, IL 60201 FA-28525-89
Tulane University of Louisiana
(New Orleans, LA)
PROJECT TITLE: J.S. Mill and His Writing

Lake Forest:

Franz Schulze
Lake Forest, IL 60045 FB-26635
Lake Forest College
PROJECT TITLE: The Life and Work of Philip Johnson

River Forest:

Ruth S. El Saffar
River Forest, IL 60305 FB-26706
University of Illinois, Chicago
PROJECT TITLE: The Impact of Empire on Consciousness and Literature in the
Spanish Golden Age

Urbana:

Dennis E. Baron
Urbana, IL 61801 FA-28489-89
University of Illinois, Urbana
PROJECT TITLE: A History of the Official Language Question in America

Herbert Kellman
Urbana, IL 61801 FA-28797
University of Illinois, Urbana
PROJECT TITLE: A Vatican-Illuminated Manuscript of Masses and Motets by
Northern Renaissance Composers

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

INDIANA

Bloomington:

Richard Bauman

Bloomington, IN 47401

FA-28486-89

Indiana University, Bloomington

PROJECT TITLE: A Production- and Performance-Centered Ethnography of
Festival Drama in the State of Guanajuato, Mexico

Oscar S. Kenshur

Bloomington, IN 47405

FA-28435

Indiana University, Bloomington

PROJECT TITLE: New Interpretations of Representative Works of
the Enlightenment

Benito V. Rivera

Bloomington, IN 47401

FA-28351-89

Indiana University, Bloomington

PROJECT TITLE: Willaert and Zarlino: Italian Compositional Theory and
Practice in the Mid-16th Century

Alvin H. Rosenfeld

Bloomington, IN 47401

FA-28283

Indiana University, Bloomington

PROJECT TITLE: The Diary of Anne Frank: A Critical Study

Muncie:

John M. Glen

Muncie, IN 47306

FB-26316

Ball State University

PROJECT TITLE: A History of the War on Poverty in Appalachia

Notre Dame:

Thomas F. Bonnell

Notre Dame, IN 46556

FB-26786

Saint Mary's College

PROJECT TITLE: Booksellers and Literary Canons: Collections of English
Poetry, 1770-1810

Jacqueline V. Brogan

Notre Dame, IN 46556

FA-28656-89

University of Notre Dame

PROJECT TITLE: Political Contexts of Modern American Poetry: Bishop,
Stevens and Williams

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INDIANA (continued)

Notre Dame (continued):

Michael R. DePaul

Notre Dame, IN 46556

FA-28462

University of Notre Dame

PROJECT TITLE: Balance and Refinement in Moral Inquiry

South Bend:

Richard F. Foley

South Bend, IN 46615

FA-28316-89

University of Notre Dame

(Notre Dame, IN)

PROJECT TITLE: Rational Thought and Belief

#

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

KANSAS

Lawrence:

Maria Carlson

Lawrence, KS 66045

FA-28475-89

University of Kansas, Lawrence

PROJECT TITLE: Occultism and Fin-de-Siecle Russian Culture

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

LOUISIANA

New Orleans:

*Janice M. Carlisle
Evanston, IL 60201

FA-28525-89

Tulane University of Louisiana

PROJECT TITLE: J.S. Mill and His Writing

David C. Estes

New Orleans, LA 70118

FB-26990-89

Loyola University, New Orleans

PROJECT TITLE: African-American Women Preachers in New Orleans

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

NEW YORK

Albany:

Jeffrey W. Merrick
Albany, NY 12210
Barnard College
(New York, NY)

FA-28863

PROJECT TITLE: Patriarchalism in Early Modern French Politics

Brooklyn:

William B. Long
Brooklyn, NY 11238
AMS Press, Inc.

FB-26508

PROJECT TITLE: Playhouse Manuscripts in the English Renaissance

Rufus E. Hallmark, Jr.
Brooklyn, NY 11231

FA-28651

CUNY Research Foundation/Queens College
(Flushing, NY)

PROJECT TITLE: Friedrich Ruckert and the 19th-Century Lied

Henrik A. E. Krogius
Brooklyn, NY 11201

FB-27131-89

National Broadcasting Company

PROJECT TITLE: Cityways for People and Cars: A History of Urban Highways

Buffalo:

Elizabeth C. Cromley
Buffalo, NY 14222

FB-26636

SUNY Research Foundation/Buffalo Main Campus

PROJECT TITLE: Domestic Space in American Architecture, 1750-1950

Clinton:

Alfred H. Kelly
Clinton, NY 13323
Hamilton College

FB-26414

PROJECT TITLE: Images of the Franco-Prussian War: The German Memory of
1870-71

John C. O'Neal
Clinton, NY 13323
Hamilton College

FB-26781

PROJECT TITLE: Theories of Sensation, Epistemology and Aesthetics in the
French Enlightenment

NATIONAL ENDOWMENT FOR THE HUMANITIES
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NEW YORK (continued)

Flushing:

Karl Beckson
Flushing, NY 11367
CUNY Research Foundation/Brooklyn College
(Brooklyn, NY)
PROJECT TITLE: A Cultural History of London in the 1890s

FB-26380

Ithaca:

Calum M. Carmichael
Ithaca, NY 14850
Cornell University
PROJECT TITLE: The Laws of the Book of the Covenant

FA-28601

Pietro Pucci
Ithaca, NY 14853
Cornell University
PROJECT TITLE: Greek Tragedy, Epic and Ritual

FA-28302-89

Barry S. Strauss
Ithaca, NY 14853
Cornell University
PROJECT TITLE: Fathers and Sons and the Crisis of Athenian Ideology

FA-28625

Andrew Ezergailis
Ithaca, NY 14850
Ithaca College
PROJECT TITLE: The Holocaust in Latvia, 1941-45

FB-27019

Jamaica:

Edna Aizenberg
Jamaica, NY 11432
Marymount Manhattan College
(New York, NY)
PROJECT TITLE: Themes in Third-World Literature: A Comparison of
Latin-American and African Novels

FB-26798

New York City:

Catharine S. Nepomnyashchy
New York, NY 10024
Barnard College
PROJECT TITLE: The Writings of Abram Tertz

FA-28673

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
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NEW YORK (continued)

New York City (continued):

Nancy K. Miller
New York, NY 10024 FA-28792
CUNY Research Foundation/Lehman College
(Bronx, NY)
PROJECT TITLE: The Rise of the Novel in 18th-Century France

Paul H. Avrich
New York, NY 10025 FA-28257-89
CUNY Research Foundation/Queens College
(Flushing, NY)
PROJECT TITLE: A Reappraisal of the Sacco and Vanzetti Case

*Ora F. Saloman
Englewood, NJ 07632 FB-26955-89
CUNY Research Foundation/Bernard Baruch College
(New York, NY)
PROJECT TITLE: John Sullivan Dwight and Transcendentalist Music Criticism,
1839-49

Richard L. Braverman
New York, NY 10027 FA-28764-89
Columbia University
PROJECT TITLE: Plots and Counterplots: Politics and Literary
Representation, 1660-1730

Kathryn Louise Gravdal
New York, NY 10025 FA-28459-89
Columbia University
PROJECT TITLE: Images of Women in Medieval France

*Anna C. Chave
New York, NY 10012 FA-28511-89
Harvard University
(Cambridge, MA)
PROJECT TITLE: Rebirth and Reconstruction: Brancusi and the Avant-Garde

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

NEW YORK (continued)

New York City (continued):

Robert A. Hamburger, Jr.

New York, NY 10025

FB-26351-89

Independent Scholar

PROJECT TITLE: The Life and Work of Charles Erskine Scott Wood

*Ellen Ross

New York, NY 10025

FB-26986

Ramapo College of New Jersey

(Mahwah, NJ)

PROJECT TITLE: Wives and Mothers in Working-Class London, 1870-1918

*Judith R. Walkowitz

New York, NY 10011

FA-28921-89

Rutgers University, New Brunswick

(New Brunswick, NJ)

PROJECT TITLE: An Analysis of Social Narratives of Late Victorian London

Frederick E. Brown

New York, NY 10024

FA-28261-89

SUNY Research Foundation/Stony Brook Main Campus

(Stony Brook, NY)

PROJECT TITLE: A Critical Biography of Emile Zola

*Anton W. DePorte

New York, NY 10003

FB-26934

U.S. Department of State

(Washington, DC)

PROJECT TITLE: A History of the Fourth Republic of France, 1944-58

Deborah D. Moore

New York, NY 10040

FB-26453

Vassar College

(Poughkeepsie, NY)

PROJECT TITLE: A History of Jewish Migration and Community in Postwar
Miami and Los Angeles

Mark A. Polizzotti

New York, NY 10023

FB-27012

Weidenfeld and Nicolson

PROJECT TITLE: A Biography of Andre Breton

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

NEW YORK (continued)

New York City (continued):

*Laura E. Levine
New York, NY 10021
Wellesley College
(Wellesley, MA)
PROJECT TITLE: Attacks Against the Theater, 1579-1642

FB-27049

Poughkeepsie:

Charles L. Briggs
Poughkeepsie, NY 12601
Vassar College
PROJECT TITLE: Gender and Power in Native South American Discourse

FB-26855

Rochester:

Robert W. Wason
Rochester, NY 14620
University of Rochester
PROJECT TITLE: A Critical and Historical Analysis of the Music of Anton Webern

FA-28878

Stony Brook:

Ellen I. Broselow
Stony Brook, NY 11794
SUNY Research Foundation/Stony Brook Main Campus
PROJECT TITLE: The Sound Structure of the Major Arabic Dialects

FB-26626

Robert D. Hoberman

Stony Brook, NY 11794
SUNY Research Foundation/Stony Brook Main Campus
PROJECT TITLE: Linguistic Structure of Modern Aramaic: Jewish Dialect of
Southern Kurdistan

FA-28454-89

Syracuse:

Peter van Inwagen
Syracuse, NY 13244
Syracuse University
PROJECT TITLE: Being: An Essay in Ontology

FA-28521-89

Yonkers:

Benjamin R. Gampel
Yonkers, NY 10705
Jewish Theological Seminary of America
(New York, NY)
PROJECT TITLE: The Expulsion of the Jews from the Iberian Peninsula

FA-28798

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MARYLAND

Annapolis:

*Pamela A. Kraus
Washington, DC 20003
Saint John's College, Main Campus
(Annapolis, MD)
PROJECT TITLE: Rene Descartes' Philosophy of Human Nature
FB-26772-89

Baltimore:

Michael E. Broyles
Baltimore, MD 21228
University of Maryland, Baltimore County
PROJECT TITLE: Boston and the Forging of an American Musical Aesthetic
FA-28829-89

Hugh D. Graham
Baltimore, MD 21212
University of Maryland, Baltimore County
PROJECT TITLE: A History of Federal Civil Rights Policy, 1972-80
FB-26347

Bethesda:

Herbert C. Morton
Bethesda, MD 20817
Independent Scholar
PROJECT TITLE: Webster's Third Revisited: Philip B. Gove and the Making of
a Dictionary
FB-26843-89

Takoma Park:

Martha Nell Smith
Takoma Park, MD 20912
University of Maryland, College Park
(College Park, MD)
PROJECT TITLE: Studies in the Poetry and Letters of Emily Dickinson
FA-28464-89

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MASSACHUSETTS

Amherst:

Gareth B. Matthews
Amherst, MA 01003
University of Massachusetts, Amherst
PROJECT TITLE: Augustine and Descartes: Two First-Person Perspectives

FA-28280-89

Boston:

Jon P. Klancher
Boston, MA 02215
Boston University
PROJECT TITLE: The Institutional Context of English Romanticism

FA-28775

Susan L. Mizruchi
Boston, MA 02215
Boston University
PROJECT TITLE: Henry James and Turn-of-the-Century Social Theorists

FA-28414-89

Charles Julian Rzepka
Boston, MA 02215
Boston University
PROJECT TITLE: Literary Labor, Gift-Exchange and the Sublime in
Wordsworth and De Quincey

FA-28659

Brighton:

Robert T. Crossley
Brighton, MA 02135
University of Massachusetts, Boston
PROJECT TITLE: A Biography of Olaf Stapledon, 1886-1950

FB-26553

Brookline:

Eli Hirsch
Brookline, MA 02146
Brandeis University
(Waltham, MA)
PROJECT TITLE: Why Language Divides the World into Ordinary Things and Classes

FB-26945-89

Jerry H. Samet
Brookline, MA 02146
Brandeis University
(Waltham, MA)
PROJECT TITLE: The Controversy Over Innate Ideas

FB-26844

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MASSACHUSETTS (continued)

Cambridge:

Erica Harth

Cambridge, MA 02139

FA-28726-89

Brandeis University
(Waltham, MA)

PROJECT TITLE: Gender and the New Learning in Early Modern France

Bernadette J. Brooten

Cambridge, MA 02138

FA-28772-89

Harvard University

PROJECT TITLE: The Historical Context of Early Christian Responses to Gender

*Anna C. Chave

New York, NY 10012

FA-28511-89

Harvard University

(Cambridge, MA)

PROJECT TITLE: Rebirth and Reconstruction: Brancusi and the Avant-Garde

David G. Hughes

Cambridge, MA 02138

FA-28419

Harvard University

PROJECT TITLE: Style, Notation and Transmission in Western Liturgical Chant

Harriet Ritvo

Cambridge, MA 02139

FB-26717-89

Massachusetts Institute of Technology

PROJECT TITLE: Taxonomies of Life in 19th-Century Britain

Julie P. Winch

Cambridge, MA 02138

FB-26721-89

University of Massachusetts, Boston

PROJECT TITLE: Profile of a Black Leader: James Forten, 1766-1842

*Patrick T. Riley

Cambridge, MA 02138

FA-28572-89

University of Wisconsin, Madison

PROJECT TITLE: The Groundwork of Kant's Political Philosophy

Chestnut Hill:

Alan T. Richardson

Chestnut Hill, MA 02167

FA-28506-89

Boston College

PROJECT TITLE: The Role of Education and Educational Theory in British Romantic Literature, 1789-1832

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MASSACHUSETTS (continued)

Lynn:
Robert S. Liberles
Lynn, MA 01902 FB-26470
Ben Gurion University of the Negev
(Beersheva, Israel)
PROJECT TITLE: Salo Baron and the Study of Jewish History

Medford:
Vincent J. Pollina
Medford, MA 02155 FB-27030
Tufts University
PROJECT TITLE: The Verbal and Melodic Art of the Troubadours

Reed Ueda
Medford, MA 02155 FB-26949
Tufts University
PROJECT TITLE: The Asian Immigrant in American History: A Comparison of
Asian Ethnic Groups, 1850 to 1980

Newton Highlands:
I. Tzvi Abusch
Newton Highlands, MA 02161 FA-28833
Brandeis University
(Waltham, MA)
PROJECT TITLE: Witchcraft Beliefs and the History of Thought in Ancient
Mesopotamia

Northampton:
Grace S. Fong
Northampton, MA 01063 FB-27052-89
Smith College
PROJECT TITLE: Society, Politics and Aesthetics in China: Ci Poetry of
the Southern Song Period, 1127-1279

Michael E. Gorra
Northampton, MA 01063 FB-26416-89
Smith College
PROJECT TITLE: After Empire: Contemporary British and Postcolonial Literature

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MASSACHUSETTS (continued)

Sharon:

Lois P. Rudnick
Sharon, MA 02067 FA-28755-89
University of Massachusetts, Boston
PROJECT TITLE: A Cultural History of the Mabel Dodge Luhan Estate, 1918-88

Somerville:

Kathleen Wilson
Somerville, MA 02144 FA-28497-89
Harvard University
(Cambridge, MA)
PROJECT TITLE: Theater, Culture and Politics in Provincial England, 1720-1800

South Hadley:

Debbora Battaglia
South Hadley, MA 01075 FB-26486
Mount Holyoke College
PROJECT TITLE: Trobrianders at Home in Port Moresby: Narrative and the
Representation of Self Among Urban Trobrianders

Waltham:

Gregory L. Freeze
Waltham, MA 02254 FA-28364
Brandeis University
PROJECT TITLE: Church, Religion and Society in Imperial Russia, 1750-1914

Robert A. Schneider
Waltham, MA 02254 FA-28928-89
Brandeis University
PROJECT TITLE: Pierre Barthes' 18th Century: Social Drama in
Old Regime Toulouse

Wellesley:

Lidwien E. Kapteijns
Wellesley, MA 02181 FB-26461
Wellesley College
PROJECT TITLE: Women's Roles in Somali Society, 1800-1940

*Laura E. Levine
New York, NY 10021 FB-27049
Wellesley College
(Wellesley, MA)
PROJECT TITLE: Attacks Against the Theater, 1579-1642

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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MASSACHUSETTS (continued)

Wellesley (continued):

Guy M. Rogers
Wellesley, MA 02181
Wellesley College
PROJECT TITLE: The Festival of the Mysteries of Artemis at Ephesos
FB-26749

West Newton:

Lawrence L. Langer
West Newton, MA 02165
Simmons College
(Boston, MA)
PROJECT TITLE: The Ruins of Memory: Interpreting Holocaust Testimonies
FB-26825-89

Williamstown:

Robert H. Bell
Williamstown, MA 01267
Williams College
PROJECT TITLE: The Comic and the Serious in James Joyce's Ulysses
FB-26440-89

Susan Dunn

Williamstown, MA 01267
Williams College
PROJECT TITLE: Pity and Politics: Interpretations of Regicide in
19th-Century France
FB-26846-89

Gary J. Jacobsohn

Williamstown, MA 01267
Williams College
PROJECT TITLE: Alternative Pluralisms: A Comparison of Israeli and
American Constitutionalism
FB-26350

Peter T. Murphy

Williamstown, MA 01267
Williams College
PROJECT TITLE: Selling Romanticism: Popularity and Romantic Literary Ambition
FB-26699-89

Stephen J. Tifft

Williamstown, MA 01267
Williams College
PROJECT TITLE: Playing History False: The Critique of Comedy in
Political Crisis
FB-26788-89

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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April 1989

MICHIGAN

Ann Arbor:

Judith O. Becker
Ann Arbor, MI 48103 FA-28353-89
University of Michigan, Ann Arbor
PROJECT TITLE: Tantrism and the Performing Arts of Java

Joseph L. Blotner
Ann Arbor, MI 48104 FA-28577
University of Michigan, Ann Arbor
PROJECT TITLE: A Literary Biography of Robert Penn Warren

Thomas M. Kavanagh
Ann Arbor, MI 48109 FA-28345-89
University of Michigan, Ann Arbor
PROJECT TITLE: Enlightenment and the Shadows of Chance

Sherry B. Ortner
Ann Arbor, MI 48109 FA-28294-89
University of Michigan, Ann Arbor
PROJECT TITLE: Religious Reform and Social Transformation Among the Sherpas
of Nepal

William N. Rothstein
Ann Arbor, MI 48109 FA-28307
University of Michigan, Ann Arbor
PROJECT TITLE: A Reexamination of Hierarchical Musical Theories

Stephen J. Yablo
Ann Arbor, MI 48109 FA-28825-89
University of Michigan, Ann Arbor
PROJECT TITLE: Essence, Cause and Mind: A Defense of Pluralism

East Lansing:

Stanley J. Chojnacki
East Lansing, MI 48823 FA-28602
Michigan State University
PROJECT TITLE: Marriage, Social Relations and Patrician Culture in Venice,
1300-1550

Ypsilanti:

Karen P. Sinclair
Ypsilanti, MI 48197 FB-27099
Eastern Michigan University
PROJECT TITLE: The Maori Tradition of Prophecy and the Cultural
Construction of History

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MINNESOTA

Northfield:

Chang-tai Hung
Northfield, MN 55057
Carleton College

FB-26524

PROJECT TITLE: Intellectuals, Resistance and Popular Culture in Modern
China, 1937-45

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FELLOWSHIPS IN THE HUMANITIES
April 1989

MISSOURI

St. Louis:

Robert M. Gordon

St. Louis, MO 63121

FB-26967-89

University of Missouri, Saint Louis

PROJECT TITLE: The Dependence of Action on Belief

Gregory R. Claeys

St. Louis, MO 63130

FA-28385

Washington University

PROJECT TITLE: William Godwin and the French Revolutionary Debate

Marvin H. Marcus

St. Louis, MO 63130

FA-28492-89

Washington University

PROJECT TITLE: A Study of Japanese Autobiographical Literature

#

NEH-89-016-L17

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MONTANA

Bozeman:

Raymond A. Mentzer, Jr.
Bozeman, MT 59717

FB-27148

Montana State University

PROJECT TITLE: Ideology and Family Survival in France

#

NEH-89-016-L18

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

NEBRASKA

Lincoln:

Waller R. Newell

Lincoln, NE 68588

FA-28457-89

University of Nebraska, Lincoln

PROJECT TITLE: Studies in the Meaning of Tyranny and Princely Virtue

#

NEH-89-016-L19

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April 1989

NEVADA

Reno:

Catherine P. Smith
Reno, NV 89557

FB-26458-89

University of Nevada, Reno

PROJECT TITLE: A History of American Music in Los Angeles, 1918-45

#

NEH-89-016-L20

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

NEW HAMPSHIRE

Durham:

Keith Polk

Durham, NH 03824

FA-28534-89

University of New Hampshire

PROJECT TITLE: Music in 15th-Century Germany

Hanover:

Mary Kelley

Hanover, NH 03755

FB-26922

Dartmouth College

PROJECT TITLE: Achieving Authority: Women's Entrance into Public Life
in Early America

#

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April 1989

NEW JERSEY

Camden:

Diane K. McColley
Camden, NJ 08102

FB-26931-89

Rutgers University, Camden

PROJECT TITLE: Words and Music in 17th-Century English Literature

David S. Reynolds
Camden, NJ 08102

FB-27105

Rutgers University, Camden

PROJECT TITLE: Walt Whitman in His Times: Leaves of Grass and American Culture

Philip B. Scranton
Camden, NJ 08102

FB-26419-89

Rutgers University, Camden

PROJECT TITLE: Endless Novelty: Flexible Production and American Industrialization

Englewood:

*Ora F. Saloman
Englewood, NJ 07632

FB-26955-89

CUNY Research Foundation/Bernard Baruch College
(New York, NY)

PROJECT TITLE: John Sullivan Dwight and Transcendentalist Music Criticism, 1839-49

Hopewell:

Christine M. Guth
Hopewell, NJ 08525
Independent Scholar

FB-26488-89

PROJECT TITLE: Art Collecting in Early Modern Japan: Industrialist Masuda Takashi, His Friends and His Rivals

Mahwah:

*Ellen Ross
New York, NY 10025
Ramapo College of New Jersey
(Mahwah, NJ)

FB-26986

PROJECT TITLE: Wives and Mothers in Working-Class London, 1870-1918

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

NEW JERSEY (continued)

New Brunswick:

Gerald N. Grob
New Brunswick, NJ 08903 FA-28562-89
Rutgers University, New Brunswick
PROJECT TITLE: A History of Mental Health Policy in the United States, 1940-70

*Judith R. Walkowitz
New York, NY 10011 FA-28921-89
Rutgers University, New Brunswick
PROJECT TITLE: An Analysis of Social Narratives of Late Victorian London

Princeton:

Michael Frede
Princeton, NJ 08544 FA-28352-89
Princeton University
PROJECT TITLE: Aristotle's De Anima

Seth Lerer
Princeton, NJ 08544 FA-28418
Princeton University
PROJECT TITLE: Chaucer and His Readers: Poetic Authority and Literary Reception in Late Medieval England

Elaine C. Showalter
Princeton, NJ 08540 FA-28326-89
Princeton University
PROJECT TITLE: A Literary History of American Women Writers

Anthony Vidler
Princeton, NJ 08544 FA-28543-89
Princeton University
PROJECT TITLE: The Architecture of Romanticism: Historical Monuments, Cultural Symbolism and Literary Genres in France, 1800-48

South Orange:

Carol L. Barash
South Orange, NJ 07079 FA-28675-89
Rutgers University, New Brunswick
PROJECT TITLE: Formations of Gender in 18th-Century Narrative

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NEH-89-016-L22

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

NEW MEXICO

Albuquerque:

Peter J. Bakewell

Albuquerque, NM 87131

FA-28404

University of New Mexico

PROJECT TITLE: A Personal and Political Biography of Don Francisco de
Toledo, Fifth Viceroy of Peru, 1569-81

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

MAINE

Auburn:

Thomas F. Tracy
Auburn, ME 04210
Bates College
(Lewiston, ME)

FB-26814

PROJECT TITLE: Philosophical Quandaries: Narrative Theology and Divine
Action in the World

Farmington:

Mark L. McPherran
Farmington, ME 04938

FB-26582-89

University of Maine at Farmington

PROJECT TITLE: Socratic Philosophy and Socratic Religion

Portland:

Piers Beirne
Portland, ME 04103

FB-26796

University of Southern Maine

PROJECT TITLE: The Development of Science and the Rise of Sociological
Criminology, 1820-1920

Waterville:

Peter W. Nutting
Waterville, ME 04901

FB-26968-89

Colby College

PROJECT TITLE: Clown Figures in the Writing of Franz Kafka

Sonya O. Rose
Waterville, ME 04901

FB-26340-89

Colby College

PROJECT TITLE: The Creation of a Gender-Segregated Labor Force in
19th-Century Britain

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April 1989

NORTH CAROLINA

Asheville:

William M. Spellman
Asheville, NC 28804
University of North Carolina, Asheville
PROJECT TITLE: The Latitudinarian Moment: Anglican Thought in the Early
Enlightenment, 1660-1700
FB-26566

Chapel Hill:

*Paul L. Krause
British Columbia, Canada
University of North Carolina, Chapel Hill
PROJECT TITLE: The Politics and Morality of Steelmaking in Gilded-Age America
FA-28299

Nancy K. Rhoden
Chapel Hill, NC 27599
University of North Carolina, Chapel Hill
PROJECT TITLE: A Critique of Legal Bioethics
FA-28332

Durham:

David H. Sanford
Durham, NC 27708
Duke University
PROJECT TITLE: An Analysis of Causation and the Concept of Mechanism in
Philosophy
FA-28421-89

Greensboro:

Terrance C. McConnell
Greensboro, NC 27412
University of North Carolina, Greensboro
PROJECT TITLE: Gratitude and Moral Theory
FB-26715

Raleigh:

Jonathan K. Ocko
Raleigh, NC 27695
North Carolina State University
PROJECT TITLE: Concepts of Justice in Late Imperial China
FB-26526

James C. VanderKam
Raleigh, NC 27695
North Carolina State University
PROJECT TITLE: A History of the Jewish High Priesthood in the Second-Temple
Period, 516 B.C. to 70 A.D.
FB-26554

*The names of scholars affiliated with an institution in one state and residing in another appear on the lists for both states.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

OHIO

Cincinnati:

Christina C. Simmons
Cincinnati, OH 45236
University of Cincinnati, Raymond Walters College
PROJECT TITLE: A New Ideal of the Modern American Woman, 1914-41

FB-26666-89

Gambier:

Howard L. Sacks
Gambier, OH 43022
Kenyon College
PROJECT TITLE: Way Up North in Dixie: A Study of Music by Blacks and
Whites on the Northern Frontier

FB-26533

Roy Wortman

Gambier, OH 43022

Kenyon College

PROJECT TITLE: Populism's Stepchildren: A History of the National
Farmers Union from the New Deal to the Great Society

FB-26366

Oberlin:

Vladimir N. Brovkin

Oberlin, OH 44074

Oberlin College

PROJECT TITLE: Political Parties and Social Movements in the Russian Civil War

FB-26536

Ana C. Cara-Walker

Oberlin, OH 44074

Oberlin College

PROJECT TITLE: Art and Tradition in Borges' Milonga Poems

FB-26700

Gilbert C. Meilaender

Oberlin, OH 44074

Oberlin College

PROJECT TITLE: The Character of Christian Ethics: Public or Private?

FB-26587

#

NEH-89-016-L26

NATIONAL ENDOWMENT FOR THE HUMANITIES
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April 1989

OREGON

Corvallis:

Bess Beatty

Corvallis, OR 97331

FB-26716-89

Oregon State University Foundation

PROJECT TITLE: Textile Workers in the Southern Piedmont, 1830-1910

Eugene:

Esther Jacobson

Eugene, OR 97403

FA-28347-89

University of Oregon, Eugene

PROJECT TITLE: Approaches to the Reconstruction of Symbolic Systems

#

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April 1989

PENNSYLVANIA

Bethlehem:

Jan Fergus

Bethlehem, PA 18015

FA-28750-89

Lehigh University

PROJECT TITLE: The Audience for New Forms of Prose Fiction in 18th-Century
Provincial England

David W. Pankenier

Bethlehem, PA 18015

FB-27055-89

Lehigh University

PROJECT TITLE: From Revelation to Revolution: The Mandate of Heaven in
Ancient China

Bryn Mawr:

Gloria Ferrari Pinney

Bryn Mawr, PA 19010

FA-28389-89

Bryn Mawr College

PROJECT TITLE: Imagery and Function in Greek Vases

James J. O'Donnell

Bryn Mawr, PA 19010

FA-28375-89

University of Pennsylvania
(Philadelphia, PA)

PROJECT TITLE: The Confessions of Augustine

Carlisle:

Neil B. Weissman

Carlisle, PA 17013

FB-27002

Dickinson College

PROJECT TITLE: Policing Soviet Russia, 1917-30

Easton:

Roxanne D. Lalande

Easton, PA 18042

FB-26629-89

Lafayette College

PROJECT TITLE: Intruders in the Circle of the Play: The Female Character
as Spoil-Sport in Moliere's Comedies

Lancaster:

Howard L. Kaye

Lancaster, PA 17604

FB-26498

Franklin and Marshall College

PROJECT TITLE: Freud and Social Theory

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

PENNSYLVANIA (continued)

Philadelphia:

Richard R. Beeman
Philadelphia, PA 19104 FA-28228-89
University of Pennsylvania
PROJECT TITLE: The Evolution of American Political Culture, 1789-1801

Paul D. Guyer
Philadelphia, PA 19104 FA-28354-89
University of Pennsylvania
PROJECT TITLE: Immanuel Kant's Critique and Reconstruction of Traditional
Metaphysics

Moshe Lewin
Philadelphia, PA 19104 FA-28371-89
University of Pennsylvania
PROJECT TITLE: Russian Society and the State Between the World Wars

John J. Richetti
Philadelphia, PA 19104 FA-28303-89
University of Pennsylvania
PROJECT TITLE: Narrative in Britain, 1700-80

Villanova:

Lowell S. Gustafson
Villanova, PA 19085 FB-27084
Villanova University
PROJECT TITLE: From Personalism to System: Democratic Leadership in
Argentina, 1983-89

Vincent B. Sherry
Villanova, PA 19085 FB-27048
Villanova University
PROJECT TITLE: Space, Speech and Politics: The Radical Modernism of
Wyndham Lewis, Ezra Pound and David Jones

West Chester:

Paul A. Stoller
West Chester, PA 19383 FB-26371
West Chester University
PROJECT TITLE: Warriors of the Sahel: A Songhay Family in Niger, 1830-1986

#

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April 1989

RHODE ISLAND

Providence:

William O. Beeman
Providence, RI 02912 FA-28529
Brown University
PROJECT TITLE: Performance Theory in the Humanistic Disciplines

Jacob Neusner
Providence, RI 02912 FA-28396-89
Brown University
PROJECT TITLE: The Philosophy of Judaism: The Mishnah and the Second Sophistic

Kurt A. Raaflaub
Providence, RI 02912 FA-28754
Brown University
PROJECT TITLE: The Beginnings of Political Thought in Ancient Greece

Thomas E. Ewens
Providence, RI 02906 FB-26751
Rhode Island School of Design
PROJECT TITLE: Discipline in Art and Art Education

Elizabeth G. Grossman
Providence, RI 02903 FB-26437
Rhode Island School of Design
PROJECT TITLE: The Civic Architecture of Paul P. Cret

#

NEH-89-016-L29

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

SOUTH DAKOTA

Vermillion:

Adrian Weiss

Vermillion, SD 57069

FB-27121-89

University of South Dakota

PROJECT TITLE: Practices of the Printing House of George Eld, 1603-09

#

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April 1989

TENNESSEE

Athens:

David A. Duncan
Athens, TN 37303
Tennessee Wesleyan College
PROJECT TITLE: Science and Music in the Thought of Marin Mersenne, 1588-1648

FB-26656-89

Johnson City:

John R. Hardwig
Johnson City, TN 37614
East Tennessee State University
PROJECT TITLE: Experts, Trust and Ethics in Epistemology

FB-26910

Knoxville:

George B. Hutchinson
Knoxville, TN 37996
University of Tennessee, Knoxville
PROJECT TITLE: American Cultural Nationalism and the Harlem Renaissance

FA-28483-89

Nashville:

Cassandra Laity
Nashville, TN 37235
Vanderbilt University
PROJECT TITLE: H.D. (Hilda Doolittle) and the Turn of the Century

FA-28292-89

Sewanee:

Richard A. O'Connor
Sewanee, TN 37375
University of the South
PROJECT TITLE: Cities and Temples: A Cultural History of the Siamese Tai

FB-26971

#

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April 1989

TEXAS

Austin:

Mary E. Blockley
Austin, TX 78712 FA-28785
University of Texas, Austin
PROJECT TITLE: Syntactic Differences between Old English Verse and Old
English Prose

James Brow
Austin, TX 78712 FA-28424-89
University of Texas, Austin
PROJECT TITLE: Images of the Peasantry in the Construction of Sinhalese
Nationalism

Aloysius P. Martinich
Austin, TX 78712 FA-28432-89
University of Texas, Austin
PROJECT TITLE: Thomas Hobbes' Philosophy of Religion

College Station:

Gary C. Anderson
College Station, TX 77843 FA-28278-89
Texas A&M University Main Campus
PROJECT TITLE: An Ethnohistorical Study of American Indian-Hispanic-Anglo
Relations in Texas and the New Southwest

El Paso:

Cheryl E. Martin
El Paso, TX 79968 FB-27008
University of Texas, El Paso
PROJECT TITLE: Popular Attitudes and Ideology in Northern Mexico, 1650-1850

Houston:

Elizabeth Long
Houston, TX 77251 FB-27037
Rice University
PROJECT TITLE: Reading at the Grassroots: Local Book Discussion Groups,
Social Interaction and Cultural Change

Meredith A. Skura
Houston, TX 77251 FA-28468-89
Rice University
PROJECT TITLE: Shakespeare the Actor

Irving:

Nancy E. Gregory
Irving, TX 75062 FA-28706-89
University of Dallas
PROJECT TITLE: Classical Texts in H.D.'s (Hilda Doolittle's) Writing

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April 1989

VERMONT

Middlebury:

Richard T. Arthur
Middlebury, VT 05753
Middlebury College

FB-26897

PROJECT TITLE: Leibniz's Solution to the Problem of the Continuum

Jennifer C. Post
Middlebury, VT 05753
Middlebury College

FB-26729

PROJECT TITLE: Traditional Music, Family and Community in Rural Northern
New England, 1850-1950

Christopher K. Wilson
Middlebury, VT 05753
Middlebury College

FB-26830

PROJECT TITLE: The Battlefield and the Bible: Religious Typologies in the
Art of Civil War America

#

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April 1989

VIRGINIA

Blacksburg:

Daniel W. Mosser
Blacksburg, VA 24060
Virginia Polytechnic Institute & State University
PROJECT TITLE: The Alpha Manuscripts of The Canterbury Tales

FB-26323

Charlottesville :

David T. Gies
Charlottesville, VA 22903
University of Virginia
PROJECT TITLE: A History of the 19th-Century Spanish Theater

FA-28830

Williamsburg:

Scott Donaldson
Williamsburg, VA 23185
College of William and Mary
PROJECT TITLE: A Biography of Archibald MacLeish, 1892-1982

FB-26476-89

James C. Livingston

Williamsburg, VA 23185
College of William and Mary
PROJECT TITLE: English Religious Thought, 1860-1910

FB-26481-89

Talbot J. Taylor

Williamsburg, VA 23185
College of William and Mary
PROJECT TITLE: The Influence of Locke's Puzzle on Linguistic Ideas, 1689-1953

FB-26450

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April 1989

WISCONSIN

Madison:

Matthew H. Bernstein
Madison, WI 53703
Independent Scholar

FB-26920-89

PROJECT TITLE: Defiant Cooperation: Walter Wanger and Independent Film
Production in Hollywood

Faye M. Getz
Madison, WI 53711
Independent Scholar

FB-26750-89

PROJECT TITLE: Medicine in Medieval England: Physic, Empiricism and the
Healing Communities

David M. Bethea
Madison, WI 53706
University of Wisconsin, Madison

FA-28551

PROJECT TITLE: Russia and the West in the Work of Joseph Brodsky

*Patrick T. Riley
Cambridge, MA 02138
University of Wisconsin, Madison

FA-28572-89

PROJECT TITLE: The Groundwork of Kant's Political Philosophy

Frank L. Salomon
Madison, WI 53706
University of Wisconsin, Madison

FA-28490

PROJECT TITLE: The Meanings of the Huarochiri Manuscript

Dennis W. Stampe
Madison, WI 53711
University of Wisconsin, Madison

FA-28912-89

PROJECT TITLE: The Freedom of the Will

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in another appear on the lists for both states.

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NEH-89-016-L34

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

WASHINGTON

Tacoma:

*Michael K. Honey

Tacoma, WA 98416

FB-26961

Wesleyan University

(Middletown, CT)

PROJECT TITLE: Southern Labor and Civil Rights: Black Workers and the
Industrial Labor Movement in Memphis

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#

NEH-89-016-L36

NATIONAL ENDOWMENT FOR THE HUMANITIES
FELLOWSHIPS IN THE HUMANITIES
April 1989

WYOMING

Laramie:

Janice H. Harris

Laramie, WY 82070

FB-26532

University of Wyoming

PROJECT TITLE: The Great Debate: A Study of Edwardian Feminist Discourse,
1900-14

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
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April 1989

FOREIGN COUNTRIES

British Columbia, Canada:

*Paul L. Krause

B.C., Canada

FA-28299

University of North Carolina, Chapel Hill
(Chapel Hill, NC)

PROJECT TITLE: The Politics and Morality of Steelmaking in Gilded-Age America

Jerusalem, Israel:

Steven B. Kaplan

Jerusalem, Israel

FA-28452

Hebrew University

PROJECT TITLE: A History of the Beta Israel (Falasha) to 1900

Swansea, Wales:

Jane K. Cowan

Swansea, Wales

FA-28940

University College, Swansea
(Swansea, Wales)

PROJECT TITLE: An Exploration of Female Discourse and Ethnographic Process
in a Northern Greek Town

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#

NEWS

National Endowment
for the Humanities

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

202/786-0449

NEH-89-017-N

<u>Contact:</u>	<u>Office</u>	<u>Home</u>
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EMBARGOED: Hold for release until 8:00 p.m. (EDT)
Wednesday, May 3, 1989

NOVELIST WALKER PERCY EXPLORES THE "SAN ANDREAS FAULT IN THE MODERN MIND" Jefferson Lecturer Calls for a New Science of Human Experience

WASHINGTON, May 3 -- Modern science has given us a "radically incoherent" view of the world by failing to explain how language is the critical link between the mind and the physical world, said novelist Walker Percy this evening in the 18th annual Jefferson Lecture in the Humanities.

He said that when "psychic" sciences -- such as psychology, sociology, psychiatry and other similar disciplines -- attempt to describe uniquely human behavior, they offer explanations in either purely physical or purely mental terms. Failing to account for the way that language connects the physical and the mental has led the "sciences of man" to become confused in their own analytical models.

"We do not find it odd that there is only one science of chemistry and neurology but at last count more than 600 different schools of psychotherapy, and growing," he said in his lecture, which was presented by the National Endowment for the Humanities (NEH) in Washington. "(T)he physical sciences are converging, whereas 'the psychic 'sciences' are diverging, that is, getting nuttier."

- OVER -

Percy said that healing the "great modern rift between mind and matter" will require science to focus on words and meanings, the place where the physical and the mental intersect. Recognizing this essential connection, Percy said, can make possible a radically new and expanded "science of man," capable of examining areas of human experience which are now thought solely to be the domain of philosophers or theologians.

Percy was selected to deliver this year's Jefferson Lecture by the National Council on the Humanities, a group of 26 distinguished citizens appointed by the President to advise the Humanities Endowment. The author of The Moviegoer, Love in the Ruins, The Thanatos Syndrome and several other novels and works of nonfiction, Percy delivered the lecture to an audience of invited guests at 8:00 p.m. (EDT) in the Departmental Auditorium.

Established in 1972, the NEH Jefferson Lecture is the highest honor conferred by the federal government for outstanding achievement in the humanities. The lectureship carries a stipend of \$10,000.

Percy's lecture, entitled "The Fateful Rift: The San Andreas Fault in the Modern Mind," contended that science either ignores or fails to address adequately the relationship between the human mind and the physical world. Contemporary psychology, for example, deals with two different types of phenomena -- visible, measureable entities such as neurons and synapses, and mental phenomena such as the "self" and "ego" -- without explaining how the one acts upon the other.

"Might we not in fact reasonably expect that the appropriate scientists, psychologists in this case, can tell us what one has to do with

the other, or how to get from one to the other, from 'matter' to 'mind'?" he asked.

Sociology, linguistics and cultural anthropology suffer from the same fundamental failure when they attempt to apply the analytical methods of natural science to the study of the human behavior, Percy said. Referring to the apparent confusion in linguistics, he said, "Many organisms make sounds to attract courtship, to scare off predators, to signal to other creatures the finding of food, to call their young, and so on. So do human organisms. But [humans] also make sounds which form sentences which tell the truth, lie or don't make sense at all. How did this come to pass?"

The answer, he said, can be found in the unique human ability to use language to convey reality, to "throw together" the physical (words as marks or sounds) and the mental (meanings). "Language is both words and meanings. It is impossible to imagine language without both," he said.

Percy cited the famous story of Helen Keller's learning sign language for the first time, "the memorable moment in the pump house when it dawned on her that the word water spelled in one hand meant the water running over the other. It was nothing less than the beginning of her life as a person."

Language is a natural phenomenon, Percy insisted, one that should be studied for its anatomical, physiological and evolutionary implications. But it cannot be reduced simply to a property of brain circuitry or a physical process.

On the contrary, he argued, focusing on language -- and the way it enables uniquely human activity such as speaking, listening, thinking, or

experiencing a work of art -- inevitably leads one to confront the entity within human beings that uses language to link the physical and the mental. Percy said that entity is real but not physical.

"(I)t will be a matter of interest, if not of amusement, to see how the scientists of the future ... come to grips with this non-material, non-measureable entity," he said. "For sooner or later, it must be confronted. There is no alternative if we wish to progress beyond the present incoherence of the social sciences and if we believe that man's unique behavior of language and symbol-mongering falls within the purview of natural science, which it clearly does."

Recognizing the uniqueness of language behavior has important consequences for the study of literature and other humanities disciplines, Percy said. "The humanities, in a word, are not the minstrels of the age whose only role is to promise 'R & R' to tired technicians and consumers after work. Rather are the humanities the elder brother of the sciences, who sees how the new scientist got his tail in a crack when he takes on the human subject as object and who even shows him the shape of a new science."

Percy concluded his lecture by asserting that if modern psychologists and other social scientists were to accept the description of man he offered, they might be able to consider aspects of human experience traditionally thought to be beyond the realm of science, such as the "traditional Judeo-Christian notions [of] man falling prey to the worldliness of the world, and man as pilgrim seeking his salvation."

The lecture was followed by an NEH reception for Percy at the Smithsonian Institution's National Museum of American History.

Private co-sponsors of this year's NEH Jefferson Lecture include the Lynde and Harry Bradley Foundation, Inc., the John M. Olin Foundation, Inc., and the Philip F. Schoch Trust.

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

FACTS

National Endowment
for the Humanities

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

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NEH-89-017-F1

WALKER PERCY

18th Jefferson Lecturer in the Humanities

Born in Birmingham, Ala., on May 28, 1916, Walker Percy received a bachelor of arts degree from the University of North Carolina in 1937 and an M.D. from Columbia University Medical School in 1941.

As a result of performing autopsies during his internship at Bellevue Hospital in New York City, Percy contracted pulmonary tuberculosis. While confined to his bed during a three-year convalescence, he read widely and decided to abandon his medical career in favor of writing. In 1946 he married and, shortly thereafter, he and his wife converted to Roman Catholicism. His first novel, The Moviegoer, was published in 1961 and received the National Book Award the following year.

Percy's other novels include The Last Gentleman (1966); Love in the Ruins (1971), winner of the National Catholic Book Award; Lancelot (1977); The Second Coming (1980); and The Thanatos Syndrome (1987). He has published two nonfiction books, The Message in the Bottle (1975) and Lost in the Cosmos (1983), as well as numerous articles and essays on philosophical, literary and medical topics.

Percy is a fellow of the American Academy of Arts and Sciences and a member of the National Institute of Arts and Letters. He and his wife, the former Mary Bernice Townsend, have two daughters. Percy currently resides in Covington, La., near New Orleans.

#

NOTE TO EDITORS AND WRITERS: Black-and-white photographs of Walker Percy, suitable for reproduction, are available from the National Endowment for the Humanities. If you need a photo, please call Noel Milan or John McGrath at 202/786-0449.

FACTS

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

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NEH-89-017-F2

1989 JEFFERSON LECTURE IN THE HUMANITIES

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

Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities.

Established to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lectureship provides an opportunity for an eminent scholar of the humanities to explore matters of broad concern. The lectureship carries a stipend of \$10,000.

The Jefferson Lecturer is selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of NEH, after considering a wide range of nominations.

The 1989 Jefferson Lecture will be delivered by novelist Walker Percy, whose works include The Moviegoer, The Last Gentleman, Love in the Ruins, Lancelot, The Second Coming and The Thanatos Syndrome.

Percy will speak on "The Fateful Rift: The San Andreas Fault in the Modern Mind." He will present his lecture to an audience of about 1,000 invited guests on Wednesday, May 3, at 8:00 p.m. (EDT) at the Departmental Auditorium in Washington, D.C.

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

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THE FATEFUL RIFT:

THE SAN ANDREAS FAULT IN THE MODERN MIND

50 -

In these brief remarks let me offer two propositions for your consideration.

One is that our view of the world, which we get consciously or unconsciously from modern science, is radically incoherent. *Sum*

A corollary of this proposition is that modern science is itself radically incoherent, not when it seeks to understand things and subhuman organisms and the cosmos itself. No, it is incoherent when it seeks to understand man, not his physiology or *his* neurology or his blood stream but man qua man, man when he is peculiarly human. In short, the sciences of man are incoherent.

I hasten to reassure you that I am not here to attack the social sciences in the name of the humanities. It may be true that science teaches nothing about living a life, or, as Kierkegaard would say: they, the sciences, have not one word to say about what it is to be born a man or a woman, to live and to die. Now this may be true but it doesn't do much good to keep saying it. It may be true, too, that the social sciences are themselves disordered, with each claiming to be primary and to explain all the others, but it is not very interesting to keep

saying so.

The second proposition is that the source of the incoherence lies within science itself, as it is presently practiced, and that the solution of the difficulty is not to be found in something extra-scientific, not in the humanities nor in religion, but within science itself. When I say science, I mean science in the root sense of the word, as the discovery of and knowing something which can be demonstrated and verified within a community.

What I am raising here is not the standard humanistic objection to science, that it is too impersonal, detached, abstracted, and that accordingly it does not meet human needs, does not take into account such human experiences as emotions, art, faith and so on. Such objections may or may not be justified, but even if they are, they leave the status quo ante unchanged, science as regnant over the entire domain of facts and truth, with religion and suchlike in charge of hopes and feelings and anything else they wish to claim.

Now Surely there is nothing wrong with a humanist, even a novelist, who is getting paid by the National Endowment for the Humanities, taking a look at his colleagues across the fence, scientists getting paid by the National Foundation for Science, and saying to them in the friendliest way: look, fellows, it's none of my business but hasn't something gone awry over there that you might want to fix?

We novelists would surely be grateful if scientists demonstrated that the reason novels are increasingly deranged

these days is because novelists are suffering from a rare encephalitis, and even offered to cure them.

No My proposal to scientists is far more modest. That is to say, I am not setting up either as physician or as the small boy noticing the naked emperor. It is more like whispering to a friend at a party that he'd do well to fix his fly.

For it can be shown, I think, that in certain areas, science, as it is presently practiced, fails on its own terms, fails ~~rather~~ in the confusion and incoherence of its own theories and models. This occurs, I think it can be shown, in the present-day sciences of man.

There is nothing new in what I am proposing. I wish it was my discovery. But it was ~~as I have said~~, pointed out a hundred years ago by an American scientist and philosopher who most people never heard of and who has been ignored by scientists ever since -- until recently.

Let me ^{to you} present this man's discovery ^{my understanding of} to you, albeit in the briefest terms which the limitations of time requires, not merely to show what light it sheds on the incoherence of science and of our own view of the world, but for its promise of contributing to a new and more coherent anthropology, that is, a theory of man.

The puzzling thing is that ^{this} the incoherence is both known and unknown, is as familiar on the one hand as a member of one's own family and as little remarked. It is like a long-standing family embarrassment, like Uncle Louie who, it is true, is a little strange but has been that way so long that it is not so much a

case of covering up as having got used to it. We don't talk about Uncle Louie. The understanding is that that is the way things are and nothing can be done about it.

The embarrassment occurs, as I say, when the natural sciences, so spectacularly successful in addressing the rest of the cosmos, addresses man himself. I am speaking of such sciences as psychology, psychiatry, linguistics, developmental anthropology, sociology.

Something odd happens. It is not merely, as the excuse sometimes runs, that the subject matter, man, is complex and difficult. So is the cosmos complex and difficult. But in the case of the cosmos there is the sense that the areas of ignorance are being steadily eroded by the advance of science. In the case of the sciences of man, however, the incoherence is chronic and seems to be intractable.

Take a familiar example, psychology, Psych 101, the college survey course we all took.

Here's what one studies or at least hears about -- and I mention only those items most familiar to sophomores: neurones, signals, synapses, transmitter substance, central nervous system, brain, mind, personality, self, consciousness, and later such items as id, ego, superego, archetypes.

We all remember, but what about it?

What is remarkable -- to a Martian visitor or a college sophomore who doesn't know any better -- is that there seem to be two sorts of things, very dissimilar things, named in the list

with no account of what one has to do with the other. The words early in the list refer to things and events which can be seen or measured, like neurones which are cells one can see through a microscope, or signals, ~~which are~~ transmissions of electrical energy along a nerve fibre, which one can measure. ^{But} The later words, like self, ego, consciousness, refer to items which cannot be seen as things or measured as energy exchanges. They can only be described by some such words as mental or mind.

Here again, I'm not telling you anything you don't already know, and here again you might ask, ~~so what?~~ ^{What about it?}

For is it not a commonplace that in psychology we deal with "mental" and "physical" entities, with mind and matter -- and I will not quarrel with however you wish to define matter, as stuff or things or electrons and protons in motion?

And is it not also the nature of science, the assumption that goes without saying that, yes, the gap may be there but that, yes, the gap is being closed or is in principle closable?

But is it not also the nature of the beast, something that we all know in our heart of hearts, that, no, the gap is not being closed and further that, no, the gap is not in principle closable -- that is, not by ~~the~~ ^{scientific} present regnant principles. How, even in principle, can mind be connected up with matter?

In fact, in speaking of the "mental" and the "physical", of the psyche and the brain, and with however much hope and sophistication we wish to phrase it, are we not admitting that we are still hung up on the horns of the ancient dualism of

Descartes, however much we wish to believe we had gotten past it? Descartes, you will recall, divided all reality between the res cogitans, the mind, and the res extensa, matter. God alone, literally, knew what one had to do with the other.

Could it be true, by the way, what Toqueville said about Americans years ago: that Americans are natural-born Cartesians without having read a word of Descartes?

But in natural science we do not like to admit that we are still split by a three-hundred-year-old dualism. Nor should it be the case.

^{But} Might we not ~~in fact~~ reasonably expect that the appropriate scientists, psychologists in this case, can tell us what one has to do with the other, or how to get from one to the other, from "matter" to "mind"? ^{the parents} If they are not going full steam ahead on bridging this peculiar gap, surely they must at least have some inkling.

As a matter of fact, as far as I can tell, they are not and do not. In Psych 101, the problem of the ancient dualism is usually dismissed in a sentence or two -- like ^{President} Reagan dismissing the national debt. Or the solution is not sought but declared found.

Here are some samples I've come across in the scientific literature about such things as mind and consciousness.

Mind is a property of the organization of neurones, their circuitry and the neurotransmitters between them.

Or: The relation of brain to mind is analogous to that of

computer to its software.

Or: Both brain (and its mind) and computer are information processors.

Or: The only difference between us and the Apple computer is complexity.

But here's ^{my favorite} ~~the best statement I've come across about awkward things like consciousness.~~ It is from a textbook, Physiology of Behavior by Neil R. Carlson. He writes: "What can a physiological psychologist say about human self-awareness? We know that it is altered by changes in the structure or chemistry of the brain. We conclude that consciousness is a physiological function, just like behavior."

^{really not very}
 NOW These statements are ~~something less useful, than truisms.~~ To say that mind is a property or function of the organization of the brain is like saying that Raphael's Orleans Madonna is a property of paint and color.

These uneasy little sentences can be read in two ways. Either they are saying this: everybody knows that Cartesian dualism is insurmountable ^{- that's the way things are -} so the best we can do is a quick semantic fix of the mind/body problem by writing a "brain" sentence and a "mind" sentence, like hopping back and forth through Alice's looking glass. Or we can treat it as a pseudo-problem, a matter of bad semantics, ignore it and go about our business.

I refer to this gap in scientific knowledge as an incoherence, from the Latin in-cohaerere, a not sticking together.

By this word I mean that we are not talking about an ordinary area of ignorance which is being steadily eroded by advancing knowledge -- like the tremendous advances in cosmology or in the physics of subatomic particles. No, this gap is incoherent and intractable, at least from the present posture of natural science. That is to say, no amount of effort by "brain" scientists and "mind" scientists can even narrow the gap. It is not like tunneling under a river from both sides and meeting in the middle. It is more like ships passing in the night.

Can anyone imagine how a psychology of the psyche, like Freud's or Jung's, however advanced, can ever make contact with a Skinnerian psychology of neurones, however modified and elaborated (~~it is, for example,~~ by some such refinement as Gestalt and "cognitive" psychology?

There are similar incoherences in other sciences of man.

Take linguistics. Linguistics is about the sounds people make. Many organisms make sounds, to attract attention in courtship, to scare off predators, to signal to other creatures the finding of food, to call their young, and so on. So do human organisms. But they, human organisms, also make sounds which form sentences which tell the truth about things, or lie, or don't make any sense at all. | How did this come to pass?

I can draw you a picture of an organism responding to a stimulus. Can you draw me a picture of an organism asserting a sentence?

Even the great scientist Darwin, who connected up everything *else*

else, had trouble when he came to this peculiar human activity.

Here's how Darwin went about it. The mental act, Darwin claimed, is essentially of the same nature in an animal as it is in man. How does he know this? He writes: "When I say to my terrier, in an eager voice (and I have made the trial many times), 'Hi, hi, where is it?' she at once takes it as a sign that something is to be hunted, and generally first looks quickly all around, and then rushes into the nearest thicket, to scent for any game, but finding nothing, she looks up into any neighboring tree for a squirrel. Now ^{don't} ~~do~~ these actions ^{he writes} ~~not~~ clearly show that she had in her mind a general idea or concept that some animal is to be discovered and hunted?"

~~Now~~ This is a charming account, and it is not necessary to comment on it except to note that later scientists would probably smile and shrug, but some of them might add: well, maybe not dogs, but what about dolphins or chimps?

Both Darwin and Freud were great men, maestros of the organism and the psyche, made huge contributions, but nowadays no-one would claim that either had bridged the gap. Darwin addressed himself to one side of it in his study of the origin of species through the struggle of spontaneous variations. Freud treated a very different though hardly less savage struggle, the warfare between the id and superego. Darwin and Freud were true revolutionaries and were accordingly accused by their enemies of being too radical. When in truth, as it now appears, they were not radical enough. For neither ^{man} can account for his own activity

by his own theory. For how does Darwin account for the "variation" which is his own species and its peculiar behavior -- in his case, sitting in his study in Kent and writing the truth as he saw it about evolution? And if Freud's psyche is like ours, a dynamism of contending forces, how did it ever arrive at the truth about psyches, including his own?

Freud, in fact, exempted himself and his truth-telling from the sexual dynamics of other human psyches.

But perhaps the oddest thing about these incoherences is that we do not find them odd.

We do not find it odd to jump from the natural science of the biology of creatures to a formal science of the utterances of this particular creature without knowing how we got there.

We do not find it odd that there is only one science of chemistry and neurology but at last count over six hundred different schools of psychotherapy, and growing. We accept the explanation that after all the brain is vastly more complicated than a molecule of sodium chloride or even a nerve cell. That may be true, but it doesn't explain why the physical sciences are converging whereas the psychic "sciences" are diverging, that is, getting nuttier.

In a word, let me state a proposition which, incredible as it is, is easily demonstrated. It is this: We do not presently have even the rudiments of a coherent science of man. (X)

In what follows, I wish to call your attention to the work

of this obscure American scientist who, I believe, laid the groundwork for a coherent science of man, and did so a hundred years ago. Most people never heard of him. But they will.

II

The man I speak of is Charles Sanders Peirce, scientist, logician (he gave us symbolic logic), philosopher and founding father of semiotics, the science of signs, a discipline in high fashion these days. He was a difficult, eccentric man. One of his peculiar accomplishments was that he could write down a question which was bothering him with one hand and with the other simultaneously write the answer.

Although I speak here of Charles Peirce's "discovery", it was not altogether original with him, stemming as it did from the realism of the medieval scholastics. By realism he meant that there is a real world out there and that it is possible in a degree to know it and to talk about it and be understood. Not only are material things and events real. So are the ideas and words by which we think and talk about them.

The great contribution of ~~Charles~~ Peirce was that he was a rigorous scientific realist and that he preserved the truth, as he saw it, of philosophical realism from Aristotle to the present day.

Peirce saw that the one way to get at it, the great modern

rift between mind and matter, was the only place where they intersect, language. Language is both words and meanings. It is impossible to imagine language without both.

In a word, he said that there are two kinds of natural events in the world. These two kinds of events have different parameters and variables. Trying to pretend there is only one kind of event leads to all the present misery which afflicts the social sciences. And even more important, at least for us laymen, it brings to pass a certain cast of mind, "scientism", which misplaces reality and creates vast mischief and confusion when we try to understand ourselves.

Peirce said it indirectly but I ~~will~~ ^{make bold to} say it directly, and so I repeat the statement because it could not be more revolutionary.

There is not one but two kinds of natural events in the world.

^{The first kind, he called them,}
 Dyadic events are the familiar subject matter of the physical and biological sciences: A interacting with B; A, B, C, D interacting with each other. Peirce called it "a mutual action between two things". It can apply to molecules interacting with other molecules, a billiard ball hitting another billiard ball, one galaxy colliding with another galaxy, an organism responding to a stimulus. Even an event as complex as Pavlov's conditioned dog salivating at the sound of a bell can be understood as a "complexus of dyads" -- the sound waves from the bell, the stimulation of the dog's auditory receptors, the electrical impulses in the afferent nerves, the firing of the altered synapses in the brain, the electrical impulses in the efferent

nerves to the salivary glands, and so on -- the whole understandable as a sequence of dyadic events. The entire event, complex as it is, can be represented quite adequately by a simple drawing which shows structures (dog, neurones, axones, glandular cells) and arrows connecting them (energy exchanges, sounds waves, electrical impulses). Such is the dyadic model of the natural sciences.

Such events indeed are the familiar subject matter of the natural sciences, from physics and chemistry to biology and to Psych 101.

But there is another kind of event, quite as real, quite as natural a phenomenon, quite as observable, which cannot be so understood, that is, cannot be construed by the dyadic model. It is language. An example which comes to mind -- is the child's early acquisition of language, an eighteen-month-old suddenly learning that things have names. What happens here, simple though it seems, is the same sort of thing that happens when a lecturer utters a complex sentence about the poetics of T. S. Eliot.

What does happen when a child suddenly grasps that the strange little sound cat, an explosion of air between tongue and palate followed by a bleat of the larynx followed by a stop of tongue against teeth, means this cat, not only this cat but all cats? And means it in a very special way: does not mean: look over there for cat, watch out for cat, want cat, go get cat -- but: that is a cat? Naming is the new event. And of course soon after this naming "sentence", appear other primitive sentences:

there cat, cat all gone, where cat?

As Peirce put it, this event cannot be explained by a dyadic model, however complex. Words like cat he called symbols, from the Greek symballein, to throw together, because the child puts the two together, the word and the thing. A triadic model is required. For even though many of the familiar dyadic events are implicated, the heart of the matter is a throwing together, one entity throwing together two others, in this case cat the creature as perceived and cat the sound image.

This event is a piece of behavior, true enough, but any behavioristic reading of it as a sequence of dyads will miss the essence of it.

He, Peirce, was particularly interested in using the dyadic-triadic distinction to understand communication by a discipline which he called semiotic, the science of signs. He distinguished between an index and a symbol. A low barometer is for a human a sign, an index, of rain. The word ball is for my dog an index to go fetch the ball. But, if I say the word ball to you, you will receive it as a symbol, that is, look at me with puzzlement and the suspicion that maybe he's gone round the bend, and perhaps say, "Ball? What about it?" The difference between the two was perhaps most dramatically illustrated by Helen Keller's famous account. Her first understanding of words spelled in her hand, like cup, door, water, meant to go fetch cup, open door, I want water. Then came the memorable moment in the pump house when it dawned on her that the word water spelled in one

hand meant the water running over the other. It was nothing less than the beginning of her life as a person.

The triadic event, as Peirce would say, always involves meaning, and meaning of a special sort. The ^{little} copula "is", spoken or implied, is nothing less than the tiny triadic lever that moves the entire world into the reach of our peculiar species.

This strange capacity seems to be unique in Homo sapiens. For some reason scientists seem to find this uniqueness offensive. We are all familiar with the heroic attempts in recent years by psychologists and primatologists to teach language to primates other than Homo sapiens, particularly chimpanzees, using ASL, the sign language of the deaf, the premise being that the only reason chimps don't speak is that their vocal apparatus does not permit speech. The most famous chimp was Washoe whom the Gardners claimed to have taught language, that is, the ability to understand and "utter" not only "words", the common nouns of language, but form these words into sentences. But perhaps we are also familiar with the discrediting of these claims, mainly due to the work of Herbert Terrace. Terrace adopted a chimp, which he named Nim Chimsky, with every expectation of teaching Nim language as one would a human infant. What he learned was that Nim, though undoubtedly as smart as Washoe, was not really using language. What he and Washoe were really doing was responding to small cues by the trainer to do this or that, the appropriate behavior rewarded by a banana or whatever. What Washoe and Nim Chimsky were doing was not the language behavior of the human two-year-old

but the classical reinforced response of the behaviorists. As Peirce would say, both Washoe's and Nim's "language" can be understood as a "complexus of dyads".

One can draw a picture with things (matter) and arrows (energy) connecting them, setting forth the behavior both of the chimp Washoe and the pre-language human infant with its responses to sights and sounds, its crying for mama and milk.

But one cannot draw such a picture of an eighteen-month-old human who looks at mama, points to cat and says da cat.

Now One would suppose that the appropriate scientist, the developmental psychologist, the psycholinguist, whoever, would zero in on this, the transformation of the responding organism into the languaged human. For it is undoubtedly the most extraordinary natural phenomenon in all of biological behavior, if not in the entire cosmos, and yet the most commonplace of events, one that occurs every day under our noses, is occurring right now, -- I hope.

Unfortunately, such is not the case. What one finds in the scientific literature is something like this: a huge amount of information about the infant as organism, its needs and drives, its growth, its behavior and physiology. But when it begins to speak, what? What is thought to happen? What one finds are very careful studies of the structure of the earliest utterances and their development, the rules by which an eighteen-month-old will say that a my coat but not a that my coat. Rules, grammar, linguistic structure is what we find. Rules? Where do ~~the~~ rules

come from? It is not said.

We go from biology (dyadic science) to rules and grammar (triadic science) without anybody seeming to notice anything strange. Such belle indifference can only have come to pass either because the scientist has not noticed that he has jumped the chasm or because he has noticed but is at a loss for words. *or a model*

In sum, the scientists of man have little or nothing to say about jumping from the science of neurology, as Freud did, to a science of the psyche, whether Freudian or Jungian or what; or jumping from the natural science of biology to the formal science of grammar and structure.

Neither we nor the scientists seem to notice anything remarkable about this leap. Suffice it to say that such behavior in any other human would be regarded as strange if not schizoid.

It is as if we lived in a California house straddling the San Andreas Fault, a crack very narrow but deep, which has however become as familiar as an old shoe. After all you can get used to anything. We hop back and forth, feed ourselves and the dyadic dog on one side, or sit on the other, read Joseph Campbell or write a triadic paper and never give it a second thought. Once in a while we might look down into the chasm, become alarmed and take up a New Age religion like Gaia.

On one side are the dyadic sciences from atomic physics to academic psychology with its behaviorism and the various refinements and elaborations thereof. And on the other are the "mental" psychologies with such entities as consciousness, the

unconscious, dreams, egos, ids, archetypes and such.

Accordingly, like Charles Peirce I insist on the qualitative and irreducible difference between dyadic and triadic phenomena. It is easily demonstrated. Take sociology which concerns itself with the group behavior of human organisms. Now we have a familiar scientific model for a dyadic science like the physiology of organisms. Though the phenomena may be very complex, I can draw you a picture of what is going on when there are transactions across a cell membrane. All I have to do is draw a line for the membrane and arrows going across it both ways. But sociologists are very fond of talking about such things as role-taking. Can you draw me a picture of role-taking? Who, what, takes the role? The human organism? How does an organism take a role? By becoming a person? How does an organism get to be a person?

What do biologists and anthropologists make of the emergence of language in the evolutionary scheme? The advantages of language in the process of natural selection are obvious. Julian Jaynes would go further and say that "the language of men was involved with only one hemisphere in order to leave the other free for the language of gods." May be, but setting aside for the moment "the language of gods", what goes on with the language of men? Jaynes doesn't say.

This is what Richard Leakey, the anthropologist, says, describing what happens in a human (not a chimp) when a human uses a word as a symbol, in naming or in a sentence: "Speech is controlled by a certain structure of the brain, located in the

outer cerebral cortex. Wernicke's area of the brain pulls out appropriate words from the brain's filing system. The angular gyrus . . . selects the appropriate word."

Pulls out? Selects? These are transitive verbs with subjects and objects. The words are the objects. What is the subject? ^{Please} Draw me a picture of Wernicke's area pulling out a word or the angular gyrus selecting a word.

Such are a few of the manifold discomforts of the natural scientist who finds himself astride the Cartesian chasm, one foot planted in dyadic territory, the other in triadic. What happens is, he very quickly chooses one side or the other.

But how does ~~(Charles Sanders)~~ Peirce help us here? Are we any better off with Peirce's thirddness, his triadic theory, than we were with Descartes' res cogitans and res extensa?

What is important to note about the triadic event is that it is there for all to see, that in fact it occurs hundreds of times daily -- whenever we talk or listen to somebody talking. Its elements are open to inspection by everyone, including natural scientists, and ~~that~~ it can not be reduced to a complexus of dyadic events. The chattering of an entire population of rhesus monkeys is so reducible. But the single utterance of a two-year-old child who points and says that a flower cannot be so understood -- even though millions of dyadic events also occur, light waves, excitation of nerve endings, electrical impulses in neurones, muscle contractions and so on.

So what? one well might ask. Which is to say: admitting

that there is such a thing as an irreducible triadic event in language behavior, are there any considerable consequences for our anthropology in the strict sense of the word, the view of man which comes as second nature to the educated denizen of a modern society?

There are indeed and they, the consequences, are startling indeed.

For once one concedes the reality of the triadic event, one is brought face to face with the nature of its elements. A child points to a flower and says flower. One element of the event is the flower as perceived by sight and registered by the brain: the percept, blue, five-petalled, of a certain shape; and the spoken word flower, a gestalt of a peculiar little sequence of sounds of larynx vibrations, escape of air between lips and teeth and so on. But what is the entity at the apex of the triangle, that which links the other two? Peirce, a difficult, often obscure writer, called it by various names, interpretant, interpreter, judger. I have used the term coupler as a minimal designation of that which couples name and thing, subject and predicate, links them by the relation which we mean by the peculiar little word "is".

Here is the embarrassment and it cannot be gotten around, so it might as well be said right out: by whatever name one chooses to call it -- interpretant, interpreter, coupler, whatever -- it, the third element, is not material.

It is as real as a cabbage or a king or a neurone, but it is not material. No material structure of neurones, however complex,

and however intimately it may be related to the triadic event, can itself assert anything. If you think it can, please draw me a picture.

A material substance cannot name or assert a proposition.

The initiator of a speech act is an act-or, that is, an agent. The agent is not material.

Peirce's insistence on both the reality and nonmateriality of the third element (~~whatever one chooses to call it.~~) (interpretant, mind, coupler --) is of critical importance to natural science because its claim to reality is grounded not on this or that theology or metaphysic but on empirical observation and the necessities of scientific logic.

We now know, at least an increasing number of people are beginning to know, that a different sort of reality lies at the heart of all uniquely human activity -- speaking, listening, understanding, thinking, looking at a work of art -- namely, a different sort of natural event. It cannot be gotten around and must sooner or later be confronted by natural science, for it is indeed a natural phenomenon. Indeed it may well turn out that consciousness itself is not a "thing", an entity, but an act, the triadic act by which we recognize reality through its symbolic vehicle.

In any case, it will be a matter of interest, if not of amusement, to see how scientists of the future, with their strong empiricist and materialistic traditions, come to grips with this non-material non-measurable entity. For sooner or later it must

be confronted. There is no alternative if we wish to progress beyond the present incoherence of the social sciences and if we believe that man's unique behavior of language and symbol-^{mongering} mongering falls within the purview of natural science, which clearly it does.

III

But, and finally, what are the consequences of Peirce's discovery that precisely that which is distinctive in human behavior, language, art, thought itself, is precisely that which cannot be addressed by the standard scientific paradigm which has been sovereign for three hundred years, that in fact science as we know it cannot utter a single word about what it is to be born a human individual, to live and to die?

There is one consequence which is good news indeed for us humanists. It is quite simply that the "sentences" of art, poetry and the novel are to be taken very seriously indeed since these are the only cognitive, scientific if you will, statements which we have about what it is to be human. The humanities, in a word, are not the minstrels of the age whose only role is to provide R and R to ~~the~~ tired technicians and consumers after work. Rather are the humanities the elder brother who sees how the old positivist scientist got his tail in a crack when he takes on the human subject and who shows him the shape of the new science.

What to say about him scientifically, then, this strange new creature who symballeins, throws words and names together to form sentences?

First, it, unlike other organisms, is radically social in its very being. It is possible to imagine a solitary organism responding to a stimulus. It is impossible to imagine the new creature functioning without the other, another languaged creature.

For another ^{thing,} it, the new creature, not only has an environment as do all creatures. It has a world. Its world is the totality of that which is named. This world is different from its environment. An environment has gaps. There are no gaps in a world. Nectar is part of the environment of a bee. Cabbages and kings and Buicks are not. ^{But} There are no gaps in the world of this new creature, because the gaps are called that, gaps, or the unknown, or out there, or don't know.

For this creature, moreover, words, symbols and the things symbolized are subject to norms, something new in the world. Words can tell the truth or lie. They can be fresh and grow stale. They can be dull and everyday, then sharp as a diamond in the poet's usage. Lying, after all, is something new in the cosmos.

There is time now to do no more than call attention to the intriguing and, I think, quite felicitous way in which the properties of this strange triadic creature as hinted at by a

But that's a different story.

Thank you.

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-89-018-N

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Mary Chunko

Karen Myers

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301/595-9783

EMBARGOED: Hold for release until 6:00 p.m. (MDT)
Saturday, May 13, 1989

HUMANITIES ENDOWMENT ANNOUNCES \$180,000 IN AWARDS FOR WYOMING Grants Will Support Projects at Three Institutions

LARAMIE, Wyo., May 13 -- Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), today during a visit to Wyoming announced \$180,000 in new grants to three Wyoming institutions.

Cheney is in the state to deliver the commencement address at the University of Wyoming on Sunday, May 14.

With \$92,918 from NEH, Natrona County School District Number One in Casper will undertake a year-long program for 45 elementary and secondary school teachers and administrators on the history, culture and geography of the Middle East. A resource center on international education will be established under the grant.

The Wyoming Archives, Museums and Historical Department in Cheyenne will receive \$61,890 to prepare a guide to the Wyoming Archives and to enter information about the 115 most important sets of records into the Research Libraries Information Network, a national computerized data base.

A grant of \$25,000 will allow the Buffalo Bill Historical Center in Cody to plan an exhibit and catalog on the Battle of Wounded Knee. The exhibit will use 19th-century native American art and objects to focus on the religious beliefs affecting the conflict.

(over)

In addition, Cheney announced that Dr. Kristine T. Utterback, a historian at the University of Wyoming, will receive \$750 to travel to the Hill Monastic Manuscript Library in Collegeville, Minn. Utterback will study the impact of bubonic plague on the diocese of Barcelona, Spain, in the 14th century.

The grants were approved by the NEH Chairman following the May meeting of the National Council on the Humanities, a body of 26 distinguished private citizens appointed by the President to advise the Endowment's Chairman.

"I was extremely pleased to see these projects come forward with such high recommendations from the scholars and educators who review them," Cheney said. "Each of these applications was prepared with a rigor and dedication to learning of which Wyoming can be proud."

Cheney also made special mention of a \$1,800 grant to Michael R. Booth, a senior at Laramie Senior High School. Last February, Booth was selected as an NEH Younger Scholar for 1989. This summer he will research and write a paper on the poetry of Vergil.

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

#



National
Endowment
for the
Humanities

Office of
Publications
and
Public Affairs

Director, Room 404
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

202/786-0446

May 11, 1989

Dear Editor:

Here's a copy of NEH Chairman Lynne V. Cheney's remarks prepared for delivery at the University of Wyoming's commencement exercises on Sunday, May 14.

Use of this material is embargoed until 12 noon (MDT) on Sunday, May 14.

Marguerite Sullivan
Marguerite Sullivan
Director, Communications
Policy



National
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Office of
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2/786-0446

*A sacred
original!*

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NEWS

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for the Humanities

A Federal Agency

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NEH-89-019-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT EXTENDS DEADLINE FOR "TEACHER-SCHOLARS"
Applications Accepted Until June 12 for Independent Study Program

WASHINGTON, May 15 -- The National Endowment for the Humanities (NEH) has extended the deadline for applications to the NEH/Reader's Digest Teacher-Scholar Program, which provides outstanding elementary and secondary school teachers with sabbaticals for independent study in the humanities. The Endowment will now accept applications postmarked no later than June 12, 1989.

The deadline was extended after NEH received a high number of last-minute requests for program guidelines and information about the grants program. The original closing date for applications was May 1, 1989.

Teacher-Scholars spend a full academic year away from their classroom duties, conducting research projects of their own choosing in history, literature, foreign languages and other humanities disciplines. Now in its second year, the program provides stipends up to \$27,500 to replace teachers' salaries or to supplement sabbatical pay up to the amount of their academic year salaries.

Teachers or school officials who would like to obtain more information or application materials should call NEH's Division of Education Programs as soon as possible at 202/786-0377.

- OVER -

At a White House ceremony held earlier this year to honor the first Teacher-Scholars, President Bush called the sabbaticals "the most precious gift that can be bestowed on the teachers -- time. Time away from report cards, library fines, hall passes; time to learn, to master a subject; time to write, hopefully publish; time to meditate, and just plain time to think."

NEH intends to provide a grant to one teacher from each state, Puerto Rico, the U.S. Virgin Islands, Guam and the District of Columbia. NEH administers the program in partnership with a fund at New York Community Trust established by DeWitt Wallace, founder of Reader's Digest.

The Reader's Digest fund at New York Community Trust has contributed \$1.5 million to pay approximately one-third of the Teacher-Scholar program's costs for three years.

NEH is inviting elementary and secondary school teachers to submit proposals for significant independent study of the humanities subjects they teach. Applicants must obtain official application forms and submit a thoroughly planned course of study focusing on important primary and secondary texts in the humanities. The plan may involve work with a mentor. As many as two college courses may be taken during the year of the award.

Proposed projects will be judged on their intellectual quality, the significance of the topic and materials to be studied and the relevance of the plan to the applicant's teaching responsibilities. Grant-funded study could begin as early as September 1990.

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

#

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT SUPPORTS 41 MUSEUM PROJECTS NATIONWIDE
Institutions in 17 States Receive Grants Totaling \$4.2 Million

WASHINGTON, May 26 -- The National Endowment for the Humanities (NEH) today announced \$4.2 million in new grants to museums, historical organizations and other cultural institutions in 17 states and the District of Columbia. The grants will support 41 permanent, temporary and traveling exhibitions, as well as related publications, programs for the general public and other activities.

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

"These awards enable institutions to bring history, literature and foreign cultures to life for museum visitors nationwide," said NEH Chairman Lynne V. Cheney in announcing the grants.

In Humanities in America, a recent report to Congress, Cheney noted a dramatic increase in attendance at public programs in literature, history and other humanities disciplines over the past few decades. In 1988 more than 1.2 million people attended NEH-supported exhibitions in some 76 cities across the country, according to statistics compiled by the Endowment.

The following projects are among those receiving support from the new NEH grants announced today:

* Chicago's Field Museum of Natural History will prepare educational programs to accompany a permanent exhibition on "Peoples of the Pacific."

(OVER)

- * The **Seattle Art Museum** will create new interpretations, educational programs and conservation treatments for its Asian collections.
- * The **Baltimore Museum of Industry** will design and construct an educational activity center for youth that will feature "The Cannery," an interactive exhibit exploring a central dimension of Baltimore's industrial history.
- * The **University of South Carolina's McKissick Museum** in Columbia will implement a traveling exhibition, catalog and educational programs that will explore the history of stoneware in South Carolina during the early 19th century and its subsequent impact on the development of Southern folk pottery.
- * The **Henry Ford Museum & Greenfield Village** in Dearborn, Mich., will update interpretive programs in three historic structures to reflect current trends in the study of African-American history and culture.
- * **Washington State University, Pullman**, will plan a traveling exhibition and catalog that will focus on the encounter and cultural exchange between Jesuit missionaries and the native Americans of the Plains.
- * The **Society for the Preservation of New England Antiquities** in Boston will plan an exhibition and catalog on the furniture and furniture makers of the Piscataqua River region of New Hampshire and Maine from 1725 to 1825.
- * The **University of California, Berkeley**, will plan a traveling exhibition, catalog and educational programs on surrealist art and its historical and conceptual framework.

Collaboration between humanities scholars and museum professionals is an essential element of Endowment-supported exhibitions. Only projects with a significant scholarly, educational or interpretive component qualify for NEH support.

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

#

Editors and Writers: Please note that a complete list of NEH grants to museums accompanies this release.

NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

ARKANSAS

Little Rock:

Arkansas Museum of Science and History
Little Rock, AR 72202

PROJ.DIR.: Alison B. Sanchez

PROJECT TITLE: Arkansas Indian Exhibition

PROJECT DESCRIPTION:

To plan an exhibition and educational materials on the way of life of Arkansas' native Americans from prehistory to the present.

APPROVED OUTRIGHT \$50,000.00
GM-23835-89 (General Programs)

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

CALIFORNIA

Berkeley:

University of California, Berkeley	APPROVED OUTRIGHT	\$58,989.00
Berkeley, CA 94720	GM-23865-89 (General Programs)	
PROJ.DIR.: Sidra Stich		
PROJECT TITLE: Anxious Visions: Surrealist Art in Cultural Perspective		
PROJECT DESCRIPTION:		
To plan a traveling exhibition, catalog and educational programs on surrealist art and its historical and conceptual framework.		

Los Angeles:

Museum of Contemporary Art	APPROVED OUTRIGHT	\$300,000.00
Los Angeles, CA 90012	APPROVED MATCH	\$100,000.00
PROJ.DIR.: Mary Jane Jacob		
GM-23786-89 (General Programs)		
PROJECT TITLE: The Independent Group: Postwar Britain and the Aesthetics of Plenty		
PROJECT DESCRIPTION:		
To create a traveling exhibition, catalog and educational programs on the artists of the British Independent Group in the 1950s and their influence on modern art.		

Natural History Museum of Los Angeles County	APPROVED OUTRIGHT	\$200,000.00
Los Angeles, CA 90007	APPROVED MATCH	\$25,000.00
PROJ.DIR.: Craig C. Black		
GM-23809-89 (General Programs)		
PROJECT TITLE: Nomads of Eurasia		
PROJECT DESCRIPTION:		
Created a traveling exhibition on the nomadic peoples of the Eurasian steppes from 1000 B.C. to the 20th century; the exhibition is now open in Los Angeles.		

University of California, Los Angeles	APPROVED OUTRIGHT	\$300,000.00
Los Angeles, CA 90024	GM-23794-89 (General Programs)	
PROJ.DIR.: Doran H. Ross		
PROJECT TITLE: The Elephant and Its Ivory in African History and Culture		
PROJECT DESCRIPTION:		
To support an exhibition, catalog and programs on the role of the elephant in African art and culture.		

San Francisco:

Asian Art Museum	APPROVED OUTRIGHT	\$34,040.00
San Francisco, CA 94118	APPROVED MATCH	\$8,500.00
PROJ.DIR.: Terese T. Bartholomew		
GM-23836-89 (General Programs)		
PROJECT TITLE: Wisdom and Compassion: The Sacred Arts of Tibet		
PROJECT DESCRIPTION:		
To plan a temporary, traveling exhibition on the religious, cultural, historical and aesthetic elements of Tibetan art and culture.		

NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

MAINE

Kennebunkport:

Salt, Inc.

Kennebunkport, ME 04046

PROJ.DIR.: Hugh T. French

PROJECT TITLE: Computerized Access to Salt's Oral History and Photo Archive

PROJECT DESCRIPTION:

To develop a computerized data base for Salt's collections of oral history and folklore documenting the traditional way of life of the people of Maine.

APPROVED OUTRIGHT \$24,200.00
GM-23881-89 (General Programs)

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NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

MARYLAND

Baltimore Museum of Industry	APPROVED OUTRIGHT	\$136,470.00
Baltimore, MD 21230	APPROVED MATCH	\$50,000.00
PROJ.DIR.: Dennis M. Zembala	GM-23803-89 (General Programs)	
PROJECT TITLE: The Industrial History of Baltimore: An Educational Activity Center for Youth		

PROJECT DESCRIPTION:

To design and construct an Education Activity Center for youth that will feature "The Cannery," an interactive exhibit exploring a central dimension of Baltimore's industrial history.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

MASSACHUSETTS

Boston:

Society for the Preservation of New England Antiquities
Boston, MA 02114 APPROVED OUTRIGHT \$26,865.00
PROJ.DIR.: Brock W. Jobe GM-23858-89 (General Programs)
PROJECT TITLE: The Craft of Portsmouth Hands: Furniture from the
Piscataqua River Region, 1725-1825

PROJECT DESCRIPTION:

To plan an exhibition and catalog on the furniture and furniture makers of the
Piscataqua River region of New Hampshire and Maine from 1725 to 1825.

Society for the Preservation of New England Antiquities
Boston, MA 02114 APPROVED OUTRIGHT \$25,000.00
PROJ.DIR.: Martha V. Pike GM-23884-89 (General Programs)
PROJECT TITLE: Documentation of Codman House Collections

PROJECT DESCRIPTION:

To undertake documentation of the collections of furniture, fine arts and
decorative arts at Codman House in Lincoln, Mass.

Lexington:

Museum of Our National Heritage APPROVED OUTRIGHT \$41,244.00
Lexington, MA 02173 GM-23851-89 (General Programs)
PROJ.DIR.: Barbara A. Franco
PROJECT TITLE: History of New England Dress

PROJECT DESCRIPTION:

To plan a temporary exhibition that will examine New England life through an
analysis of clothing and dress from 1620 to 1876.

Salem:

Essex Institute APPROVED OUTRIGHT \$75,000.00
Salem, MA 01970 GM-23804-89 (General Programs)
PROJ.DIR.: Barbara M. Ward

PROJECT TITLE: The Gardner-Pingree House: Architecture and Domestic Life in
Federal-Period Salem, Mass.

PROJECT DESCRIPTION:

To implement an exhibition and educational programing on the Gardner-Pingree
House, which was built during the federal period of Salem's history.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

MICHIGAN

Dearborn:

Edison Institute
Dearborn, MI 48121
PROJ.DIR.: Peter H. Cousins
PROJECT TITLE: The History of African-American Family Life and Culture in
Greenfield Village

APPROVED OUTRIGHT \$27,325.00
GM-23828-89 (General Programs)

PROJECT DESCRIPTION:

To plan a reinterpretation of three historic structures that will reflect current trends in the study of African-American history and culture.

Henry Ford Museum and Greenfield Village
Dearborn, MI 48121
PROJ.DIR.: Michael J. Ettema
PROJECT TITLE: A History of Office Work in America

APPROVED OUTRIGHT \$65,000.00
GM-23849-89 (General Programs)

PROJECT DESCRIPTION:

To support planning for a long-term exhibition and accompanying publication on the history of office work in America from the 18th century to the present.

Detroit:

Detroit Historical Society
Detroit, MI 48202
PROJ.DIR.: Maud M. Lyon
PROJECT TITLE: Documentation Survey of Historical Collections

APPROVED OUTRIGHT \$18,005.00
GM-23882-89 (General Programs)

PROJECT DESCRIPTION:

To undertake a documentation survey of five areas of the museum's collection in preparation for a comprehensive presentation on the history of Detroit.

Founders Society, Detroit Institute of Arts
Detroit, MI 48202
PROJ.DIR.: David W. Penney
PROJECT TITLE: Native American Art from the Chandler/Pohrt Collection

APPROVED OUTRIGHT \$40,283.00
GM-23830-89 (General Programs)

PROJECT DESCRIPTION:

To plan an exhibition, catalog and educational programs on the Chandler-Pohrt Collection of 19th-century American Indian art of the eastern woodlands, prairies and plains.

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NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

NEW JERSEY

Trenton:

New Jersey State Museum
Trenton, NJ 08625

APPROVED OUTRIGHT \$51,875.00
GM-23846-89 (General Programs)

PROJ.DIR.: Suzanne C. Crilley

PROJECT TITLE: Arriving, Building and Sustaining: African-American Life in
New Jersey, 1664-1990

PROJECT DESCRIPTION:

To plan an exhibition, catalog and programs that will examine African-American migration and life in New Jersey from 1664 to the present.

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NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

NEW MEXICO

Santa Fe:

Santa Fe Indian School

Santa Fe, NM 87502

PROJ.DIR.: Sally T. Hyer

PROJECT TITLE: Native American Education and the Santa Fe Indian School

PROJECT DESCRIPTION:

To implement a traveling exhibition and catalog that will examine American Indian education at the Santa Fe Indian School from 1890 to the present.

APPROVED OUTRIGHT \$75,392.00
GM-23783-89 (General Programs)

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

NEW YORK

Brooklyn:

Weeksville Society
Brooklyn, NY 11213
PROJ.DIR.: Claudine K. Brown
PROJECT TITLE: Weeksville Society Institutional Self-Study
PROJECT DESCRIPTION:
To undertake an institutional self-study that will examine the historic site, collections and educational programs of the Weeksville Society in order to develop a long-range interpretive plan.

New York:

Center for African Art
New York, NY 10021
PROJ.DIR.: Susan M. Vogel
PROJECT TITLE: Yoruba: Nine Centuries of African Art and Thought
PROJECT DESCRIPTION:
To implement a traveling exhibition and educational programs that will examine nine centuries of Yoruba art and thought.

Japan Society, Inc.
New York, NY 10017
PROJ.DIR.: Anthony R. Derham
PROJECT TITLE: Medieval Paintings and Blades from the Gotoh Museum, Tokyo
PROJECT DESCRIPTION:
To create a temporary exhibition that will examine the artistic, social, philosophical and literary history of early medieval Japan.

Jewish Museum
New York, NY 10128
PROJ.DIR.: Vivian B. Mann
PROJECT TITLE: Art and Jewish Life in Italy
PROJECT DESCRIPTION:
To implement a temporary, traveling exhibition, catalog and public programs on the art of Jewish communities in Italy from the Roman Empire to the present.

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NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

NORTH CAROLINA

Raleigh:

North Carolina Museum of Art Foundation
Raleigh, NC 27607

APPROVED OUTRIGHT \$46,350.00
GM-23837-89 (General Programs)

PROJ.DIR.: Richard S. Schneiderman

PROJECT TITLE: Chinese Buddhist Painting, A.D. 960-1800

PROJECT DESCRIPTION:

To plan an exhibition that will examine Buddhist paintings and related pictorial arts produced in China between 900 and 1800.

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NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

OHIO

Columbus:

Ohio State University Research Foundation
Columbus, OH 43210

APPROVED OUTRIGHT \$47,595.00
GM-23822-89 (General Programs)

PROJ.DIR.: Christian K. Zacher

PROJECT TITLE: Columbus in America

PROJECT DESCRIPTION:

To plan an exhibition that will examine images of Christopher Columbus in American fine and popular arts from the colonial period to the present.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

PENNSYLVANIA

Allentown:

Allentown Art Museum
Allentown, PA 18105
PROJ.DIR.: Patricia Delluva
PROJECT TITLE: Planning for Computerized Documentation of the Textile Collection
PROJECT DESCRIPTION:
To plan computerized documentation of the museum's textile collection.

APPROVED OUTRIGHT \$5,000.00
GM-23890-89 (General Programs)

Morrisville:

Pennsbury Society
Morrisville, PA 19067
PROJ.DIR.: Alice L. P. Hemenway
PROJECT TITLE: At First Coming: Adaptation Among Immigrants to Colonial
Pennsylvania

APPROVED OUTRIGHT \$104,870.00
GM-23801-89 (General Programs)

PROJECT DESCRIPTION:

To implement a living history project that will explore the adaptation of William Penn's followers from England to Pennsylvania through a series of thematic programs designed to illuminate social and cultural change between 1680 and 1720.

Philadelphia:

Afro-American Museum
Philadelphia, PA 19106
PROJ.DIR.: Irene U. Burnham
PROJECT TITLE: A History of Blacks in the Delaware Valley
PROJECT DESCRIPTION:
To plan an exhibition on the history of African-American life in the Delaware Valley region.

APPROVED OUTRIGHT \$35,170.00
GM-23866-89 (General Programs)

Pennsylvania Academy of the Fine Arts
Philadelphia, PA 19102

APPROVED OUTRIGHT \$39,295.00
GM-23823-89 (General Programs)

PROJ.DIR.: Jeanette M. Toohey

PROJECT TITLE: Exhibition Planning for Charles Bregler's Thomas Eakins
Collection

PROJECT DESCRIPTION:

To plan a traveling exhibition, catalog and educational programs that will examine the life and art of American artist Thomas Eakins.

NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

SOUTH CAROLINA

Columbia:

University of South Carolina, Columbia
Columbia, SC 29208

APPROVED OUTRIGHT \$150,000.00
GM-23773-89 (General Programs)

PROJ.DIR.: Catherine W. Horne

PROJECT TITLE: Crossroads of Clay: The Development of the Alkaline-Glazed
Stoneware Tradition in the South

PROJECT DESCRIPTION:

To implement a traveling exhibition, catalog and educational programs that
will explore the history of stoneware in South Carolina during the early 19th
century and its subsequent impact on the development of southern folk pottery.

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NEH-89-020-L

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

TEXAS

College Station :

Brazos Valley Museum

College Station, TX 77843

PROJ.DIR.: Paisley S. Cato

PROJECT TITLE: A Self-Study Program for the Brazos Valley Museum

PROJECT DESCRIPTION:

To undertake a self-study project that will result in the development of a humanities orientation and interpretive framework for a natural science museum.

APPROVED OUTRIGHT \$15,000.00

GM-23877-89 (General Programs)

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

WASHINGTON

Pullman:

Washington State University
Pullman, WA 99164

APPROVED OUTRIGHT \$87,526.00
GM-23824-89 (General Programs)

PROJ.DIR.: Jacqueline L. Peterson

PROJECT TITLE: Sacred Encounters: The Society of Jesus and the Indians of
the Northwest

PROJECT DESCRIPTION:

To plan a traveling exhibition and catalog that will focus on the encounter and cultural exchange between Jesuit missionaries and the native Americans of the plains.

Seattle:

Seattle Art Museum
Seattle, WA 98112

APPROVED OUTRIGHT \$300,000.00
APPROVED MATCH \$350,000.00

PROJ.DIR.: Bonnie Pitman-Gelles

GM-23806-89 (General Programs)

PROJECT TITLE: Re-installation of the Museum's Asian Collection

PROJECT DESCRIPTION:

To create long-term interpretation for the museum's Asian collections and accompanying educational materials, programs and conservation treatments.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants to Museums and Historical Organizations
May 1989

WISCONSIN

Milwaukee:

Milwaukee Art Museum
Milwaukee, WI 53202

APPROVED OUTRIGHT \$43,650.00
GM-23874-89 (General Programs)

PROJ.DIR.: E. James Mundy

PROJECT TITLE: Painters of a New Century: The Eight

PROJECT DESCRIPTION:

To implement an exhibition, catalog and related educational materials that will examine the exhibition history from 1900 to 1915 of the American artists who identified themselves as The Eight.

Milwaukee Art Museum
Milwaukee, WI 53202

APPROVED OUTRIGHT \$5,000.00
GM-23891-89 (General Programs)

PROJ.DIR.: E. James Mundy

PROJECT TITLE: Planning for Computerized Documentation of the Collection

PROJECT DESCRIPTION:

To plan computerized documentation of 25,000 works of European and American fine and decorative arts from the 13th century to the present.

#

NEWS

National Endowment
for the Humanities

A Federal Agency

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

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NEH-89-021-N

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Karen Myers	202/786-0449	301/595-9783

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS \$780,500 FOR SUMMER STUDY Grants To Fund Independent Research in 39 States, District of Columbia

WASHINGTON, June 13 -- As the last of spring semester's final exams are graded and students leave campus to start their summer vacations, more than 200 college and university professors and other scholars across the country are beginning two months of independent study, thanks to grants from the National Endowment for the Humanities (NEH).

The Endowment today announced \$780,500 in Summer Stipend awards offered to 223 American scholars living and working in 39 states, the District of Columbia and Canada. Each scholar has been offered a grant of \$3,500 to conduct full-time research on humanities topics such as the 18th-century English novel, women pioneers, Aristotle's rhetoric and Native American autobiography. Research projects may be completed during the two-month grant period or may be part of a longer project.

[NEH has awarded one or more grants in your area. Please see the attached list of Summer Stipends awarded to individuals in your state.]

"These awards nurture scholarship by affording time during the summer months for intensive study and research," said NEH Chairman Lynne V. Cheney. "But they also can enrich the professional lives of teachers and scholars for years to come."

This year's NEH Summer Stipends recipients were selected from 1,369 applicants nationwide.

- OVER -

The following scholars are among those who received stipends for their research this year:

- * Nancy Ruttenburg, Harvard University, Cambridge, Mass. -- "A Nation's Character: Literary Identity in 19th-Century Russia and America";
- * Josiah Ober, Montana State University, Bozeman -- "Athenian Critics of Popular Rule";
- * Thomas C. Caramagno, University of Hawaii at Manoa -- "Virginia Woolf: An Interdisciplinary Study of Her Life and Work";
- * Patrick McNaughton, Indiana University, Bloomington -- "Art, Entrepreneurship and History in West Africa";
- * Thomas C. Pinney, Pomona College, Claremont, Calif. -- "Letters of Rudyard Kipling: An Edition"; and
- * E. Cecelia Conway, Appalachian State University, Boone, N.C. -- "African Banjo Echoes in Appalachia: A History of Black Traditions and Influences."

NEH Summer Stipends are available each year to college and university teachers and independent scholars for two consecutive summer months of research. The application deadline for 1990's NEH Summer Stipends is Oct. 1, 1989.

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

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NEH-89-021-L01

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

ALABAMA

Birmingham:

Anne C. Lobeck

Birmingham, AL 35205

University of Alabama, Birmingham

PROJECT TITLE: Concepts of Proper Government in Linguistic Theory

Huntsville:

Philip P. Boucher

Huntsville, AL 35801

University of Alabama, Huntsville

PROJECT TITLE: European-Caribbean Relations, 1500-1763: Realities and Images

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
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ARIZONA

Tempe:

Phillip F. Williams

Tempe, AZ 85287

Arizona State University

PROJECT TITLE: Roots Astir Beneath Moldering Walls: Wu Zuxiang's Vision
of Rural China

Tucson:

Holt N. Parker

Tucson, AZ 85719

University of Arizona

PROJECT TITLE: Metrodora's 6th-Century Medical Text: An Edition and
Translation

Susan M. White

Tucson, AZ 85721

University of Arizona

PROJECT TITLE: The Cinema of Max Ophuls

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
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CALIFORNIA

Agoura Hills:

Maria C. Quintero

Agoura Hills, CA 91301

University of Southern California

(Los Angeles, CA)

PROJECT TITLE: Hapsburg Politics and the Palace Theater of Francisco Bances
Candamo

Chico:

Hertha D. Wong

Chico, CA 95928

California State University, Chico

PROJECT TITLE: American Indian Autobiography: Preliterate Traditions and
Contemporary Innovations

Claremont:

Thomas C. Pinney

Claremont, CA 91711

Pomona College

PROJECT TITLE: Letters of Rudyard Kipling

Timothy J. Standring

Claremont, CA 91711

Pomona College

PROJECT TITLE: Patronage in 17th-Century Rome: The Picture Collection of
Cassiano dal Pozzo

Hayward:

Doris E. Andrews

Hayward, CA 94542

California State University, Hayward

PROJECT TITLE: Religion and Revolution: The Rise of the Methodists in
America

Irvine:

R. Bin Wong

Irvine, CA 92717

University of California, Irvine

PROJECT TITLE: Commerce in the Qing Dynasty: Grain Prices and Food
Supplies in the Provinces of Hunan and Hubei

La Jolla:

Michael A. Bernstein

La Jolla, CA 92093

University of California, San Diego

PROJECT TITLE: American Economics in the American Century: The State and
Modern Economic Thought

NATIONAL ENDOWMENT FOR THE HUMANITIES
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CALIFORNIA (continued)

Los Angeles:

Paul J. Weithman

Los Angeles, CA 90045

Loyola Marymount University

PROJECT TITLE: The Possibilities for Political Obligation in a Pluralistic
Society

Mary J. Weismantel

Los Angeles, CA 90042

Occidental College

PROJECT TITLE: Ideologies of Gender, Race, and Class among the Women of
Zumabagua, Ecuador

Marjorie R. Becker

Los Angeles, CA 90036

University of Southern California

PROJECT TITLE: Lazaro Cardenas and the Mexican Counter-Revolution: The
Struggle over Culture in Michoacan, 1934-40

Thomas B. Gustafson

Los Angeles, CA 90036

University of Southern California

PROJECT TITLE: Politics, Literature, and the American Language, 1776-1865

Mark E. Kann

Los Angeles, CA 90089

University of Southern California

PROJECT TITLE: The Other Liberal Tradition in Early America: Civic Virtue
and Gender

Orange:

David M. Braun

Orange, CA 92666

Chapman College

PROJECT TITLE: Is Belief Content Causally Relevant to Behavior? A
Metaphysical Study

Pasadena:

Kathy A. Perkins

Pasadena, CA 91107

Independent Scholar

PROJECT TITLE: Behind the Scenes: Nonperforming Black Women Artists
in American Theater

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
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CALIFORNIA (continued)

Rio del Mar:

Julianne Burton

Rio del Mar, CA 95064

University of California, Santa Cruz

(Santa Cruz, CA)

PROJECT TITLE: Changing Images and Ideologies of Gender in Latin American
Film, 1940-90

San Diego:

James H. Jackson, Jr.

San Diego, CA 92106

Point Loma College

PROJECT TITLE: Migration and Urbanization in the Ruhr Valley, 1810-1910

Santa Barbara:

*Janine Scancarelli

Santa Barbara, CA 93106

University of Kentucky

(Lexington, KY)

PROJECT TITLE: Cherokee Texts: Recording, Transcribing, and Analyzing to
Produce a Linguistics Data Base

Santa Clara:

William J. Prior

Santa Clara, CA 95053

University of Santa Clara

PROJECT TITLE: The Concept of Episteme in Plato's Early Dialogues

Santa Cruz:

Gary L. Lease

Santa Cruz, CA 95064

University of California, Santa Cruz

PROJECT TITLE: Between Judaism and the 20th Century: A Biography of
Hans-Joachim Schoeps, 1908-80

Stanford:

George R. Barth

Stanford, CA 94305

Stanford University

PROJECT TITLE: The Pianist as Orator: Beethoven's Transformation of the
Declamatory Style

John B. Bender

Stanford, CA 94305

Stanford University

PROJECT TITLE: Impersonal Narration and the Construction of Modern
Character in Novelistic Discourse, 1750 to the Present

* The names of scholars affiliated with an institution in one state and
residing in another appear on the lists for both states.

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NATIONAL ENDOWMENT FOR THE HUMANITIES

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COLORADO

Boulder:

Dianne M. Dugaw

Boulder, CO 80309

University of Colorado, Boulder

PROJECT TITLE: John Gay and Lower-Class Culture in 18th-Century England

Denver:

Bradford K. Mudge

Denver, CO 80218

University of Colorado, Denver

PROJECT TITLE: Sara Coleridge: A Selected Edition of Her Letters

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
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CONNECTICUT

Middletown:

Marilyn B. Arthur

Middletown, CT 06457

Wesleyan University

PROJECT TITLE: Female Sexuality in Ancient Greece: A Psychoanalytical and
Literary Understanding

New Haven:

Frans Coetzee

New Haven, CT 06520

Yale University

PROJECT TITLE: The Reconstitution of British Conservatism, 1867-1918

Timothy Hampton

New Haven, CT 06520

Yale University

PROJECT TITLE: Poetic Description and Civic Consciousness in Renaissance Lyon

Steven B. Smith

New Haven, CT 06520

Yale University

PROJECT TITLE: Jewish Responses to Liberalism: From Spinoza to Leo Strauss

#

NEH-89-021-L06

NATIONAL ENDOWMENT FOR THE HUMANITIES

NEH Summer Stipends
June 1989

DELAWARE

Newark:

Barbara T. Gates

Newark, DE 19711

University of Delaware

PROJECT TITLE: Women and Nature in Victorian and Edwardian England

Patricia Leighton

Newark, DE 19716

University of Delaware

PROJECT TITLE: Art and Social Radicalism in France, 1900-14

#

NEH-89-021-L07

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

DISTRICT OF COLUMBIA

Washington:

Anne M. O'Donnell

Washington, DC 20017

Catholic University of America

PROJECT TITLE: William Tyndale's An Answer to Sir Thomas More's Dialogue:
An Edition

Judith E. Tucker

Washington, DC 20057

Georgetown University

PROJECT TITLE: A History of the Arab Family, 1700-1900

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

FLORIDA

Coconut Grove:

Robert F. Casillo
Coconut Grove, FL 33133
University of Miami
(Coral Gables, FL)
PROJECT TITLE: John Ruskin, Ezra Pound, and Modern Culture

DeLand:

Paul J. Croce
DeLand, FL 32720
Rollins College
(Winter Park, FL)
PROJECT TITLE: The Intellectual Maturation of William James

Ann J. Croce

DeLand, FL 32720
Stetson University
PROJECT TITLE: Sentimentalism and the 19th-Century American Middle
Class: The Idea of the Family Home

Robert L. Perkins

DeLand, FL 32720
Stetson University
PROJECT TITLE: Soren Kierkegaard as Social Critic

Jacksonville:

Jacob W. Owensby
Jacksonville, FL 32211
Jacksonville University
PROJECT TITLE: Wilhelm Dilthey's Hermeneutics and Postmodernism: Redefining
Historical Understanding

Andrew J. Buchwalter

Jacksonville, FL 32216
University of North Florida
PROJECT TITLE: Hegel and the Priority of the Right over the Good

Lawrence K. Carpenter

Jacksonville, FL 32216
University of North Florida
PROJECT TITLE: Creation Cycle Myths in Lowland Ecuadorian Quichua: Form,
Content, and Change

NATIONAL ENDOWMENT FOR THE HUMANITIES

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FLORIDA (continued)

Orlando:

Paul D. Deane

Orlando, FL 32816

University of Central Florida, Orlando

PROJECT TITLE: Cognitive Explanations for Syntactic Constraints

Sarasota:

Gary W. McDonogh

Sarasota, FL 34243

University of South Florida, Sarasota

PROJECT TITLE: Cultural Discourse and Urban Planning in Modern Barcelona

Tampa:

Giovanna Benadusi

Tampa, FL 33620

University of South Florida

PROJECT TITLE: State Building in the Tuscan Provincial Community of Poppi,
1440-1700: A Case Study in Rural Society

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

GEORGIA

Athens:

Lester D. Langley
Athens, GA 30602
University of Georgia
PROJECT TITLE: United States and Mexico since 1945

Atlanta:

Michael A. Bellesiles
Atlanta, GA 30322
Emory University
PROJECT TITLE: The Economic Development of the Colonial Frontier, 1740-1830

Mark I. Wallace

Atlanta, GA 30303
Georgia State University
PROJECT TITLE: Paul Ricoeur's Philosophy of Religion

Decatur:

Angelika Bammer
Decatur, GA 30030
Emory University
(Atlanta, GA)
PROJECT TITLE: Mother Tongues and Other Strangers: Discourses of
Foreignness in 20th-Century Literature

Margery A. Ganz

Decatur, GA 30033
Spelman College
(Atlanta, GA)
PROJECT TITLE: Conspiracy as Civic Responsibility in Medicean Florence:
The Plot to Overthrow Piero de' Medici

Macon:

Walter B. Kalaidjian
Macon, GA 31207
Mercer University Main Campus
PROJECT TITLE: Interpreting the Avant-Garde: American Poetry and the
Visual Arts, 1915-40

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

HAWAII

Honolulu:

Cristina Bacchilega

Honolulu, HI 96822

University of Hawaii at Manoa

PROJECT TITLE: Postmodern Rewritings of the Maerchen: Challenges to the
Rules of Narrative Production

Thomas C. Caramagno

Honolulu, HI 96822

University of Hawaii at Manoa

PROJECT TITLE: Virginia Woolf: An Interdisciplinary Study of Her Life and Work

#

NEH-89-021-L11

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

IDAHO

MOSCOW:

Craig E. Harline

Moscow, ID 83843

University of Idaho

PROJECT TITLE: The Bishop and the Catholic Reformation: Mathias Hovius and
Religious Life in the Spanish Netherlands

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

ILLINOIS

Carbondale:

Mark L. Johnson
Carbondale, IL 62901
Southern Illinois University, Carbondale
PROJECT TITLE: A Meaning-Based Critique of Relativism

Champaign:

John A. Lynn
Champaign, IL 61821
University of Illinois, Urbana
(Urbana, IL)
PROJECT TITLE: Positional Warfare and the Growth of Armies, 1495-1715

Charleston:

Ruth S. Hoberman
Charleston, IL 61920
Eastern Illinois University
PROJECT TITLE: Narrative Perspective and Gender in Women's Historical
Novels, 1920-60

Chicago:

Daniel P. Brudney
Chicago, IL 60637
University of Chicago
PROJECT TITLE: Marx's Break with His Philosophical Past: Another Look at
the Works of Ludwig Feuerbach and Bruno Bauer

William A. Hoisington

Chicago, IL 60680
University of Illinois, Chicago
PROJECT TITLE: French Imperialism in Morocco, 1912-25: The Role of
Marshall Hubert Lyautey

DeKalb:

Marvin A. Powell
DeKalb, IL 60115
Northern Illinois University
PROJECT TITLE: Agriculture in Sumerian and Akkadian Literature

Sean N. Shesgreen

DeKalb, IL 60115
Northern Illinois University
PROJECT TITLE: Purveyors of Popular Art: Depictions of London Criers from
the 17th Century to the Victorian Age

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ILLINOIS (continued)

Evanston:

Larry A. Silver

Evanston, IL 60208

Northwestern University

PROJECT TITLE: Peter Bruegel, Capitalism, and Religion

Urbana:

Edward M. Bruner

Urbana, IL 61801

University of Illinois, Urbana

PROJECT TITLE: Tourist Productions and the Reconstruction of History:
Lincoln's New Salem as a Case Study

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

INDIANA

Bloomington:

Casey N. Blake

Bloomington, IN 47405

Indiana University, Bloomington

PROJECT TITLE: Liberalism and Social Hope: Walter Rauschenbusch, James
Rorty, and Richard Rorty

Sheila M. Cooper

Bloomington, IN 47405

Indiana University, Bloomington

PROJECT TITLE: Kinship in Early Modern England

George H. List

Bloomington, IN 47405

Indiana University, Bloomington

PROJECT TITLE: Stability and Variation in Hopi Song

Patrick R. McNaughton

Bloomington, IN 47405

Indiana University, Bloomington

PROJECT TITLE: Art, Entrepreneurship, and History in West Africa

Elkhart:

Dennis D. Martin

Elkhart, IN 46517

Associated Mennonite Biblical Seminaries

PROJECT TITLE: The Contemplative Life and Social Engagement on the Eve of
the Reformation

Muncie:

Gil R. Smith

Muncie, IN 47306

Ball State University

PROJECT TITLE: Rome's Accademia di San Luca and Its Influence on European
Architecture, 1675-1775

Notre Dame:

Theresa M. Krier

Notre Dame, IN 46556

University of Notre Dame

PROJECT TITLE: The Dynamics of Vision in Works by Edmund Spenser

Valparaiso:

James P. Henderson

Valparaiso, IN 46383

Valparaiso University

PROJECT TITLE: Equal Pay to Men and Women for Equal Work: The Early
Debate, 1891-1923

NEH-89-021-L14

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

IOWA

Ames:

George T. McJimsey
Ames, IA 50011
Iowa State University
PROJECT TITLE: The Life of Sam Rayburn

Iowa City:

Kathleen E. Diffley
Iowa City, IA 52242
University of Iowa
PROJECT TITLE: The American Civil War, Narrative Structures, and Popular
Stories, 1861-76

#

NEH-89-021-L15

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

KENTUCKY

Lexington:

Jane E. Phillips

Lexington, KY 40506

University of Kentucky

PROJECT TITLE: Erasmus of Rotterdam's Paraphrase on Luke: A Translation
and Annotation

*Janine Scancarelli

Santa Barbara, CA 93106

University of Kentucky

(Lexington, KY)

PROJECT TITLE: Cherokee Texts: Recording, Transcribing, and Analyzing to
Produce a Linguistics Data Base

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* The names of scholars affiliated with an institution in one state and
residing in another appear on the lists for both states.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

MAINE

Portland:

Robert B. Loudon

Portland, ME 04103

University of Southern Maine

PROJECT TITLE: Morality and Morality Theory: A Reappraisal and
Reaffirmation

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

MARYLAND

Baltimore:

James M. Gallman

Baltimore, MD 21210

Loyola College

PROJECT TITLE: Receiving Erin's Children: Irish Immigrants in Philadelphia
and Liverpool

Potomac:

*Marilyn E. Mobley

Potomac, MD 20854

George Mason University

(Fairfax, VA)

PROJECT TITLE: Voice, Community, and Dialogue in Toni Morrison's Song of Solomon

Takoma Park:

Terry L. Smith

Takoma Park, MD 20912

University of the District of Columbia

PROJECT TITLE: Cognitive Psychology versus Operant Psychology: A Study
of the Claims for Each

#

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residing in another appear on the lists for both states.

NATIONAL ENDOWMENT FOR THE HUMANITIES
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MASSACHUSETTS

Amherst:

Doris G. Bargaen
Amherst, MA 01002
Independent Scholar
PROJECT TITLE: Spirit Possession in The Tale of Genji

Boston:

Elizabeth Kowaleski-Wallace
Boston, MA 02115
Simmons College
PROJECT TITLE: The Theme of Fatherhood in British Romantic Literature

Brookline:

Stanley S. Harakas
Brookline, MA 02146
Hellenic College-Holy Cross Sch. of Theol.
PROJECT TITLE: The Skiagraphiai: A 17th-Century Greek Handbook on Preaching

Cambridge:

Jeffrey D. Knapp
Cambridge, MA 02138
Harvard University
PROJECT TITLE: The Tudor Literary Imagination and the Colonization of America

Nancy Ruttenburg

Cambridge, MA 02140

Harvard University

PROJECT TITLE: A Nation's Character: Literary Identity in 19th-Century
Russia and America

Framingham:

Josephine von Henneberg

Framingham, MA 01701

Boston College

(Chestnut Hill, MA)

PROJECT TITLE: Master Drawings by Giorgio Vasari and His Circle

Medford:

Patricia A. Johnston

Medford, MA 02155

Salem State College

(Salem, MA)

PROJECT TITLE: Edward Steichen's Commercial Photography

Jesper Rosenmeier

Medford, MA 02155

Tufts University

PROJECT TITLE: The Use of Memory in John Cotton's English Sermons

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MASSACHUSETTS (continued)

Newton Highlands:

William C. Carroll
Newton Highlands, MA 02161
Boston University
(Boston, MA)
PROJECT TITLE: Vagrancy and Marginality in Tudor-Stuart Culture

Northampton:

Peter A. Bloom
Northampton, MA 01063
Smith College
PROJECT TITLE: A Critical Edition of Berlioz's Lelio ou le Retour a la Vie

Dean Flower

Northampton, MA 01060
Smith College
PROJECT TITLE: Vladimir Nabokov and Alfred Hitchcock: Critics and
Moralists of American Life

Norton:

Carolyn J. Stefanco
Norton, MA 02766
Wheaton College
PROJECT TITLE: American Women in the Civil War Era: Nelly Kinzie Gordon
as a Case Study

South Hadley:

Gail A. Hornstein
South Hadley, MA 01075
Mount Holyoke College
PROJECT TITLE: Psychological versus Somatic Approaches to Insanity:
Frieda Fromm-Reichmann's Role in the Debate

Waltham:

Ralph A. Thaxton
Waltham, MA 02254
Brandeis University
(Walthman, MA)
PROJECT TITLE: The Formation of Collective Protest in Rural North China
before the Revolution of October 1, 1949

Worcester:

Wesley T. Mott
Worcester, MA 01602
Worcester Polytechnic Institute
PROJECT TITLE: Emerson's Complete Sermons: An Edition

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

MICHIGAN

Ann Arbor:

Kenneth J. DeWoskin
Ann Arbor, MI 48109
University of Michigan, Ann Arbor
PROJECT TITLE: The Music Culture of Early China

Melita C. Schaum
Ann Arbor, MI 48103
University of Michigan, Dearborn
(Dearborn, MI)
PROJECT TITLE: The Shifting Parameters of American Cultural Criticism:
Mina Loy, Lola Ridge, and Laura Riding Jackson

Detroit:

Daniel W. Bjork
Detroit, MI 48219
Mercy College of Detroit
PROJECT TITLE: B.F. Skinner: A Biography

Herbert Granger
Detroit, MI 48202
Wayne State University
PROJECT TITLE: Aristotle's Psychology

#

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NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

MINNESOTA

Minneapolis:

Tom C. Conley

Minneapolis, MN 55409

University of Minnesota

PROJECT TITLE: Late 16th-Century French Literature as Influenced by
Spanish Accounts of the New World

St. Cloud:

Eugene Garver

St. Cloud, MN 56303

Saint John's University, Collegeville

(Collegeville, MN)

PROJECT TITLE: Aristotle's Rhetoric and Practical Reason

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

MISSOURI

Columbia:

Carole A. Myscofski

Columbia, MO 65211

University of Missouri, Columbia

PROJECT TITLE: Women and Religion in Colonial Brazil: The Persistence of
the Roman Catholic Tradition, 1500-1650

Kirksville:

Marc S. Gallicchio

Kirksville, MO 63501

Northeast Missouri State University

PROJECT TITLE: Mid-Level American Military Officers and the Formulation of
American Policy in East Asia, 1945-55

St. Louis:

Jeffrey G. Kurtzman

St. Louis, MO 63130

Washington University

PROJECT TITLE: Italian Liturgical and Devotional Music, 1542-1725: A Catalog

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

MONTANA

Bozeman:

Josiah Ober

Bozeman, MT 59717

Montana State University

PROJECT TITLE: Athenian Critics of Popular Rule

Missoula:

Charles K. Williams

Missoula, MT 59801

University of Montana

PROJECT TITLE: The Comparative Method in Historical Syntax: The Chaldic
Language Family of West Africa as a Case Study

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

NEW HAMPSHIRE

Durham:

Brigitte G. Bailey

Durham, NH 03824

University of New Hampshire

PROJECT TITLE: Pictures of Italy: American Aesthetic Responses and the
Romantic Travel Sketch

Romana C. Huk

Durham, NH 03824

University of New Hampshire

PROJECT TITLE: The Leeds University Poets: Geoffrey Hill, Jon Silkin,
Tony Harrison, Ken Smith, and Jeffrey Wainwright

Hanover:

Keala Jane Jewell

Hanover, NH 03755

Dartmouth College

PROJECT TITLE: The Modern Italian "Ballata": A Study in Historical Genre Theory

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

NEW JERSEY

Jersey City:

*Mary S. Gibson

Jersey City, NJ 07304

CUNY Res. Fdn./John Jay College

(New York, NY)

PROJECT TITLE: Positivist Criminology in Italy, 1880-1935

Lawrenceville:

Lise Vogel

Lawrenceville, NJ 08648

Rider College

PROJECT TITLE: The Phenomenon of Pregnancy and the Dilemmas of Equality:
An Interdisciplinary Investigation

New Brunswick:

Josephine K. Tarvers

New Brunswick, NJ 08903

Rutgers University, New Brunswick

PROJECT TITLE: The Influence of Classical Rhetoric on Anglo-Saxon Narrative

Newton:

Edward M. Cifelli

Newton, NJ 07860

County College of Morris

(Randolph, NJ)

PROJECT TITLE: The Selected Letters of John Ciardi: An Edition

#

* The names of scholars affiliated with an institution in one state and residing in another appear on the lists for both states.

NEH-89-021-L25

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

NEW MEXICO

Las Cruces:

Joan M. Jensen

Las Cruces, NM 88003

New Mexico State University, Las Cruces

PROJECT TITLE: Women on the Wisconsin Frontier, 1850-1920

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

NEW YORK

Brockport:

Robert J. Smith
Brockport, NY 14420
State University of New York, College at Brockport
PROJECT TITLE: Bouchayer-Viallet, a Metal-Working Firm of Grenoble, 1870-1972

Brooklyn:

Patricia M. Mainardi
Brooklyn, NY 11238
City University of New York, Brooklyn College
PROJECT TITLE: The Politics of Display: Art Exhibitions and the French
State, 1751-1889

Clinton:

Robert L. Paquette
Clinton, NY 13323
Hamilton College
PROJECT TITLE: The Great Louisiana Slave Revolt of 1811

Hamilton:

Martha B. Olcott
Hamilton, NY 13346
Colgate University
PROJECT TITLE: Soviet Central Asia in Modern Times

Ithaca:

James A. Gross
Ithaca, NY 14851
Cornell University
PROJECT TITLE: The National Labor Relations Board: The Making of American
Labor Policy, 1947-74

Leonard M. Olschner
Ithaca, NY 14850
Cornell University
PROJECT TITLE: Discontinuity and Continuity in German Lyric Poetry, 1929-56

David S. Powers
Ithaca, NY 14850
Cornell University
PROJECT TITLE: Legal Documents from 14th- and 15th-Century Spain and North
Africa: A Study of al-Wansharisi's Kitab al-Mi'Yar

Mt. Vernon:

Duane A. Tananbaum
Mt. Vernon, NY 10552
City University of New York, Lehman College
(Bronx, NY)
PROJECT TITLE: Foreign Affairs, Congress, and the President: From
Roosevelt to Reagan

NATIONAL ENDOWMENT FOR THE HUMANITIES
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NEW YORK (continued)

New York:

Charles Bazerman

New York, NY 10010

City University of New York, Bernard Baruch College

PROJECT TITLE: Who Talked about Electricity: Scientific Discourse in
18th- and 19th-Century England and the United States

*Mary S. Gibson

Jersey City, NJ 07304

City University of New York, John Jay College

(New York, NY)

PROJECT TITLE: Positivist Criminology in Italy, 1880-1935

William T. McClellan

New York, NY 10009

City University of New York, Bernard Baruch College

PROJECT TITLE: The Middle English Manuscript HM 140: A Codicological and
Literary Evaluation

Roger Waldinger

New York, NY 10031

City University of New York, City College

PROJECT TITLE: Ancestry Differences and Ethnic Identity among Black
New Yorkers

Jerrilynn D. Dodds

New York, NY 10025

Columbia University

PROJECT TITLE: The Earliest Romanesque Architecture of the Spanish
Christian Kingdoms

Yael S. Feldman

New York, NY 10036

Columbia University

PROJECT TITLE: Freudianism and Its Discontents: Ideology and Depth
Psychologies in Hebrew Literature and Culture

Helen E. Goodman

New York, NY 10003

Fashion Institute of Technology

PROJECT TITLE: The Art of Rose O'Neill

Gregory J. Clingham

New York, NY 10024

Fordham University

(Bronx, NY)

PROJECT TITLE: Boswell's LIFE OF JOHNSON

-MORE-

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residing in another appear on the lists for both states.

NATIONAL ENDOWMENT FOR THE HUMANITIES
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NEW YORK (continued)

New York (continued):

Louise B. Mirrer
New York, NY 10023
Fordham University
(Bronx, NY)

PROJECT TITLE: Widows in Medieval Castilian Literature

Diana diZ. Wall
New York, NY 10038
Independent Scholar

PROJECT TITLE: The Redefinition of Gender in Late 18th- and Early
19th-Century New York City

Edward L. Greenstein
New York, NY 10027
Jewish Theological Seminary of America

PROJECT TITLE: Resolving Ambiguous Pronominal Reference in Biblical
Hebrew: The Need for an Antecedent

Diane E. Davis
New York, NY 10003

New School for Social Research

PROJECT TITLE: Political Crisis in Contemporary Mexico: The Case of the
Partido Revolucionario Institucional

Robert N. Proctor
New York, NY 10003

New School for Social Research

PROJECT TITLE: The Ideal of "Value-Free Science": A Study of Its Origins

Christina S. Kraus
New York, NY 10012
New York University

PROJECT TITLE: Livy's Use of the Roman Historiographical Tradition

*Melvin A. Edelstein

New York, NY 10028

William Paterson College
(Wayne, NJ)

PROJECT TITLE: Apprenticeship in Citizenship: Electoral Participation in
the French Revolution

-MORE-

* The names of scholars affiliated with an institution in one state and
residing in another appear on the lists for both states.

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

NEW YORK (continued)

Poughkeepsie:

Robert DeMaria
Poughkeepsie, NY 12601
Vassar College
PROJECT TITLE: What Samuel Johnson Read

Judith L. Goldstein
Poughkeepsie, NY 12601
Vassar College
PROJECT TITLE: Social Types and Social Knowledge: 19th-Century
Descriptions of Parisians and Parisian Life

Brian R. Mann
Poughkeepsie, NY 12601
Vassar College
PROJECT TITLE: Madrigals by Michelangelo Rossi: Edition of and Commentary
on a Manuscript at the University of California at Berkeley

Rochester:

Jann A. Matlock
Rochester, NY 14619
University of Rochester
PROJECT TITLE: The Relationship between Censorship and Aesthetics in
19th-Century France

Syracuse:

Robyn L. Muncy
Syracuse, NY 13214
Le Moyne College
PROJECT TITLE: Female Reformers as Policymakers in the Progressive Era,
1890-1930

Troy:

Aryeh J. Wineman
Troy, NY 12180
Independent Scholar
PROJECT TITLE: Narratives and Narrative-Art in the Zohar, a Late
13th-Century Text of Jewish Mysticism

Vestal:

Bernard Rosenthal
Vestal, NY 13850
SUNY Res. Fdn./Binghamton
(Binghamton, NY)
PROJECT TITLE: The Salem Witch Trials Mythologized, 1692 to the Present: A
Literary Critical Study

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NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

NORTH CAROLINA

Boone:

E. Cecelia Conway
Boone, NC 28608

Appalachian State University

PROJECT TITLE: African Banjo Echoes in Appalachia: A History of Black
Traditions and Influences

Davidson:

Alfred R. Mele
Davidson, NC 28036

Davidson College

PROJECT TITLE: Intentions as Executive States: A Metaphysical Study

Durham:

M. Elizabeth C. Bartlet
Durham, NC 27708

Duke University

PROJECT TITLE: Art and Revolution: The Paris Opera and Its Repertory, 1789-95

Paula M. Higgins

Durham, NC 27708

Duke University

PROJECT TITLE: Music in the Loire Valley in the 1460s

E. Roy Weintraub

Durham, NC 27706

Duke University

PROJECT TITLE: The Creation of Modern Economics, 1935-55

William T. Dargan

Durham, NC 27707

Saint Augustine's College
(Raleigh, NC)

PROJECT TITLE: C.J. Johnson and the African-American Sacred Song

Greensboro:

SallyAnn H. Ferguson

Greensboro, NC 27410

North Carolina A&T State University

PROJECT TITLE: The Published Essays of Charles Waddell Chesnutt: An Edition

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

NORTH CAROLINA (continued)

Greensboro (continued):

Jeffrey T. Adams

Greensboro, NC 27412

University of North Carolina, Greensboro

PROJECT TITLE: Goethe and Moerike: A Study in Literary Reception

Jarrett Leplin

Greensboro, NC 27410

University of North Carolina, Greensboro

PROJECT TITLE: The Role of Predictive Novelty in Establishing Scientific Knowledge

Whiteville:

James M. Clifton

Whiteville, NC 28472

Southeastern Community College

PROJECT TITLE: The Rice Kingdom, 1680 to the Present

Wilmington:

Susan P. McCaffray

Wilmington, NC 28403

University of North Carolina, Wilmington

PROJECT TITLE: The Politics of Industrialization in Tsarist Russia: The Association of Southern Coal and Steel Producers, 1874-1914

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

OHIO

Cleveland:

Maryann Weber
Cleveland, OH 44121
Notre Dame College, Cleveland
PROJECT TITLE: The Hypothetical Characters in La Comedie Humaine

Cleveland Hghts.:

Patrick M. de Winter
Cleveland Hghts., OH 44118
Independent Scholar
PROJECT TITLE: French Renaissance Art: A Synthetic History

Gambier:

Lisa E. Emmerich
Gambier, OH 43022
Kenyon College
PROJECT TITLE: A Clash of Cultures: The Office of Indian Affairs "Save
the Babies" Campaign, 1912-16

Kent:

William H. Kenney
Kent, OH 44240
Kent State University Main Campus
PROJECT TITLE: City Culture and Chicago Jazz: The Cabaret, 1915-30

Mansfield:

Glenn A. Hartz
Mansfield, OH 44906
Ohio State University Mansfield Branch
PROJECT TITLE: Space, Time, and Matter in the Philosophy of Leibniz

Oxford:

Jack T. Kirby
Oxford, OH 45056
Miami University, Oxford
PROJECT TITLE: Rural Life and Labor in the James River-Albermarle Sound
Region, 1600-1960

Wooster:

Thomas M. Falkner
Wooster, OH 44691
College of Wooster
PROJECT TITLE: Concepts of Old Age and Aging in Classical Greek Literature

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

OHIO (continued)

Wooster (continued):

Eugene J. McBride

Wooster, OH 44691

College of Wooster

PROJECT TITLE: Walter Benjamin's Concept of Messianic Redemption

Worthington:

Julia F. Andrews

Worthington, OH 43085

Ohio State University, Main Campus

(Columbus, OH)

PROJECT TITLE: Government Art Policies and the Development of Regional
Schools of Painting in China, 1949-79

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

OKLAHOMA

Norman:

Robert A. Nye
Norman, OK 73019
University of Oklahoma, Norman
PROJECT TITLE: Dueling and Male Codes of Honor in Modern France, 1800-1930

Kathleen E. Welch
Norman, OK 73019
University of Oklahoma, Norman
PROJECT TITLE: Classical Rhetoric, Literacy, and Secondary Orality

Tulsa:

Danney G. Goble
Tulsa, OK 74119
Tulsa Junior College
PROJECT TITLE: The "Historic and Fabulous" 89th Congress

Holly A. Laird
Tulsa, OK 74114
University of Tulsa
PROJECT TITLE: Extensions of the Lyric: Victorian and Modern Poetics of Time

Robert E. Spoo
Tulsa, OK 74104
University of Tulsa
PROJECT TITLE: H.D.'s Asphodel: An Edition of Hilda Doolittle's
Autobiographical Novel

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

OREGON

Corvallis:

Gary B. Ferngren

Corvallis, OR 97331

Oregon State University Foundation

PROJECT TITLE: The "Sanctity of Life": A History of the Concept

Eugene:

Ellen E. Kittell

Eugene, OR 97403

University of Oregon, Eugene

PROJECT TITLE: Legal Guardianship over Women in 13th- and 14th-Century Flanders

Portland:

Kathleen M. Erndl

Portland, OR 97219

Lewis and Clark College

PROJECT TITLE: Seranvoli, the Lion-Riding Goddess of Northwest
India: Myth, Ritual, and Symbol

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

PENNSYLVANIA

Bryn Mawr:

Carol L. Bernstein
Bryn Mawr, PA 19010
Bryn Mawr College

PROJECT TITLE: Relations between the Political and the Aesthetic in
Theories of the Sublime

Barbara M. Lane
Bryn Mawr, PA 19087
Bryn Mawr College

PROJECT TITLE: National Romanticism in European Architecture, 1880-1914

Bonnie S. Magness-Gardiner
Bryn Mawr, PA 19010
Bryn Mawr College

PROJECT TITLE: Economy and Society in a Middle Bronze Age Village: An
Analysis of Ceramics from Tell el-Hayyat, Jordan

Carlisle:

Mark B. Winokur
Carlisle, PA 17013
Dickinson College

PROJECT TITLE: American Laughter: The Constitutive Effect of Immigrants
and Ethnics on the National Humor

Haverford:

John D. Dawson
Haverford, PA 19041
Haverford College

PROJECT TITLE: Modes of Interpreting Scripture in Ancient Alexandria

Lancaster:

Kerry H. Whiteside
Lancaster, PA 17604
Franklin and Marshall College

PROJECT TITLE: From Literature to Political Theory: Maurice Merleau-Ponty
and the Fiction of Andre Malraux and Simone de Beauvoir

Library:

Daniel L. Everett
Library, PA 15129
University of Pittsburgh
(Pittsburgh, PA)

PROJECT TITLE: Sound Systems of the Amazonian Languages

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

PENNSYLVANIA (continued)

Philadelphia:

Pamela D. Gerardi

Philadelphia, PA 19104

University of Pennsylvania Museum

PROJECT TITLE: Cuneiform Texts in the British Museum: An Edition and Analysis

Pittsburgh:

Wendy Z. Goldman

Pittsburgh, PA 15217

Carnegie-Mellon University

PROJECT TITLE: Revolution in the Family: Soviet Law and Social Change, 1917-36

Bell Yung

Pittsburgh, PA 15213

University of Pittsburgh

PROJECT TITLE: The Role of the Seven-String Zither in the Musical Culture
of China

Prosperity:

Lester C. Olson

Prosperity, PA 15329

University of Pittsburgh

(Pittsburgh, PA)

PROJECT TITLE: Benjamin Franklin's Vision of America: Images of the
Emerging Nation, 1754-84

University Park:

Caroline D. Eckhardt

University Park, PA 16802

Pennsylvania State University, Main Campus

PROJECT TITLE: The Middle English Poem Castleford's Chronicle: An Edition

Laura L. Knoppers

University Park, PA 16802

Pennsylvania State University, Main Campus

PROJECT TITLE: The Constructs of Covenant: John Milton and Puritan Discipline

Villanova:

Sally F. Griffith

Villanova, PA 19085

Villanova University

PROJECT TITLE: The Booster Ethos in American Culture: 18th-Century Foundations

Christopher J. Haas

Villanova, PA 19085

Villanova University

PROJECT TITLE: The Alexandrian Christian Community in Late Antiquity:
A Social and Economic Portrait

NEH-89-021-L32

NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

RHODE ISLAND

Providence:

Douglas R. Cope
Providence, RI 02912
Brown University

PROJECT TITLE: The Mexico City Riot of 1692: Fault Lines of a Colonial Society

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

SOUTH CAROLINA

Clemson:

Thomas J. Kuehn
Clemson, SC 29634
Clemson University
PROJECT TITLE: Illegitimacy in Renaissance Florence

Columbia:

James S. Cutsinger
Columbia, SC 29208
University of South Carolina, Columbia
PROJECT TITLE: Contemporary Esoteric Thinkers: Owen Barfield, Martin
Lings, and Marco Pallis

Charles R. Mack
Columbia, SC 29208
University of South Carolina, Columbia
PROJECT TITLE: Spa Architecture in 15th-Century Italy

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

TENNESSEE

Knoxville:

William W. Farris
Knoxville, TN 37919
University of Tennessee, Knoxville
PROJECT TITLE: The Evolution of Japan's Warrior Class, 500-1300

John P. Zomchick
Knoxville, TN 37996
University of Tennessee, Knoxville
PROJECT TITLE: The Legal Foundations of Character in the 18th-Century
English Novel

Memphis:

John L. Tienson
Memphis, TN 38152
Memphis State University
PROJECT TITLE: Representations without Rules and the Common Sense
Conception of the Mental: A Study in the Philosophy of Mind

Carol Devens
Memphis, TN 38112
Rhodes College
PROJECT TITLE: Female Missionaries and Their Encounter with Lakota (Sioux)
Women

Nashville:

James A. Epstein
Nashville, TN 37235
Vanderbilt University
PROJECT TITLE: The Constitutionalist Idiom: Radical Reasoning, Rhetoric,
and Action in England, 1790-1850

Erwin C. Hargrove
Nashville, TN 37215
Vanderbilt University
PROJECT TITLE: Leadership and Organizational Creation and Adaptation: The
Tennessee Valley Authority as a Case Study

Thomas A. J. McGinn
Nashville, TN 37235
Vanderbilt University
PROJECT TITLE: Prostitution and the Law: The Formation of Social Policy in
Early Imperial Rome

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

TEXAS

Austin:

John R. Clarke
Austin, TX 78712
University of Texas, Austin
PROJECT TITLE: Social Change, Patronage, and Style in Late Roman Art

Susan E. Marshall

Austin, TX 78712
University of Texas, Austin
PROJECT TITLE: The American Antisuffrage Movement, 1890-1930

Dallas:

Douglas E. Ehring
Dallas, TX 75205
Southern Methodist University
PROJECT TITLE: Causation and Identity: A Metaphysical Study

Denton:

Malena Kuss
Denton, TX 76203
University of North Texas
PROJECT TITLE: The Music of Alberto Ginastera (1916-83): Nationalism
and Cultural Identity in 20th-Century Music

Georgetown:

Gwen K. Neville
Georgetown, TX 78626
Southwestern University
PROJECT TITLE: Civic Ritual in the Protestant World: Town Ceremony in
Border Scotland

Houston:

John D. Erickson
Houston, TX 77251
Rice University
PROJECT TITLE: Ben Jelloun's The Sand Child: A Study of Third-World Discourse

Frank L. Holt

Houston, TX 77204
University of Houston-University Park
PROJECT TITLE: Ancient Bactria: The History of Hellenism in Central Asia

Julian Olivares, Jr.

Houston, TX 77004
University of Houston-University Park
PROJECT TITLE: Castilian Women Poets of the 17th Century: An Anthology
of Their Work

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

UTAH

Provo:

Gregory D. Clark

Provo, UT 84602

Brigham Young University, Provo

PROJECT TITLE: The Rhetorical Function of Narrative Description: Travel
Narratives in Early America

Salt Lake City:

Susan J. Miller

Salt Lake City, UT 84112

University of Utah

PROJECT TITLE: A Pre-History of American University Composition: Popular
Sources of Academic Theory and Practice

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

VIRGINIA

Blacksburg:

Christopher A. Faraone
Blacksburg, VA 24061
Virginia Polytechnic Inst. & State Univ.
PROJECT TITLE: Talismans and Trojan Horses: Magical Statues in Early
Greek Culture

Nicholas D. Smith
Blacksburg, VA 24061
Virginia Polytechnic Inst. & State Univ.
PROJECT TITLE: The Socratic Doctrine of "Persuade or Obey"

Charlottesville :

Theodore M. Porter
Charlottesville, VA 22903
University of Virginia, Charlottesville
PROJECT TITLE: The Quantification of Practical Life: Measuring the
Benefits of Public Works in the Modern United States

Fairfax:

*Marilyn E. Mobley
Potomac, MD 20854
George Mason University
(Fairfax, VA)
PROJECT TITLE: Voice, Community, and Dialogue in Toni Morrison's Song of
Solomon

Norfolk:

Brian M. Linn
Norfolk, VA 23529
Old Dominion University
PROJECT TITLE: The U.S. Army in Asia: Military Thought and Anti-Colonial
Resistance in the Philippines, 1902-17

Richmond:

Melvin I. Urofsky
Richmond, VA 23284
Virginia Commonwealth University
PROJECT TITLE: The Biography of a Supreme Court Case: Johnson v. Santa
Clara County, 1987

Sweet Briar:

Stan R. Mumford
Sweet Briar, VA 24595
Sweet Briar College
PROJECT TITLE: Cultural Synthesis in Tibet

#

* The names of scholars affiliated with an institution in one state and
residing in another appear on the lists for both states.

NEH-89-021-L38

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

WASHINGTON

Pullman:

John M. Wasson

Pullman, WA 99164

Washington State University

PROJECT TITLE: Records of Early English Drama from West Riding of Yorkshire

Seattle:

William G. Boltz

Seattle, WA 98195

University of Washington

PROJECT TITLE: Reading the Past: Ancient Chinese Writing and Inscriptions

#

THE UNIVERSITY OF CHICAGO

1954

10-11

10-12

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

WISCONSIN

Appleton:

George R. Saunders
Appleton, WI 54912
Lawrence University
PROJECT TITLE: Protestant Pentecostalism in Catholic Italy

Green Bay:

Anthony H. Galt
Green Bay, WI 54301
University of Wisconsin, Green Bay
PROJECT TITLE: Early 19th-Century South Italian Secret Societies in Social
Perspective

La Crosse:

Elizabeth A. Jameson
La Crosse, WI 54601
University of Wisconsin, La Crosse
PROJECT TITLE: Working-Class Politics and Culture in the Cripple Creek
District: A Synthesis of Social and Political History

Madison:

Andrew E. Barshay
Madison, WI 53706
University of Wisconsin, Madison
PROJECT TITLE: The Democratic Enlightenment: Modernism, Marxism, and
Social Science in Postwar Japan, 1945-60

Margaret J. Speas

Madison, WI 53706

University of Wisconsin, Madison

PROJECT TITLE: Phrase Structure and Transformational Theory: A Study in
Linguistics

Jeffrey A. Steele

Madison, WI 53706

University of Wisconsin, Madison

PROJECT TITLE: Symbols of Transformation in Margaret Fuller's Writing

Milwaukee:

William J. Wainwright

Milwaukee, WI 53211

University of Wisconsin, Milwaukee

PROJECT TITLE: Jonathan Edwards and the Concept of Reason

#

NEH-89-021-L40

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

WYOMING

Laramie:

Colin G. Calloway

Laramie, WY 82071

University of Wyoming

PROJECT TITLE: American Indians and the American Revolution

#

NEH-89-021-L41

NATIONAL ENDOWMENT FOR THE HUMANITIES
NEH Summer Stipends
June 1989

U.S. CITIZENS IN OTHER COUNTRIES

CANADA:

Baruch Halpern

Toronto, Ontario, Canada

York University

PROJECT TITLE: The Sociology of Monotheism in 7th-Century B.C. Judah

#

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-89-022-N

Contact:

Karen Myers

Mary Chunko

Office

202/786-0449

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Home

301/595-9783

202/362-0236

FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT ANNOUNCES \$6.5 MILLION FOR EDUCATION PROJECTS
New Grants Will Benefit Teachers, Institutions

WASHINGTON, June 16 -- The National Endowment for the Humanities (NEH) today announced more than \$6.5 million in grants for projects designed to improve the teaching of history, literature, philosophy, foreign languages and other humanities disciplines at all levels of American education, from elementary school through undergraduate college.

Several projects address the need for substance in the humanities courses offered in high schools and colleges. Many provide a range of opportunities for teachers -- in elementary and secondary schools, as well as those in America's colleges -- to become more knowledgeable about the subjects they teach.

[NEH has announced one or more grants for education projects in your area. Please see the attached list.]

Through institutes, collaborative projects, "Masterwork" study grants, visiting-scholar programs and systematic curricular review and revision, 55 NEH-funded projects will bolster humanities education at schools, colleges and universities in 27 states and the District of Columbia. Successful projects often serve as models for other institutions throughout the United States.

"Teachers are the heart of American education," said NEH Chairman Lynne V. Cheney in announcing the awards. "By deepening their

understanding of their disciplines, we can help to make them even more effective in imparting knowledge to their students for many years to come."

Education projects for higher education will assist college and university faculty in their efforts to teach various humanities subjects. The following are examples of grants for higher education being announced today:

- * Faculty at **Memphis State University** will attend two summer seminars in which they will study with visiting scholars and develop two new education courses: "Hebrew and Greek Legacy" and "Faith, Reason and Imagination."
- * The **University of California, Irvine**, will begin videotape production and distribution of a film on a medieval Corpus Christi passion play for use in college classrooms.
- * **Saint John's College** in Annapolis, Md., will plan a year-long seminar for seven faculty members to study and strengthen the use of music in the college's liberal arts curriculum.

Through NEH-funded institutes, conferences and collaborative projects, elementary and secondary school teachers have the opportunity to further their understanding of the subjects they teach. In addition, the Endowment's "Masterwork" grants allow teachers within a school or group of schools in the same region to initiate their own study programs led by local scholars. The study plans are all firmly rooted in the humanities and often include regular workshops and informal discussions. Funds from the NEH are used by the teachers to support outside scholars, supplies and materials. The following projects in elementary and secondary education are among those announced today:

- * The French Library in Boston will conduct a four-week institute on four French novels for 28 middle school teachers of French.
- * The University of Houston Downtown Campus will provide an opportunity for 80 high school teachers from the Houston area to participate in a collaborative project on American literature.
- * The St. Louis Public Schools will conduct a "Masterwork" study project to study the history and literature of the Harlem Renaissance.

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

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

ALABAMA

Tuscaloosa:

University of Alabama
Tuscaloosa, AL 35487

APPROVED OUTRIGHT	\$145,864.00
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PROJECT DIRECTOR: Edward H. Moseley

PROJECT TITLE: Latin American Society and Culture in a Changing World: Its
Significance for the United States

PROJECT DESCRIPTION:

To support a four-week institute on Latin American history and culture for 45
Alabama high school history teachers.

University of Alabama
Tuscaloosa, AL 35487

APPROVED OUTRIGHT	\$134,566.00
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PROJECT DIRECTOR: Robert J. Norrell

PROJECT TITLE: The Constitution and the South

PROJECT DESCRIPTION:

To support a four-week institute on the American Constitution for 30 Alabama
high school history teachers.

ARIZONA

Phoenix:

Arizona Department of Education
Phoenix, AZ 85007

APPROVED OUTRIGHT	\$84,045.00
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PROJECT DIRECTOR: Kathryn S. Begaye

PROJECT TITLE: Development of an Institute on American Indian Language and
Culture

PROJECT DESCRIPTION:

To support planning for an American Indian language and culture institute for
Arizona elementary and secondary school teachers.

CALIFORNIA

Chula Vista:

Southwestern College
Chula Vista, CA 92010

APPROVED OUTRIGHT	\$29,539.00
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PROJECT DIRECTOR: Alma R. Aguilar

PROJECT TITLE: Planning Interdisciplinary Humanities Courses Related to
Hispanic/Latin American Cultural Traditions

PROJECT DESCRIPTION:

To support a one-year planning project that will enable nine of the college's
faculty members to study with visiting scholars and prepare three
interdisciplinary undergraduate courses on Hispanic influences on contemporary
American culture.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

KANSAS

North Newton:

Bethel College APPROVED OUTRIGHT \$26,453.00
North Newton, KS 67117

PROJECT DIRECTOR: Donald S. Lemons

PROJECT TITLE: Faculty Development for Curricular Renewal

PROJECT DESCRIPTION:

To support a three-week study of classic texts for college faculty that will be guided by visiting humanities scholars, combined with follow-up sessions and supported by newly acquired books for the library.

KENTUCKY

Lexington:

University of Kentucky Research Foundation APPROVED OUTRIGHT \$150,082.00
Lexington, KY 40506

PROJECT DIRECTOR: John E. Keller

PROJECT TITLE: Alfonso the Wise and the 13th-Century Renaissance in Spain

PROJECT DESCRIPTION:

To support an institute for 30 college and university faculty members from around the country to study formative texts of the Spanish literary tradition in a multidisciplinary context.

Richmond:

Eastern Kentucky University APPROVED OUTRIGHT \$39,000.00
Richmond, KY 40475

PROJECT DIRECTOR: Bonnie J. Gray

PROJECT TITLE: Opportunity for Excellence: Planning Humanities Honors Courses

PROJECT DESCRIPTION:

To support a two-week faculty seminar that will plan a core of humanities honors courses for the university.

MAINE

Portland:

Portland Public Schools APPROVED OUTRIGHT \$106,263.00
Portland, ME 04102

PROJECT DIRECTOR: Sarah Foelsche

PROJECT TITLE: Portland-Falmouth Teachers Academy

PROJECT DESCRIPTION:

To support a three-week institute on important humanities texts for 40 elementary and secondary school teachers and administrators from southern Maine.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

MISSOURI

St. Louis:

St. Louis Public Schools APPROVED OUTRIGHT \$13,838.00

St. Louis, MO 63115

PROJECT DIRECTOR: Jimmie Billups

PROJECT TITLE: "Masterwork:" The Writers of the Harlem Renaissance

PROJECT DESCRIPTION:

To support a "Masterwork" study project on the Harlem Renaissance for 18 middle school teachers and administrators from the St. Louis area.

St. Louis Public Schools APPROVED OUTRIGHT \$13,132.00

St. Louis, MO 63113

PROJECT DIRECTOR: Arthur Sharpe

PROJECT TITLE: "Masterwork:" American Essayists and Social Justice

PROJECT DESCRIPTION:

To support a "Masterwork" study project on American essayists for 15 middle school teachers and administrators from the St. Louis area.

NEW HAMPSHIRE

Durham:

University of New Hampshire APPROVED OUTRIGHT \$146,616.00

Durham, NH 03824

PROJECT DIRECTOR: Cathryn Adamsky

PROJECT TITLE: Women in 19th-Century American Culture

PROJECT DESCRIPTION:

To support a four-week institute for 45 high school history and literature teachers from New Hampshire on women's contributions and activities in 19th-century America.

NEW JERSEY

Princeton:

Center for Faculty Development APPROVED OUTRIGHT \$68,700.00

Princeton, NJ 08544

PROJECT DIRECTOR: Theodore K. Rabb

PROJECT TITLE: Guidelines for the Introductory History Course at the
Community College

PROJECT DESCRIPTION:

To support the development of guidelines that will be designed to improve the teaching of introductory college courses in Western civilization and world civilization on the national level.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

NEW MEXICO

Albuquerque:

Hispanic Culture Foundation APPROVED OUTRIGHT \$160,717.00
Albuquerque, NM 87131

PROJECT DIRECTOR: Sabine B. Ulibarri

PROJECT TITLE: Hispanic Culture Institute: Impact of Culture Contact and
Exchange on the Evolution of New Mexico's Hispanic Humanities
Studies

PROJECT DESCRIPTION:

To support a six-week institute on the Hispanic history and culture of New
Mexico for 30 state elementary and secondary school teachers.

Saint John's College, Santa Fe APPROVED OUTRIGHT \$106,549.00
Santa Fe, NM 87501

PROJECT DIRECTOR: Timothy P. Miller

PROJECT TITLE: Teacher Institute on Classic Texts in History and
Philosophy of History

PROJECT DESCRIPTION:

To support a seven-week institute on historical texts for 15 Colorado secondary
school history teachers.

NEW YORK

Garden City:

Nassau Community College APPROVED OUTRIGHT \$93,151.00
Garden City, NY 11530

PROJECT DIRECTOR: Bernice W. Kliman

PROJECT TITLE: A Time to Think About Shakespeare: NCC Faculty Study Group,
1989

PROJECT DESCRIPTION:

To support a three-week study project for 25 of the college's faculty members
who will study Shakespeare in the summer and meet for follow-up discussions
throughout the year.

Nassau Community College APPROVED OUTRIGHT \$200,000.00
Garden City, NY 11530

PROJECT DIRECTOR: Joan Sevick

PROJECT TITLE: Faculty Seminars to Develop and Integrate a Multi-Disciplinary
Core Curriculum

PROJECT DESCRIPTION:

To support a three-year program of faculty study to plan a college-wide
two-course core curriculum in the humanities.

NATIONAL ENDOWMENT FOR THE HUMANITIES
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NEW YORK (Continued)

Great Neck:

Great Neck North High School APPROVED OUTRIGHT \$12,580.00
Great Neck, NY 11021

PROJECT DIRECTOR: Shela M. Pearl

PROJECT TITLE: Wellsprings of Western Literature

PROJECT DESCRIPTION:

To support a "Masterwork" study project on classic works of literature for 10 high school English teachers.

Hempstead:

Hofstra University APPROVED OUTRIGHT \$118,615.00
Hempstead, NY 11550

PROJECT DIRECTOR: Mark L. Landis

PROJECT TITLE: The Origins and Early Evolution of the United States
Constitution

PROJECT DESCRIPTION:

To support a four-week institute for 25 New York State high school history teachers on the American Constitution.

Tarrytown:

Marymount College, Tarrytown APPROVED OUTRIGHT \$50,000.00
Tarrytown, NY 10591

PROJECT DIRECTOR: Patricia Silber

PROJECT TITLE: Faculty Study Workshops to Introduce a Thematic Approach
to the Core Humanities Sequence at Marymount

PROJECT DESCRIPTION:

To support a series of faculty workshops to develop a thematic approach to required college humanities courses.

NORTH CAROLINA

Charlotte:

Queens College APPROVED OUTRIGHT \$46,224.00
Charlotte, NC 28274

PROJECT DIRECTOR: Robert W. Whalen

PROJECT TITLE: Summer Seminar to Support Foundations of Liberal Learning
Program

PROJECT DESCRIPTION:

To support a three-week workshop for nine of the college's faculty members who will study with visiting scholars: "The Rise of Moral Imagination," "Conflicts of Rationalism," and "The Renaissance and the Scientific Vision," using classic texts.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

NORTH CAROLINA (Continued)

Wilmington:

University of North Carolina, Wilmington APPROVED OUTRIGHT \$105,051.00
Wilmington, NC 28403

PROJECT DIRECTOR: William H. Schneider

PROJECT TITLE: Science, the Humanities and Society: Faculty and Curriculum
Development

PROJECT DESCRIPTION:

To support the establishment of interdisciplinary college courses on the
history and impact of science.

NORTH DAKOTA

Bismarck:

North Dakota Dept. of Public Instruction APPROVED OUTRIGHT \$5,500.00
Bismarck, ND 58505

PROJECT DIRECTOR: Clarence A. Bina

PROJECT TITLE: Modern American Religion: The Formative Period 1875-1925

PROJECT DESCRIPTION:

To support planning for a three-week institute on 19th- and 20th-century
American religious history for 30 North Dakota secondary school teachers.

OHIO

East Canton:

Osnaburg Local Schools APPROVED OUTRIGHT \$19,787.00
East Canton, OH 44730

PROJECT DIRECTOR: Ralph A. Waltman

PROJECT TITLE: Classic Power Struggles in Selected 20th Century Works

PROJECT DESCRIPTION:

To support a one-year "Masterwork" study project on family power struggles in
literary works for 12 junior high school and high school teachers of
English, reading and history.

Marietta:

Marietta College APPROVED OUTRIGHT \$63,778.00
Marietta, OH 45750

PROJECT DIRECTOR: Stephen W. Schwartz

PROJECT TITLE: Leadership and the Humanities: A Faculty Study Project

PROJECT DESCRIPTION:

To support a five-week seminar in 1990 for 18 faculty members who will study
humanities texts, how they exemplify aspects of leadership and how to
incorporate these texts into their respective college courses.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

OHIO (Continued)

Tiffin:

Heidelberg College
Tiffin, OH 44883

APPROVED OUTRIGHT \$121,062.00

PROJECT DIRECTOR: Nancy Siferd

PROJECT TITLE: Epistemology and the Liberal Arts

PROJECT DESCRIPTION:

To support an institute for 24 faculty members from eight liberal arts colleges in conjunction with the Honors College of Western Michigan University. The institute will examine developments in epistemology that affect undergraduate teaching.

OKLAHOMA

Stillwater:

Oklahoma State University
Stillwater, OK 74078

APPROVED OUTRIGHT \$74,261.00

PROJECT DIRECTOR: Mary Rohrberger

PROJECT TITLE: Faculty Development for Teaching "Masterworks of Western Culture" and "Philosophical Classics" at Oklahoma State Univ.

PROJECT DESCRIPTION:

To support two summer seminars and academic year follow-up activities to prepare 13 faculty members to teach three new core courses: "Masterworks of Western Culture I and II" and "Philosophical Classics."

Oklahoma State University
Stillwater, OK 74078

APPROVED OUTRIGHT \$103,156.00

PROJECT DIRECTOR: Santiago Garcia

PROJECT TITLE: Summer Institute for Oklahoma Secondary School Foreign Language Teachers

PROJECT DESCRIPTION:

To support two four-week institutes for 15 Oklahoma high school teachers, one on French and one on Spanish literature and language.

Tulsa:

University of Tulsa
Tulsa, OK 74104

APPROVED OUTRIGHT \$150,000.00

PROJECT DIRECTOR: Susan Resneck Parr

PROJECT TITLE: Enhancing Honors, Classics and Art History at the University of Tulsa

PROJECT DESCRIPTION:

To support a project that will enhance the honors, classics and art history program through seminars for the university's faculty.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

TEXAS (Continued)

Houston:

Rice University	APPROVED OUTRIGHT	\$150,000.00
Houston, TX 77251	APPROVED MATCH	\$75,000.00

PROJECT DIRECTOR: Neal F. Lane

PROJECT TITLE: Undergraduate Curriculum Revision

PROJECT DESCRIPTION:

To support a series of faculty seminars for the development of a humanities program for engineering and science students at the university.

University of Houston Downtown Campus	APPROVED OUTRIGHT	\$367,090.00
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Houston, TX 77204

PROJECT DIRECTOR: James W. Pipkin

PROJECT TITLE: Texts and Tradition: The Common Ground

PROJECT DESCRIPTION:

To support a collaborative project for on American literature 80 high school teachers from the Houston area on American literature.

San Marcos:

Southwest Texas State University	APPROVED OUTRIGHT	\$169,996.00
San Marcos, TX 78666		

PROJECT DIRECTOR: Marion M. Tangum

PROJECT TITLE: From Tales of the Tongue to Tales of the Pen: An Organic Approach to Children's Literature

PROJECT DESCRIPTION:

To support a four-week institute on myth and folklore for 30 Texas elementary school teachers.

UTAH

Logan:

Utah State University	APPROVED OUTRIGHT	\$166,328.00
Logan, UT 84322		

PROJECT DIRECTOR: Glenn R. Wilde

PROJECT TITLE: Extending the Liberal Arts Degree to Nontraditional Adult Students

PROJECT DESCRIPTION:

To support a project that will adapt 22 undergraduate humanities courses for delivery via telecommunications and develop the first year's offerings of these courses.

- MORE -

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants for Projects in Education
June 1989

UTAH (Continued)

St. George:

Dixie College

APPROVED OUTRIGHT

\$134,574.00

St. George, UT 84770

PROJECT DIRECTOR: Joe Green

PROJECT TITLE: Faculty Training Seminars on Great Books and Ideas

PROJECT DESCRIPTION:

To support a series of eight one-week seminars for 20 of the college's faculty members on seminal texts, authors and ideas in order to develop new undergraduate humanities honors courses.

VIRGINIA

Hampton:

Hampton University

APPROVED OUTRIGHT

\$76,677.00

Hampton, VA 23668

PROJECT DIRECTOR: Enid P. Housty

PROJECT TITLE: Faculty Development Seminars: "Western and Non-Western Epics

PROJECT DESCRIPTION:

To support a project that will enhance the university's two-semester sophomore humanities sequence with faculty study of the epic literature of Africa, classical antiquity and medieval Europe.

WASHINGTON

Seattle:

University of Washington

APPROVED OUTRIGHT

\$574,304.00

Seattle, WA 98195

PROJECT DIRECTOR: Katrina A. Meyer

PROJECT TITLE: Improving Washington State Teachers' Understanding of China and Japan

PROJECT DESCRIPTION:

To support a two-year, collaborative project for 180 Washington elementary and secondary school teachers on the history, literature and art of China and Japan.

NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-89-023-N

<u>Contact:</u>	<u>Office</u>	<u>Home</u>
Noel Milan	202/786-0449	301/268-4309
John McGrath	202/786-0449	703/525-9478

EMBARGOED: Hold for release until 10:00 a.m. (EDT)
Tuesday, June 20, 1989

HUMANITIES ENDOWMENT ANNOUNCES CHARLES FRANKEL PRIZE WINNERS

Awards Honor Contributions to Public Understanding of History, Literature

WASHINGTON, June 20 -- The National Endowment for the Humanities (NEH) today announced the first winners of the Charles Frankel Prize, honoring five Americans for their efforts to bring history, literature, philosophy and other humanities disciplines to general audiences.

The recipients are Daniel J. Boorstin, Librarian of Congress Emeritus and the author of several widely read books on American history and culture; Willard L. Boyd, president of the Field Museum of Natural History in Chicago and a leader in the effort to expand the educational potential and cultural diversity of the nation's museum programs; Americo Paredes, professor emeritus at the University of Texas at Austin and the creator of numerous public programs on folklore and Mexican-American culture; Patricia L. Bates, a national consultant on reading programs who developed a model for scholar-led reading and discussion groups now used in libraries across the United States; and Clay S. Jenkinson, a leading figure in the revival of the Chautauqua, an institution which serves to educate the general public about the ideas and lives of outstanding figures in history, philosophy, the arts and politics.

"The Endowment is proud to honor these five distinguished Americans for their efforts to help diverse audiences understand the great texts, themes and insights of the humanities," said NEH Chairman Lynne V. Cheney. "At the same time that they have contributed to our cultural life

in a rich variety of ways, they share the same devotion to scholarship and citizenship exemplified by Charles Frankel."

The awards, each of which carries a stipend of \$5,000, are named for the late Charles Frankel (1917-79), Columbia University professor, assistant secretary of state for educational and cultural affairs and first president and director of the National Humanities Center. This year's recipients will be honored at a November 1989 ceremony in Washington, D.C.

The 1989 Frankel Prize recipients have brought the humanities to U.S. citizens with books and films and in a variety of public programs at museums, libraries, universities and other sites.

In addition to his distinguished tenure at the Library of Congress, Daniel J. Boorstin is best known as an American historian whose books have been read by millions around the world. His works include The Republic of Technology, Democracy and Its Discontents, The Image: A Guide to Pseudo Events in America and the The Discoverers, which won the Dexter and Pulitzer prizes. While at the Library of Congress, Boorstin created the Center for the Book, a privately supported effort to promote reading, as well as the Council of Scholars.

Museum president Willard "Sandy" Boyd is a prominent national advocate for making museum programs more accessible to the public and has been widely praised for his success in turning the Field Museum of Natural History into an educational enterprise that appeals to the diverse segments of Chicago's multi-ethnic population. Boyd is also chairman of the National Museum Services Board, the policy-making body for the federal

Institute of Museum Services, as well as president emeritus of the University of Iowa.

Professor Americo Paredes is an author and folklorist who has brought awareness and understanding of folklore and Mexican-American culture to a wide variety of audiences, using books; radio, television and film; conferences and workshops; lectures; and other public programs. His book With His Pistol in His Hand: A Border Ballad and Its Hero was the basis of the feature film The Ballad of Gregorio Cortez.

Patricia Bates, a national consultant on reading programs who is currently the adult program coordinator in Maryland's Howard County Library, has created scholar-led reading and discussion programs that have become models for thousands of programs across the country. Her work is widely credited with revitalizing libraries as centers for community learning. Bates personally organized more than 750 book-discussion sessions in public libraries and other sites in five states.

Clay Jenkinson is known throughout the country for his work in reviving the Chautauqua movement and for his historical characterization of Thomas Jefferson. For the last five years, he has brought Jefferson to life for a wide range of audiences across the nation, including schoolchildren, senior citizens, U.S. Congressmen, farmers, lawyers, professors and homemakers. Currently at work on a second doctoral degree at the University of Colorado in Boulder, Jenkinson has also served for several years as the director of the Great Plains Chautauqua Society, helping to bring scholars skilled in historical characterization to audiences in several Plains states.

NEH announced the Charles Frankel Prize competition last October, soon after the release of the Endowment's congressionally mandated report, Humanities in America, which described a recent dramatic increase in the American public's interest in literature, history, philosophy and other humanities disciplines. Among its recommendations, the report urged recognition of scholars who provide high-quality programs for general audiences.

The five recipients were chosen from hundreds of nominations received by the Endowment from state humanities councils, museums, libraries, historical societies, public television and radio stations, nonprofit media production companies and other sources. The National Council on the Humanities, the group of 26 distinguished citizens appointed by the President to advise the Endowment, reviewed the nominations and made recommendations to the NEH Chairman, who made the final selections.

The deadline for next year's Frankel Prize competition is Dec. 15, 1989. Organizations and institutions that conduct public humanities programs are encouraged to submit nominations. Nominators, who may submit only one name for consideration, are being asked to submit a biographical summary of the candidate and a letter of no more than two pages describing his or her qualifications. Correspondence should be sent to:

**NOMINATION: Charles Frankel Prize
National Endowment for the Humanities
Washington, D.C. 20506**

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

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NOTE: Biographies of each of the 1989 Charles Frankel Prize recipients and a fact sheet on the competition accompany this release.

FACTS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-89-023-F1

Daniel J. Boorstin

Historian, educator and author, Librarian of Congress Emeritus Daniel J. Boorstin was sworn in as Librarian of Congress on Nov. 12, 1975, and directed the Library for 12 years. He is widely credited with increasing public awareness of the Library and enlisting Congressional support for the Library and its programs. He initiated the Center for the Book, established by an act of Congress in 1977, and the Council of Scholars. Boorstin retired from the office of the Librarian in 1987 to devote more time to writing and lecturing. He had been the director of the National Museum of American History and senior historian of the Smithsonian Institution in Washington, D.C. Before that he was the Preston and Sterling Morton Distinguished Service Professor of History at the University of Chicago, where he taught for 25 years. He currently serves as editor-at-large for Doubleday.

Born in Atlanta, Ga., and raised in Tulsa, Okla., Boorstin graduated with highest honors from Harvard College and received his doctorate from Yale. As a Rhodes Scholar at Balliol College in Oxford, England, he won a coveted "double first" in two degrees in law and was admitted as a barrister-at-law of the Inner Temple in London. He is also a member of the Massachusetts Bar. He has been visiting professor at the University of Rome, the University of Geneva, the Kyoto University in Japan and the University of Puerto Rico. He was the first incumbent of a chair in American history at the Sorbonne in Paris and Pitt Professor at Cambridge University.

Boorstin's many books include the trilogy The Americans: The Colonial Experience (1958), which won the Bancroft Prize; The Americans: The National Experience (1965), which won the Parkman Prize; and The Americans: The Democratic Experience (1973), which won the Pulitzer Prize and the Dexter Prize. His other books include: The Mysterious Science of the Law (1941); The Lost World of Thomas Jefferson (1948); The Genius of American Politics (1953); The Image (1962; 25th anniversary edition, 1987); The Republic of Technology (1978); and Hidden History (1987), a collection of his essays. His textbook for high schools, A History of the United States (1980, 1984), with Brooks M. Kelley, has been widely adopted. He is the editor of An American Primer (1966) and the 30-volume series The Chicago History of American Civilization and the author of The Landmark History of the American People for young readers (new ed. 1987).

The Discoverers (1983), Boorstin's best-selling history of man's search to know the world and himself, was awarded the Watson Davis Prize of the History of Science Society. His books have been translated into many languages. He is now at work on a companion to The Discoverers to be called The Creators, a history of man's achievements in the arts.

Willard L. Boyd

Willard L. "Sandy" Boyd, the president of Chicago's Field Museum of Natural History, is well known locally and nationally for his strong and imaginative advocacy for expanding the educational potential of museums and other cultural institutions.

Since his arrival at the Field Museum in 1981, Boyd has worked to make the cultural and educational resources in its world-renowned collections available to the widest possible audiences. Under Boyd's direction, the museum's recently mounted exhibitions encourage visitors' active participation by presenting artifacts and ideas in a variety of innovative ways. A community outreach program begun last year is introducing Chicago's underserved inner-city citizens to the museum by means of workshops conducted on-site in the neighborhoods.

Under Boyd's leadership, the Field Museum's programs have met with enthusiastic public response as well as increased attendance. Last year, more than 1.3 million people visited the museum, according to the institution's own figures, and many more participated in seminars, trips and programs offered by the museum's education department.

A native of St. Paul, Minn., Boyd received his undergraduate and first law degrees from the University of Minnesota and received advanced law degrees from the University of Michigan. After briefly practicing law with a Minneapolis firm, Boyd took a position as an instructor at the University of Iowa Law School in 1954. In ten years he advanced to full professor.

Boyd served as vice president for academic affairs at the University of Iowa from 1964 to 1969. He became president of the University in 1969, a post in which he served until his appointment to the Field Museum in 1981.

Boyd is currently chairman of the National Museum Services Board, the policy-making body for the federal Institute of Museum Services. He has also served as chairman of the American Association of Universities and chairman of the Center for Research Libraries.

Americo Paredes

Americo Paredes, professor emeritus of English and Anthropology at the University of Texas at Austin, has promoted public understanding of the cultures of Mexican-Americans and the Southwestern United States for more than 30 years.

A much-honored teacher and scholar, Paredes has consistently found avenues to share his scholarship with the public. He is the author, co-author and editor of several books, reviews and essays written for academic and general audiences. Paredes has also contributed to numerous public conferences, symposia, workshops and other public projects. He has lectured throughout the United States and abroad and has participated in many television and radio programs on folkore and culture.

Paredes is probably best known for With His Pistol in His Hand: A Border Ballad and Its Hero (1958), which became a popular success as well as a seminal work in American folklore and anthropology. With funds from the National Endowment for the Humanities, the book was produced in 1982 as a dramatic film seen theatrically and on the Public Broadcasting System, entitled The Ballad of Gregorio Cortez.

Born in Brownsville, Texas, Paredes received his bachelor's, master's and doctoral degrees from the University of Texas at Austin. He taught at the university from 1951 until his retirement in 1984. He created the Folklore Archive and served as its archivist from 1957 to 1967. He was also director of the Center for Intercultural Studies in Folklore and Oral History, director of the Center for Mexican American Studies and director of the Center for Intercultural Studies in Folklore and Ethnomusicology, and he served in a number of other academic and administrative positions.

Paredes has received many awards, including fellowships from the American Folklore Society and the Sociedad Folklorica de Mexico, a Guggenheim fellowship, membership in the National Humanities Faculty, and other honors for scholarly and literary achievement. He has been elected to the North American Academy of the Spanish Language and has been recognized for his achievements by the Texas House of Representatives. In 1987 the University of Texas honored him with the creation of the Americo Paredes Distinguished Lecture Series.

Patricia L. Bates

Patricia L. Bates, a national consultant on reading programs who is currently adult program coordinator with Maryland's Howard County Library, developed a model for library reading and discussion groups led by humanities scholars that has spread nationwide.

Bates, who grew up in Brooklyn, N.Y., graduated from St. John's University in New York. A homemaker and mother, Bates started an informal book discussion group that met at her home in Rutland, Vt., in 1971. She credits her experience as a volunteer for the Crossroads Arts Council with providing her with skills that she later used in establishing and running library programs.

In 1975 Bates took a part-time job as program director at the Rutland Library, where she used funds provided by the Vermont Council on the Humanities to develop a series of forums on First Amendment rights and capital punishment. The success of these forums prompted her to apply to the Vermont Council in 1978 for funds to conduct a reading and discussion program organized around a theme, "Women and Literature." The series, conducted in 1978 and 1979, was an overwhelming success. By hiring scholars to lecture on each book and by allowing time for discussion of the books, she developed a program that has served as a model for reading and discussion programs in communities throughout the United States.

She obtained a grant in 1980 from the National Endowment for the Humanities (NEH) to expand the reading and discussion programs to serve 50 Vermont libraries and to establish a system whereby other libraries could create their own programs. The expanded series allowed more than 6,000 Vermont library patrons to attend lecture-discussions by 240 humanities scholars. A subsequent NEH grant supported expansion of the program to 50 more libraries in New Hampshire and Massachusetts. In 1983 the American Library Association received Endowment funds to initiate "Let's Talk About It," a reading and discussion series based on the Vermont model, in 30 states. Today similar reading and discussion programs are active in all 50 states.

Bates earned a Master of Arts in Liberal Studies from Dartmouth College in 1984. She is currently working to expand reading and discussion programs at libraries and at sites for older citizens throughout the state of Maryland.

Clay S. Jenkinson

Clay S. Jenkinson, the director of the Great Plains Chautauqua Society who is widely known for his historical characterization of Thomas Jefferson, spearheaded the revival of Chautauqua, an institution which serves to educate the general public about the ideas and lives of outstanding figures in history, philosophy, the arts and politics.

A native of North Dakota, Jenkinson received a B.A. in English from the University of Minnesota in 1977 and was named a Danforth Fellow. A Rhodes Scholar, he holds an M.A. degree and has completed the requirements for a D.Phil. in English literature from Oxford University. Jenkinson has taught at Pomona College in California and designed humanities courses and lectures for the law school at the University of North Dakota.

Jenkinson began participating in public humanities programs sponsored by the North Dakota Humanities Council in 1974. While at Oxford, he prepared a humanities guide to the film Northern Lights for the council and later directed a statewide discussion series about the film.

In 1984 as part of a project supported by the National Endowment for the Humanities, Jenkinson created a historical characterization of Thomas Jefferson. Since then, he has brought the ideas of Jefferson to life before schoolchildren, members of Congress, federal judges and general audiences in a wide variety of public forums. Jenkinson has also developed historical characterizations of explorer Meriwether Lewis, frontier newspaperman A.C. Packard of the Dakota Territory and American novelist Hamlin Garland.

Since 1981 Jenkinson has served as director and principal humanist of the Great Plains Chautauqua. From its beginning in North Dakota eight years ago, the Great Plains Chautauqua has expanded to four states, bringing 50 humanities scholars to 175 communities. The program, which is usually held outdoors in a tent, consists of historical characterizations by several humanities scholars, one presentation per evening. After an "in-character" presentation by the scholar, the audience is invited to ask questions, which the scholar answers "in character" based on the scholar's knowledge of the figure's life and ideas. As the event comes to an end, the audience asks additional questions of the scholar as scholar (not as the character portrayed). The scholar's responses often suggest ways that the study of individual historical figures leads to greater understanding of the past.

Jenkinson is currently establishing a series of national humanities programs. He is beginning his studies toward a doctorate in Greek and Latin at the University of Colorado at Boulder.

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FACTS

National Endowment
for the Humanities

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

202/786-0449

NEH-089-023-F2

THE CHARLES FRANKEL PRIZE COMPETITION

PURPOSE: The Charles Frankel Prize recognizes scholars in the humanities who have brought to general audiences -- national, regional or local -- a greater understanding of the texts, themes and ideas of the humanities.

WHO IS ELIGIBLE: U.S. citizens who have records of scholarly achievement are eligible for the prize, as are scholars of other countries who have maintained resident alien status in the United States for at least the past three consecutive years. An advanced degree in the humanities is not a requirement. Nominees may be members of college or university faculties or administrations or they may be affiliated with museums, historical societies, radio or television stations, film production companies or other educational institutions or organizations. They may also be independent scholars. They may not be paid employees of the federal government or state humanities councils.

QUALIFICATIONS: The Charles Frankel Prize will be awarded to persons who have made outstanding contributions to the public's understanding of the humanities. Such contributions might include: scholarly participation in the planning, scripting and production of a film or television documentary; planning or acting as curator for a major interpretive exhibition; designing and conducting reading-discussion programs for local libraries or community organizations; or writing a book that combines sound humanities scholarship with significant appeal for general audiences. The principal criteria for selection are the excellence of the contribution and the quality of the scholarship behind it.

NOMINATING PROCEDURES: Organizations that conduct public humanities programs, including museums, libraries, historical societies, public television and radio stations, film and video production companies and state humanities councils, may nominate an individual for consideration. Also invited to submit nominations are individuals who have served on the National Council on the Humanities, the Endowment's presidentially appointed board of 26 advisors. NEH will accept only one nomination per organization or individual, and organizations may nominate members of their own staffs. Nominators should submit a letter describing the candidate's qualifications and a biographical summary of no more than two pages.

AWARDS: Up to five prizes will be awarded each year, beginning in 1989. The honor carries a stipend of \$5,000, plus reimbursement for expenses to attend a ceremony for the winners.

SELECTION PROCESS: Nominations will be reviewed by members of the National Council on the Humanities, the Endowment's presidentially appointed board of 26 advisors, which will make recommendations to the NEH Chairman. By law, only the Chairman can make awards.

ABOUT CHARLES FRANKEL: Charles Frankel (1917-79) was a teacher, statesman and author known for his commitment to scholarship and public affairs. He was a professor of philosophy at Columbia University (1939-79), assistant secretary of state for educational and cultural affairs (1965-67) and president and director of the National Humanities Center at Research Triangle Park, N.C. (1977-79). Frankel also taught briefly at the University of Paris (1953-54) and the University of Dublin (1954), chaired the U.S. delegation to the UNESCO General Conference (1976), hosted the CBS-TV series The World of Ideas (1959) and served as the writer, host and narrator of the film In Pursuit of Liberty (1979). He authored 12 books, including The Case for Modern Man (1956), The Love of Anxiety and Other Essays (1965) and High on Foggy Bottom: An Outsider's Inside View of Government (1969), and he edited or contributed to several other volumes. Frankel also wrote scores of articles for scholarly journals and general interest publications such as Life and The New York Times Magazine.

IMPORTANT DATES: The deadline for receipt of nominations for the 1990 Charles Frankel Prize competition is Dec. 15, 1989. Winners will be announced publicly in June 1990, with a ceremony planned for November 1990.

MAILING ADDRESS: Send nominations to this address:

NOMINATION: Charles Frankel Prize
National Endowment for the Humanities
Washington, D.C. 20506

FURTHER DETAILS: Contact NEH's Office of Publications and Public Affairs at 202/786-0438.

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NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-89-024-N

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FOR IMMEDIATE RELEASE

HUMANITIES ENDOWMENT AWARDS \$9 MILLION FOR RESEARCH PROJECTS
Awards Will Support More Than 90 Humanities Projects

WASHINGTON, June 26 -- The National Endowment for the Humanities (NEH) today announced \$9 million in grants to support research projects in history, literature, philosophy, art history, archaeology and other humanities subjects. The grants will enable humanities scholars to translate important texts, prepare scholarly editions and reference works, plan and host conferences and undertake postdoctoral research.

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

"The research supported by these grants will allow American scholars to deepen and broaden our understanding of the rich heritage of the humanities," said Lynne V. Cheney, Chairman of the National Endowment for the Humanities, in announcing the awards.

The grants announced today will support projects that include the translation of important literary and historical texts from Sanskrit and native American languages, as well as comprehensive editions of the papers of U.S. presidents.

A grant to Yale University in New Haven, Conn., for example, will allow archaeologists to preserve 1,300 cuneiform tablets dating from the 18th century B.C. The tablets, discovered in 1987 at a site in northern

- OVER -

Mesopotamia, constitute the largest single collection of written materials found in upper Mesopotamia in half a century.

Other grants will support 35 translations into English of literary works and texts of historical significance, as well as contemporary texts. Among these, a grant to Harvard University in Cambridge, Mass., will support an annotated translation and edition of Mao Zedong's pre-1949 speeches and writings. A grant to the University of California, Los Angeles, will support the translation of a volume of texts documenting the reactions of native Americans to the arrival of the Spaniards in the New World.

In addition to the translation projects, 33 scholarly editions of important humanities texts will result from the grants announced today. These include preparation of an edition of the papers of American landscape architect Frederick Law Olmsted by scholars at American University in Washington, D.C., and microfilm and print editions of the selected papers of Thomas Edison by scholars at Rutgers University in New Brunswick, N.J. A grant to the University of Tennessee in Knoxville will support preparation of the collected papers of President Andrew Johnson, while grants to the University of South Carolina, Columbia will support preparation of the collected papers of Vice President John C. Calhoun and Henry Laurens, president of the Continental Congress.

Microfilm, data banks, catalogs and other reference tools supported by NEH grants give scholars access to manuscripts, art works and documents held in collections around the world. A grant to the University of California, Irvine, will support expansion of the Thesaurus Linguae Graecae, a data bank of late Greek and Byzantine texts and annotations,

while an award to the Center for the Study of Japanese Prints in Woodacre, Calif., will be used to complete a six-volume catalog of woodblock prints by Katsushika Hokusai, a 19th-century Japanese artist. Scholars at the University of Illinois, Urbana, will microfilm Arabic manuscripts housed in a private collection in Mauritania, thus making the collection widely available for research.

Other grants announced today will support the planning of 10 national and international scholarly conferences. For example, Professor Richard P. Saller of the University of Chicago will organize an international conference on the history of the family in Italy from Roman times to the present. Professor Patrick Shaw of Texas Tech University in Lubbock will convene a conference on the work of American novelist Willa Cather with particular attention to the influence of the Southwest on her writing.

An award of \$850,000 will allow the International Research and Exchanges Board in Princeton, N.J., to support scholarly exchange programs for advanced research in the Soviet Union and the socialist countries of Eastern Europe and Mongolia. Additional grants made to the American Council of Learned Societies in New York City and the Social Science Research Council in New York City will enable those bodies to support postdoctoral work by approximately 470 humanities scholars with fellowships, grants-in-aid and small travel grants.

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

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

CALIFORNIA

Berkeley:

University of California, Berkeley
Berkeley, CA 94720

APPROVED OUTRIGHT

\$75,000.00

PROJ.DIR.: Leon F. Litwack

APPROVED MATCH

\$100,000.00

PROJECT TITLE: The Emma Goldman Papers

PROJECT DESCRIPTION:

To support the preparation of a microfilm edition, reel guide and index for the papers of political activist Emma Goldman (1869-1940).

Claremont:

Pomona College
Claremont, CA 91711

APPROVED OUTRIGHT

\$20,000.00

PROJ.DIR.: Carl W. Ernst

PROJECT TITLE: The Pool of the Water of Life: An Islamic Interpretation of Yoga

PROJECT DESCRIPTION:

To support the translation of a 13th-century Arabic text on Yoga.

Irvine:

Carrie L. Asman-Schneider
Irvine, CA 92715
(Independent scholar)

APPROVED OUTRIGHT

\$30,000.00

PROJECT TITLE: Walter Benjamin's Writings on Language

PROJECT DESCRIPTION:

To support a translation of the writings on language, perception and image of German cultural theorist Walter Benjamin (1892-1940).

University of California, Irvine
Irvine, CA 92717

APPROVED MATCH

\$57,761.00

PROJ.DIR.: Theodore F. Brunner

PROJECT TITLE: Thesaurus Linguae Graecae Data Bank Expansion (Byzantine Period)

PROJECT DESCRIPTION:

To support the expansion of the Thesaurus Linguae Graecae data bank to include late Greek and Byzantine texts and annotations.

Los Angeles:

Robert E. Buswell
Los Angeles, CA 90024

APPROVED OUTRIGHT

\$30,000.00

University of California, Los Angeles

PROJECT TITLE: Yuan-Miao's The Essentials of Ch'an, on Chinese Zen Practice in the 1250s

PROJECT DESCRIPTION:

To support the translation of The Essentials of Ch'an, a collection of works on Ch'an (Zen) Buddhism that were written by a 13th-century Chinese monk.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

CALIFORNIA (continued)

Los Angeles (continued):

University of California, Los Angeles	APPROVED OUTRIGHT	\$27,000.00
Los Angeles, CA 90024	APPROVED MATCH	\$5,000.00

PROJ.DIR.: Fredi Chiappelli

PROJECT TITLE: Repertorium Columbianum: A Multivolume Translation

PROJECT DESCRIPTION:

To support the translation of a volume of Mesoamerican texts that document the reactions of the Amerindians to the arrival of the Spaniards in the New World.

Santa Barbara:

University of California, Santa Barbara	APPROVED OUTRIGHT	\$100,000.00
Santa Barbara, CA 93106	APPROVED MATCH	\$25,000.00

PROJ.DIR.: Elizabeth H. Witherell

PROJECT TITLE: The Writings of Henry D. Thoreau

PROJECT DESCRIPTION:

To support the preparation of two volumes of the journals of Henry David Thoreau.

Woodacre:

Center for the Study of Japanese Prints	APPROVED MATCH	\$49,000.00
Woodacre, CA 94973		

PROJ.DIR.: Roger S. Keyes

PROJECT TITLE: Hokusai's Prints: A Catalog Raisonne

PROJECT DESCRIPTION:

To support completion of a six-volume catalog raisonne of the woodblock prints of Japanese artist Katsushika Hokusai (1760-1849).

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NEH-89-024-L02

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

COLORADO

Boulder:

University of Colorado, Boulder

Boulder, CO 80309

PROJ.DIR.: Allan R. Taylor

PROJECT TITLE: Language and Prehistory in the Americas: A Conference on the
Greenberg Classification

PROJECT DESCRIPTION:

To support a conference on the Greenberg classification of languages of native
Americans and related problems of research in prehistory.

APPROVED OUTRIGHT

\$30,000.00

APPROVED MATCH

\$5,000.00

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

CONNECTICUT

New Haven:

Henry S. Heifetz	APPROVED OUTRIGHT	\$49,680.00
New Haven, CT 06511		
(Independent scholar)		

PROJECT TITLE: A Translation from the Sanskrit of Magha's The Killing of Sisupala

PROJECT DESCRIPTION:

To support the translation of a 7th-century Sanskrit epic poem.

Yale University	APPROVED OUTRIGHT	\$125,000.00
New Haven, CT 06520	APPROVED MATCH	\$70,000.00

PROJ.DIR.: David E. Underdown

PROJECT TITLE: Proceedings in the Parliament of 1626; and Proceedings in the Opening Session of the Later Long Parliament

PROJECT DESCRIPTION:

To support work on a four-volume edition of sources that record the proceedings of the English Parliament of 1626 and work on an edition of sources for the first House of Commons' session during the Long Parliament (1640-41).

Yale University	APPROVED OUTRIGHT	\$3,500.00
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New Haven, CT 06520

PROJ.DIR.: Joel R. Schechter

PROJECT TITLE: First American Translation of Teatr, (a Soviet Magazine)

PROJECT DESCRIPTION:

To support the translation of articles on contemporary Soviet theater and plays, which will be published in Yale's Theater magazine. In turn, the Soviets will translate articles on the American theater for their magazine, Teatr.

Yale University	APPROVED OUTRIGHT	\$15,000.00
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New Haven, CT 06520

PROJ. DIR.: Harvey Weiss

PROJECT TITLE: Origins of States and Empires in Northern Mesopotamia (Syria)

PROJECT DESCRIPTION:

To support preservation of 1,300 cuneiform tablets, dating from the 18th century B.C., which were recently discovered at the site of Shubat Enlil, the capital city of the Kingdom of Upper Mesopotamia in the early second millenium B.C.

#

NEH-89-024-L04

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

DELAWARE

Newark:

University of Delaware

Newark, DE 19716

PROJ.DIR.: Robert F. Brown

PROJECT TITLE: New English Edition of Hegel's Lectures on the History of
Philosophy (Final Volume)

PROJECT DESCRIPTION:

To support the translation of the last volume in a four-volume edition of
Hegel's Lectures on the History of Philosophy.

APPROVED OUTRIGHT

\$21,016.00

APPROVED MATCH

\$3,500.00

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

DISTRICT OF COLUMBIA

Washington:

American University	APPROVED OUTRIGHT	\$60,000.00
Washington, DC 20016	APPROVED MATCH	\$50,000.00

PROJ.DIR.: Charles C. McLaughlin

PROJECT TITLE: The Papers of Frederick Law Olmsted

PROJECT DESCRIPTION:

To support work on an edition of the papers of American landscape architect Frederick Law Olmsted (1822-1903).

Catholic University of America	APPROVED OUTRIGHT	\$45,000.00
Washington, DC 20064	APPROVED MATCH	\$30,000.00

PROJ.DIR.: John F. Hinnebusch

PROJECT TITLE: Critical Editions of St. Thomas Aquinas' Commentaries on
Three Sentences and De Spiritualibus Creaturis

PROJECT DESCRIPTION:

To support the preparation of the critical edition of two works of St. Thomas Aquinas: his commentary on Three Sentences of Peter Lombard and On Spiritual Creatures.

Catholic University of America	APPROVED OUTRIGHT	\$40,000.00
Washington, DC 20064		

PROJ.DIR.: Frank A. C. Mantello

PROJECT TITLE: A Critical Edition and English Translation of Nicholas
Trevet's Annals of Six Kings of England

PROJECT DESCRIPTION:

To support the preparation of a critical edition and translation of the
Annales Sex Regum Angliae, an early chronicle by Nicholas Trevet (1258-1334).

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

FLORIDA

Gainesville:

University of Florida
Gainesville, FL 32611

APPROVED OUTRIGHT	\$72,513.00
APPROVED MATCH	\$10,000.00

PROJ.DIR.: Vasudha R. Narayanan

PROJECT TITLE: Nammalvar's Sacred Utterance: A Complete Translation of
the Ninth-Century Tamil Poem

PROJECT DESCRIPTION:

To support the preparation of an edition and translation of a sacred
ninth-century Hindu poem that is unique in being understandable to all castes.

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NEH-89-024-L07.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

HAWAII

Honolulu:

University of Hawaii at Manoa

Honolulu, HI 96822

PROJ.DIR.: Brian E. McKnight

PROJECT TITLE: Translation of Selections from the 13th-Century Ming
Judicial Texts

APPROVED OUTRIGHT

\$60,000.00

PROJECT DESCRIPTION:

To support a translation of a recently rediscovered Ming edition of a
13th-century collection of Chinese judicial judgments.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

INDIANA

Bloomington:

Indiana University, Bloomington	APPROVED OUTRIGHT	\$100,000.00
Bloomington, IN 47405	APPROVED MATCH	\$17,250.00

PROJ.DIR.: Raymond J. DeMallie

PROJECT TITLE: In Their Own Words: Plains Indian Native Literatures

PROJECT DESCRIPTION:

To support preparation of an edition of five collections of historical texts in Sioux and Pawnee.

Indiana University, Bloomington	APPROVED OUTRIGHT	\$120,000.00
Bloomington, IN 47405	APPROVED MATCH	\$30,000.00

PROJ.DIR.: Samuel N. Rosenberg

PROJECT TITLE: Translation of the Medieval French "Lancelot-Grail" Cycle of Arthurian Tales

PROJECT DESCRIPTION:

To support the translation of five interrelated 13-century French prose narratives that constitute the fullest chronicle of the legend of King Arthur.

Indianapolis:

Indiana University, Indianapolis	APPROVED OUTRIGHT	\$130,000.00
Indianapolis, IN 47402	APPROVED MATCH	\$25,000.00

PROJ.DIR.: Christian J. W. Kloesel

PROJECT TITLE: Edition of the Writings of Charles S. Peirce

PROJECT DESCRIPTION:

To support preparation of an edition of the writings of American physicist, mathematician and logician Charles S. Peirce (1839-1914).

Notre Dame:

University of Notre Dame	APPROVED OUTRIGHT	\$85,000.00
Notre Dame, IN 46556	APPROVED MATCH	\$8,000.00

PROJ.DIR.: Eugene C. Ulrich

PROJECT TITLE: Two Volumes of the Biblical Qumran (Dead Sea) Scrolls

PROJECT DESCRIPTION:

To support work on an edition of the Dead Sea Scrolls.

University of Notre Dame	APPROVED OUTRIGHT	\$65,000.00
Notre Dame, IN 46556		

PROJ.DIR.: Kent Emery, Jr.

PROJECT TITLE: The Critical Edition of Henry of Ghent's Quodlibet III

PROJECT DESCRIPTION:

To support an edition of Quodlibet III by scholastic philosopher Henry of Ghent (1240-93).

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

KANSAS

Lawrence:

University of Kansas, Lawrence Lawrence, KS 66045	APPROVED OUTRIGHT	\$57,993.00
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PROJ.DIR.: John Michael Young
PROJECT TITLE: Translation of Immanuel Kant's Logik and Selected Logic Lectures
PROJECT DESCRIPTION:
To support the translation of Kant's Logik and three sets of lecture notes.

Winfield:

Philip Kelley	APPROVED OUTRIGHT	\$180,000.00
Winfield, KS 67156 (Independent scholar)	APPROVED MATCH	\$20,000.00

PROJECT TITLE: The Brownings' Correspondence: A Collected Edition, 1809-89
PROJECT DESCRIPTION:
To support preparation of an edition of the complete correspondence of Robert and Elizabeth Barrett Browning.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

KENTUCKY

Lexington:

University of Kentucky Research Foundation APPROVED OUTRIGHT \$45,000.00
Lexington, KY 40506

PROJ.DIR.: James Daniel Breazeale

PROJECT TITLE: J. G. Fichte's Theory of Scientific Method

PROJECT DESCRIPTION:

To support an edition and translation of students' notes from German
philosopher J. G. Fichte's 1796 and 1799 lectures on transcendental idealism.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
 Grants from the Division of Research Programs
 June 1989

MARYLAND

Baltimore:

Adele Berlin	APPROVED OUTRIGHT	\$15,000.00
Baltimore, MD 21209		
University of Maryland, College Park		
(College Park, MD)		
PROJECT TITLE: Biblical Poetry Through Medieval Eyes		
PROJECT DESCRIPTION:		
To support the translation of selected works on literary theory by eight Jewish writers from the Middle Ages and the Renaissance.		

College Park:

University of Maryland, College Park	APPROVED OUTRIGHT	\$115,000.00
College Park, MD 20742	APPROVED MATCH	\$20,000.00
PROJ.DIR.: Rachel W. Wade		
PROJECT TITLE: The C.P.E. Bach Edition		
PROJECT DESCRIPTION:		
To support work on a complete critical edition of the works of Carl Philipp Emanuel Bach.		

University of Maryland, College Park	APPROVED OUTRIGHT	\$95,000.00
College Park, MD 20742	APPROVED MATCH	\$60,000.00
PROJ.DIR.: Stuart B. Kaufman		
PROJECT TITLE: <u>The Samuel Gompers Papers</u>		
PROJECT DESCRIPTION:		
To support continuing work on a print and microfilm edition of the papers of American labor leader Samuel Gompers (1850-1924).		

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

MICHIGAN

Holland:

Hope College

APPROVED OUTRIGHT

\$14,287.00

Holland, MI 49423

PROJ.DIR.: Neal W. Sobania

PROJECT TITLE: A Working Conference on the History of Kenya, 1830-1980

PROJECT DESCRIPTION:

To support a conference on the history of modern Kenya that will lead to the production of a comprehensive survey text for use by college teachers and nonspecialists.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

MINNESOTA

Minneapolis:

University of Minnesota

Minneapolis, MN 55455

PROJ.DIR.: Stuart B. Schwartz

PROJECT TITLE: Encounters Between Europeans and Other Peoples in the
Wake of Columbus

PROJECT DESCRIPTION:

To support a multidisciplinary conference that will explore the historical
significance of Europeans' contacts with non-Europeans in the first 300
years after Columbus' voyages of discovery.

APPROVED OUTRIGHT

\$17,000.00

APPROVED MATCH

\$9,784.00

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEBRASKA

Lincoln:

University of Nebraska, Lincoln
Lincoln, NE 68588

APPROVED OUTRIGHT
APPROVED MATCH

\$95,000.00
\$27,500.00

PROJ.DIR.: Gary E. Moulton

PROJECT TITLE: Journals of the Lewis and Clark Expedition

PROJECT DESCRIPTION:

To support work on an edition of the journals of the Lewis and Clark expedition.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

MISSISSIPPI

University:

University of Mississippi

University, MS 38677

PROJ.DIR.: Ronald W. Bailey

PROJECT TITLE: Digging the African-American Past: Historical Archaeology and
the Black Experience

PROJECT DESCRIPTION:

To support a conference that will explore the importance of historical
archaeology to the history of black American culture.

APPROVED OUTRIGHT

\$40,000.00

APPROVED MATCH

\$5,000.00

#

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEW HAMPSHIRE

Durham:

University of New Hampshire
Durham, NH 03824

APPROVED OUTRIGHT

\$30,000.00

PROJ.DIR.: Reginald S. Lilly

PROJECT TITLE: Translation of Martin Heidegger's The Principle of Reason

PROJECT DESCRIPTION:

To support the translation from German of philosopher Martin Heidegger's lectures on the foundations of modern culture.

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THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEW JERSEY

New Brunswick:

Rutgers University, New Brunswick
New Brunswick, NJ 08903

APPROVED MATCH

\$234,290.00

PROJ.DIR.: Reese V. Jenkins

PROJECT TITLE: Thomas A. Edison Papers

PROJECT DESCRIPTION:

To support the continuing preparation of a selected microfilm edition and a selected print edition of the papers of Thomas Edison.

Rutgers University, New Brunswick
New Brunswick, NJ 08903

APPROVED OUTRIGHT

\$42,652.00

PROJ.DIR.: William K. Powers

PROJECT TITLE: Lakota Songs

PROJECT DESCRIPTION:

To support the translation of 1,000 Lakota songs from the 19th and 20th centuries.

Princeton:

Princeton University
Princeton, NJ 08544

APPROVED OUTRIGHT

\$90,000.00

PROJ.DIR.: Samuel Hynes

PROJECT TITLE: A Critical Edition of the Dramatic Works of Thomas Hardy

PROJECT DESCRIPTION:

To support the preparation of a critical edition of the dramatic works of Thomas Hardy.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEW YORK

Albany:

State University of New York, Buffalo
Albany, NY 12201

APPROVED OUTRIGHT
APPROVED MATCH

\$20,969.00
\$9,000.00

PROJ.DIR.: Peter H. Hare

PROJECT TITLE: The American Philosophical Tradition as Interpreted and Used
in Other Countries

PROJECT DESCRIPTION:

To support an international conference on the interpretation and use of the
American philosophical tradition in other countries.

Binghamton:

State University of New York, Binghamton
Binghamton, NY 13901

APPROVED OUTRIGHT

\$48,000.00

PROJ.DIR.: John Rothgeb

PROJECT TITLE: Heinrich Schenker on Beethoven's Ninth Symphony

PROJECT DESCRIPTION:

To support the preparation of a translation of German musicologist Heinrich
Schenker's analysis of Beethoven's Ninth Symphony.

Brooklyn:

Susan M. Golla
Brooklyn, NY 11217
(Independent scholar)

APPROVED OUTRIGHT

\$35,000.00

PROJECT TITLE: Legends of the Nootka: An Annotated Edition of Selected
Texts Collected by Edward Sapir

PROJECT DESCRIPTION:

To support an edition of family origin legends from the Nootka language of the
Indians of western Vancouver Island that were transcribed phonetically by
anthropologist and linguist Edward Sapir in the early 1900s.

Ithaca:

Ann G. Gold
Ithaca, NY 14805
Cornell University

APPROVED OUTRIGHT

\$31,650.00

PROJECT TITLE: The Rajasthani Tales of King Gopi Chand and King Bharthari:
Dilemmas of World Renunciation

PROJECT DESCRIPTION:

To support the translation of two related tales from the literary tradition of
North India.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEW YORK (continued)

Ithaca (continued):

Cornell University
Ithaca, NY 14853

	APPROVED OUTRIGHT	\$35,000.00
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PROJ.DIR.: Frederick M. Ahl

PROJECT TITLE: Translation of Seneca's Oedipus, Thyestes, Agamemnon and
Octavia

PROJECT DESCRIPTION:

To support a new verse translation of four of Seneca's tragedies: Oedipus,
Thyestes, Agamemnon and Octavia.

New York:

American Council of Learned Societies
New York, NY 10017

	APPROVED OUTRIGHT	\$110,000.00
	APPROVED MATCH	\$60,000.00

PROJ.DIR.: Frederick H. Burkhardt

PROJECT TITLE: Edition of the Correspondence of Charles Darwin

PROJECT DESCRIPTION:

To support preparation of an edition of the correspondence of Charles Darwin.

American Council of Learned Societies
New York, NY 10017

	APPROVED OUTRIGHT	\$150,000.00
	APPROVED MATCH	\$700,000.00

PROJ.DIR.: Allen H. Kassof

PROJECT TITLE: Advanced Research Exchanges and Related Activities in the
Humanities with the USSR and Eastern Europe

PROJECT DESCRIPTION:

To support exchange programs for advanced research in the Soviet Union, the
socialist countries of Eastern Europe and Mongolia and related research
activities in the humanities.

American Council of Learned Societies
New York, NY 10017

	APPROVED OUTRIGHT	\$100,000.00
	APPROVED MATCH	\$230,000.00

PROJ.DIR.: Douglas Greenberg

PROJECT TITLE: ACLS Research Fellowships for Recent Recipients of the
Ph.D. Degree

PROJECT DESCRIPTION:

To support ACLS's program of Fellowships for Recent Recipients of the Ph.D.

American Council of Learned Societies
New York, NY 10017

	APPROVED OUTRIGHT	\$100,000.00
	APPROVED MATCH	\$800,000.00

PROJ.DIR.: Douglas Greenberg

PROJECT TITLE: ACLS Fellowship Program

PROJECT DESCRIPTION:

To support ACLS's main program of research fellowships.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEW YORK (continued)

New York (continued):

American Council of Learned Societies	APPROVED OUTRIGHT	\$50,000.00
New York, NY 10017	APPROVED MATCH	\$300,000.00

PROJ.DIR.: Douglas Greenberg

PROJECT TITLE: ACLS Grants-in-Aid

PROJECT DESCRIPTION:

To support ACLS's program of grants-in-aid for scholarly research.

City University of New York, Brooklyn College	APPROVED OUTRIGHT	\$29,104.00
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New York, NY 11210

PROJ.DIR.: Benito Ortolani

PROJECT TITLE: Online Bibliography of Published Works for Theater Research

PROJECT DESCRIPTION:

To support the compiling and editing of entries for the 1985 volume of the International Bibliography of Theatre.

City University of New York, Graduate School & University Center	APPROVED OUTRIGHT	\$50,000.00
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New York, NY 10036

PROJ.DIR.: Barry S. Brook

	APPROVED MATCH	\$19,992.00
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PROJECT TITLE: Giovanni Battista Pergolesi's Complete Works: A Critical Edition of His Compositions

PROJECT DESCRIPTION:

To support work on six volumes of a complete edition of the compositions of Giovanni Battista Pergolesi, 1710-36.

Columbia University	APPROVED OUTRIGHT	\$45,000.00
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New York, NY 10027

PROJ.DIR.: Julian H. Franklin

PROJECT TITLE: Jean Bodin on Sovereignty from The Six Books of a Commonwealth

PROJECT DESCRIPTION:

To support a translation from Jean Bodin's 16th-century work, The Six Books of a Commonwealth, the four chapters that deal with the concept of sovereignty.

Historians of Netherlandish Art	APPROVED OUTRIGHT	\$17,750.00
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New York, NY 10025

PROJ.DIR.: Walter S. Gibson

	APPROVED MATCH	\$3,000.00
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PROJECT TITLE: In Search of the Netherlandish Tradition in Art, 1400-1700: Patterns of Continuity and Exchange

PROJECT DESCRIPTION:

To support an international, interdisciplinary conference that will define a tradition of Netherlandish art.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEW YORK (continued)

New York (continued):

New York University	APPROVED OUTRIGHT	\$65,000.00
New York, NY 10003	APPROVED MATCH	\$75,000.00

PROJ.DIR.: Esther Katz

PROJECT TITLE: The Margaret Sanger Papers

PROJECT DESCRIPTION:

To support the preparation of a microfilm edition, reel guide and index for the papers of American physician Margaret Sanger (1883-1966), an early advocate of birth-control practices.

Social Science Research Council	APPROVED OUTRIGHT	\$100,000.00
New York, NY 10158	APPROVED MATCH	\$600,000.00

PROJ.DIR.: Frederic E. Wakeman

PROJECT TITLE: ACLS/SSRC International Postdoctoral Grants Programs

PROJECT DESCRIPTION:

To support international research by scholars in the social sciences.

Susan Slymovics	APPROVED OUTRIGHT	\$30,000.00
New York, NY 10032		

(Independent scholar)

PROJECT TITLE: Translation of The Epic of the Bani Hilal: An Arab Oral Epic

PROJECT DESCRIPTION:

To support the translation of an Arab oral epic that recounts the history of the Bedouin migrations from Arabia to North Africa during the 9th and 10th centuries.

William Jay Smith	APPROVED OUTRIGHT	\$55,000.00
New York, NY 10128		

(Independent scholar)

PROJECT TITLE: Annotated Translations of the French Poet Jules Laforgue, 1860-87: Selected Poems; Last Poems; Art Criticism

PROJECT DESCRIPTION:

To support the translation of three volumes of poetry and art criticism by Jules Laforgue (1860-87), an early champion of Impressionism.

YIVO Institute for Jewish Research	APPROVED OUTRIGHT	\$43,455.00
New York, NY 10028	APPROVED MATCH	\$20,000.00

PROJ.DIR.: Benjamin Harshav (Hrushovski)

PROJECT TITLE: The History of American Yiddish Poetry: A Bilingual Anthology

PROJECT DESCRIPTION:

To support the preparation of a bilingual anthology of American Yiddish poetry from 1870 to 1970.

-MORE-

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

NEW YORK (continued)

St. Bonaventure :

Saint Bonaventure University

APPROVED OUTRIGHT

\$120,000.00

St. Bonaventure, NY 14778

APPROVED MATCH

\$55,000.00

PROJ.DIR.: Girard J. Etzkorn

PROJECT TITLE: Duns Scotus: Critical Editions

PROJECT DESCRIPTION:

To support the preparation of a critical edition of Scottish theologian Duns Scotus' Questions on the Metaphysics of Aristotle and Questions on the Isagoge of Porphyry.

Syracuse:

Vernon F. Snow

APPROVED OUTRIGHT

\$24,075.00

Syracuse, NY 13244

(Independent scholar)

PROJECT TITLE: Private Journals of the Long Parliament

PROJECT DESCRIPTION:

To support the final volume in a three-volume edition of unpublished personal journals of England's Long Parliament debates in 1642.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

PENNSYLVANIA

Carlisle:

Dickinson College
Carlisle, PA 17013

APPROVED OUTRIGHT

\$30,200.00

PROJ.DIR.: Robert D. Sider

PROJECT TITLE: Translation, with Introduction and Annotation of Erasmus'
The Paraphrase on Acts

PROJECT DESCRIPTION:

To support a translation of The Paraphrase on Acts by Dutch scholar Erasmus
(1466-1536).

Philadelphia:

Friends of Independence Nat'l Hist. Park
Philadelphia, PA 19106

APPROVED MATCH

\$15,000.00

PROJ.DIR.: J. A. Leo Lemay

PROJECT TITLE: Reappraising Benjamin Franklin: A Bicentennial Perspective

PROJECT DESCRIPTION:

To support a conference on Benjamin Franklin's contributions to 18th-century
literature and culture.

Villanova:

Villanova University
Villanova, PA 19085

APPROVED OUTRIGHT

\$7,425.00

PROJ. DIR.: John C. Cavadini

PROJECT TITLE: Two Works by Alcuin of York: On the Faith of the Holy Trinity and
Against Felix (ca. 880-802)

PROJECT DESCRIPTION:

To support a translation of two important theological works written by Alcuin
of York, an educator and theologian at Charlemagne's court.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

RHODE ISLAND

Providence:

Rhode Island Historical Society
Providence, RI 02906

APPROVED OUTRIGHT
APPROVED MATCH

\$60,000.00
\$75,000.00

PROJ.DIR.: Richard K. Showman

PROJECT TITLE: The Papers of General Nathanael Greene

PROJECT DESCRIPTION:

To support work on printed and microfilm editions of the papers of the
Revolutionary War general, Nathanael Greene (1742-86).

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

SOUTH CAROLINA

Columbia:

University of South Carolina, Columbia	APPROVED OUTRIGHT	\$70,000.00
Columbia, SC 29208	APPROVED MATCH	\$10,000.00

PROJ.DIR.: Clyde N. Wilson

PROJECT TITLE: The Papers of John C. Calhoun

PROJECT DESCRIPTION:

To support the preparation of an edition of the papers of Vice President John C. Calhoun (1782-1850).

University of South Carolina, Columbia	APPROVED OUTRIGHT	\$120,000.00
Columbia, SC 29208	APPROVED MATCH	\$25,000.00

PROJ.DIR.: David R. Chesnutt

PROJECT TITLE: The Papers of Henry Laurens

PROJECT DESCRIPTION:

To support preparation of an edition of the papers of Henry Laurens, 18th-century statesman and president of the Continental Congress.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

TENNESSEE

Knoxville:

University of Tennessee

Knoxville, TN 37996

PROJ.DIR.: Paul H. Bergeron

PROJECT TITLE: The Andrew Johnson Papers Project

PROJECT DESCRIPTION:

To support the preparation of an edition of the papers of President Andrew Johnson.

APPROVED OUTRIGHT

\$95,000.00

APPROVED MATCH

\$30,000.00

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

TEXAS

Austin:

University of Texas, Austin	APPROVED OUTRIGHT	\$15,000.00
Austin, TX 78712	APPROVED MATCH	\$2,500.00

PROJ.DIR.: Steven Feld

PROJECT TITLE: Lament

PROJECT DESCRIPTION:

To support an interdisciplinary conference on various forms of lament from Africa, the Americas, Asia, the Pacific, the Middle East and Europe.

College Station :

Texas A&M Research Foundation	APPROVED OUTRIGHT	\$95,000.00
College Station, TX 77843	APPROVED MATCH	\$20,000.00

PROJ.DIR.: Herman J. Saatkamp, Jr.

PROJECT TITLE: Santayana Edition: Letters, The Last Puritan, The Life of Reason

PROJECT DESCRIPTION:

To support preparation of an edition of the works of American novelist and philosopher George Santayana (1863-1952).

Fort Worth:

Amon Carter Museum of Western Art	APPROVED OUTRIGHT	\$50,000.00
Fort Worth, TX 76113		

PROJ.DIR.: Rick L. Stewart

PROJECT TITLE: Balduin Mollhausen: The Watercolors and Journal of the Ives Expedition on the Colorado River in 1857

PROJECT DESCRIPTION:

To support the preparation of a translation of the journal kept by Prussian writer Balduin Mollhausen on an 1857 expedition on the Colorado River.

Houston:

Wilfred S. Dowden	APPROVED OUTRIGHT	\$7,600.00
Houston, TX 77024		

(Independent scholar)

PROJECT TITLE: A Comprehensive Index to The Journals of Thomas Moore

PROJECT DESCRIPTION:

To support the preparation of a cumulative index for the five-volume edition of the journals of Irish poet Thomas Moore (1779-1852).

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

TEXAS (continued)

Lubbock:

Texas Tech University
Lubbock, TX 79409

APPROVED OUTRIGHT

\$9,807.00

PROJ.DIR.: Patrick W. Shaw

PROJECT TITLE: Willa Cather: A Critical Reappraisal

PROJECT DESCRIPTION:

To support a conference on the work of American novelist Willa Cather that will pay particular attention to the influence of the Southwest on her work.

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NEH-89-024-L27

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

WASHINGTON

Seattle:

Lushootseed Research
Seattle, WA 98168

APPROVED OUTRIGHT

\$37,775.00

PROJ.DIR.: Thomas M. Hess

PROJECT TITLE: Lushootseed Literature

PROJECT DESCRIPTION:

To support the preparation of an authoritative edition and translation of five poetic texts that deal with familial obligations among the Lushootseed people of western Washington State.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

VIRGINIA

Williamsburg:

Institute of Early American History & Culture
Williamsburg, VA 23187

APPROVED OUTRIGHT	\$75,000.00
APPROVED MATCH	\$9,675.00

PROJ.DIR.: Charles F. Hobson

PROJECT TITLE: The Papers of John Marshall

PROJECT DESCRIPTION:

To support preparation of an edition of the papers of U.S. Supreme Court Justice John Marshall (1755-1835).

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

WEST VIRGINIA

Morgantown:

West Virginia University
Morgantown, WV 26506

APPROVED OUTRIGHT
APPROVED MATCH

\$50,000.00
\$20,000.00

PROJ.DIR.: Barton Hudson

PROJECT TITLE: An Edition of the Collected Music of Thomas Crecquillon

PROJECT DESCRIPTION:

To support an edition of Latin motets and French chansons by composer Thomas Crecquillon (1515-57).

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NATIONAL ENDOWMENT FOR THE HUMANITIES
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June 1989

U.S. CITIZENS IN OTHER COUNTRIES

Canada:

Edgar F. Harden	APPROVED OUTRIGHT	\$87,000.00
Simon Fraser University Burnaby, British Columbia		
PROJECT TITLE: W. M. Thackeray's Uncollected Correspondence		
PROJECT DESCRIPTION: To support the preparation of a two-volume supplement to the edition of the correspondence of British novelist William Makepeace Thackeray (1811-1863).		

Jared R. Curtis	APPROVED OUTRIGHT	\$27,863.00
Simon Fraser University Burnaby, British Columbia		
PROJECT TITLE: The Cornell Wordsworth: William Wordsworth's Early Writing, 1785-97		

PROJECT DESCRIPTION:
To support the preparation of an edition of English romantic poet William
Wordsworth's early work.

University of Toronto	APPROVED OUTRIGHT	\$4,600.00
Toronto, Ontario	APPROVED MATCH	\$6,400.00
PROJ.DIR.: Prudence Tracy		
PROJECT TITLE: The Spenser Encyclopedia (3 vols.)		
PROJECT DESCRIPTION: To support the publication of an encyclopedia on the life, works and influence of English poet Edmund Spenser (1552-99).		

England:

Julie S. Meisami	APPROVED OUTRIGHT	\$21,512.00
Oxford, England (Independent scholar)		
PROJECT TITLE: Nizami's <u>Seven Images</u> , a 12th-Century Persian Court Romance		
PROJECT DESCRIPTION: To support the translation of a 12th-century Persian court romance into English verse.		

Southwest Africa:

Marguerite A. Biesele	APPROVED OUTRIGHT	\$45,000.00
Rice University (Houston, TX)		
PROJECT TITLE: <u>Kung Bushman Folklore and Other Texts</u>		
PROJECT DESCRIPTION: To support the transcription and translation of contemporary Kung Bushman narratives collected during anthropological field research in Botswana and Namibia, Southern Africa.		

NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

U.S. CITIZENS IN OTHER COUNTRIES (continued)

West Germany:

Richard D. Bosley Dusseldorf, West Germany (Independent scholar)	APPROVED OUTRIGHT	\$5,905.00
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PROJECT TITLE: An Edition of the Vita of Ignatij, Bishop of Rostov
PROJECT DESCRIPTION:
To support the translation of a Russian saint's life.

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Grants from the Division of Research Programs
June 1989

WISCONSIN

Madison:

University of Wisconsin, Madison

Madison, WI 53706

PROJ.DIR.: John P. Kaminski

PROJECT TITLE: The Documentary History of the Ratification of the
Constitution and the Bill of Rights

PROJECT DESCRIPTION:

To support the preparation of a documentary history of the ratification of the
Constitution and the Bill of Rights.

APPROVED OUTRIGHT

\$100,000.00

APPROVED MATCH

\$70,000.00

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MEDIA ADVISORY

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-89-025-A

June 1989

ATTENTION: Feature Writers, Editors and Columnists

IDEAS AND CONTACTS FOR BASTILLE DAY STORIES

As July 14 approaches and the world commemorates the Bicentennial of the French Revolution, we offer this list of French Revolution projects funded by the National Endowment for the Humanities (NEH) to help you prepare special features.

These projects explore such topics as America's role in the French Revolution, the philosophies of Rousseau and Locke, women in the revolution and French art and architecture of the period.

Any of these projects would provide interesting material for feature articles. In addition, the individuals listed as contacts could provide useful information for any feature story about the French Revolution.

We invite you to consider these ideas or media contacts as resources for your own stories. If we can be of further help, please call NEH Media Relations in Washington at 202/786-0449.

Museum Exhibitions

"Lafayette, Hero of Two Worlds" -- This traveling exhibition organized by the Queens Museum in Flushing, N.Y., focuses on Lafayette, the only major participant in both the American and French revolutions and the symbol of American and French friendship. It features paintings, sculptures, engravings, decorative art objects and literary tributes that seek to reacquaint Americans with Lafayette. The exhibition may be seen at the Queens Museum in Flushing, N.Y., June 8 to Aug. 20, 1989; the Historical Society of Pennsylvania, Philadelphia, October 5, 1989 to January 21, 1990; and the Museum of Our National Heritage, Lexington, Mass., February 11 to May 20, 1990. Call Connie Cohen in Flushing at 718/592-2405.

"Printing and the French Revolution" -- The American Library Association, in cooperation with the New York Public Library, will present an exhibition highlighting freedom of the press and the French Revolution and examining the role of print media in a democratic society. The interpretive exhibit will tour 28 major libraries for 12 months and will include reading and discussion programs on the theme of the French Revolution. Currently in San Francisco, the exhibition will travel by year's end to libraries in Dallas, Milwaukee, New Orleans, Phoenix, Miami, Denver, Indianapolis, Los Angeles, Chicago, Tuscaloosa, Charlotte, Providence and Albuquerque. Call Peggy Barber in Chicago at 312/944-6780.

Museum Exhibitions (continued)

"The French Revolution and Political Caricature, 1789-99" -- The Wight Gallery at UCLA organized this special exhibition consisting of framed original prints, primarily caricatures, produced in France during the period of the revolution. The images express the particular points of view and ideologies that developed during this time of cataclysmic social change. Symposia and lecture series also accompanied this exhibit. The exhibition, which was seen in Los Angeles and New York in the past year, is now in France. Call Edith Tonelli in Los Angeles at 213/825-1461.

Conferences, Lectures and Other Public Programs

"The French Revolution and Its Modern Legacy: A Bicentennial Reappraisal" -- Sponsored by New York University, this series of public lectures is currently taking place in the New York City area and explores various themes of the revolution including political culture, ideology and the Declaration of the Rights of Man. Call New York University's Leslie Berlowitz at 212/598-2807 or Lynda Smith at 212/998-2190.

"The French Revolution: A UCLA Bicentennial Program" -- These activities designed for the general public include a lecture series, film and discussion programs, a symposium on Women and the French Revolution and a discussion series on medicine, psychology and human rights in the French Revolution. This program, sponsored by the University of California, Los Angeles, will also include a Bastille Day Festival complete with French music and dance on the campus on July 14. Call Robert Maniquis or Kay Bailey in Los Angeles at 213/825-4409.

"Conference on Representation of the French Revolution" -- Dartmouth College in Hanover, N.H., has designed a conference to bring together literary critics, art historians, and political historians to discuss new ways of thinking about the revolution. Participants at the conference, which takes place July 13 to 15, will examine the depiction and recording of the years of the revolution. Call Kathy Harp in Hanover at 603/646-2316.

"The Cleveland Museum of Art Film Series" -- Supported in part by the Ohio Humanities Council, the museum will show films each Sunday afternoon beginning July 16. The films include the silent "Madame DuBarry" which was made in Germany in 1919 about the mistress of King Louis XV, and "Danton," a 1982 effort of both France and Poland that examines the struggle of Danton and Robespierre for control of the French Revolution. Call John Ewing at the Cleveland Museum of Art at 216/421-7340.

Opportunities for Teachers

"Institute on the French Revolution: Texts and Contexts" -- Sponsored by the Graduate School of the City University of New York, this series of seminars will begin on July 1 and will involve 30 college humanities teachers from around the country. Writers and topics to be examined include Rousseau, Voltaire and Tocqueville, and the revolution's influence on architecture and music. Call Renee Waldinger in New York at 212/642-2308.

"The Eighteenth Century: An Age of Revolutions" -- Forty-one secondary school teachers participated last summer in this institute that explored the concept of revolution as it emerged in the eighteenth century. The seminar instructors for the institute, sponsored by Central Missouri State University in Warrensburg, represented the fields of history, art, philosophy and literature. Call David Rice in Warrensburg at 816/429-4404.

Fellowships

The following scholars conducted research supported by NEH on topics related to the French Revolution. Project titles and telephone numbers are listed along with the scholars' names.

"The Jacobin Clubs in the French Revolution: The Last Years" -- Michael Kennedy, Winthrop College, Rock Hill, S.C., 803/323-2173.

"Pity and Politics: Nineteenth-Century Interpretations of Regicide" -- Susan Dunn, Williams College, Williamstown, Mass., 413/458-5828 or 413/597-2241.

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

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