

Humanities

American Education: Has the Pendulum Swung Once Too Often?

BY DIANE
RAVITCH

Since the middle 1940s, American schools have been at the center of a tug of war between competing educational philosophies. With striking regularity, educational policy has swung from domination by "progressives" to domination by "traditionalists" in roughly ten-year periods. Since there is an extraordinary degree of diversity among the millions of teachers in the nation, both in their professional training and their personal views, no one philosophy ever has decisive control at any moment. Yet even the teacher who closes the classroom door to the latest educational fashion cannot remain unaware of the struggles over educational policy in the

political arena.

From the mid-1940s until the mid-1950s, the "good school" followed progressive practices; from the mid-1950s until the mid-1960s, the "good school" emphasized the study of science, mathematics, and foreign languages and insisted on high academic standards; from the mid-1960s until the mid-1970s, the "good school" installed open classrooms, eliminated course requirements, and experimented with mini-courses and electives; since the mid-1970s, the "good school" has been eliminating frivolous courses, reinstating curricular requirements, and restoring academic standards.

Lawrence A. Cremin, the leading

historian of American education, has observed that by the end of World War II, progressivism was the conventional wisdom of American education. Textbooks, teachers' organizations, local school boards, and publications of state and national agencies spoke earnestly of "meeting the needs of the whole child," "vitalizing the curriculum," and "adjusting the school to the child." Teachers-in-training learned of the historic struggle between the old-fashioned, subject-centered, rigid, authoritarian, traditional school and the modern, child-centered, flexible, democratic, progressive school. Behind the rhetoric was an acknowledgment that the extension of universal education up through the high school had created a new problem; progressives believed that the traditional academic curriculum was not appropriate for all children, and most of their innovations were devised to extend the "holding power" of the high schools so that all children would remain for twelve years of schooling.

Progressive education was difficult to define except in practice. It generally emphasized such things as active learning through experience rather than passive learning through systematic instruction; cooperative planning of classroom activities by teachers and pupils; cooperation among pupils on group projects rather than competition for grades; and the merging of traditional subjects into functional prob-

lem areas related to family life, community problems, or student interests. Progressive teachers rejected drill or memorization as learning methods; the teaching of traditional subject matter unrelated to functional problems; traditional policies of promotion and failure; reliance on textbooks; and evaluation of the school program by tests of subject-matter mastery.

Progressivism in the late 1940s was called "life adjustment education" by friend and foe alike. The United States Office of Education organized regional conferences and national commissions to encourage the spread of life adjustment education. Life adjustment education took the utilitarian, vocational thrust of progressivism to its logical extremes. It judged every subject by its everyday utility, substituting radio repair for physics, business English for the classics, and consumer arithmetic for algebra. Under the rubric of life adjustment education, schools were encouraged to merge traditional subjects like English and history with health and guidance to create "common learnings" courses, in which students could examine their personal and social problems.

Beginning in 1949, critics complained that "how-to" courses and socio-personal adjustment had been substituted for history, science, mathematics, foreign languages, and literature. Life adjustment education was condemned by some because it was anti-intellectual, and



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Each decade defines a "good school" differently, but good teaching is the constant in schools buffeted by the fickle winds of educational change.

In this issue . . .

- 1 American Education: Has the Pendulum Swung Once Too Often?
by Diane Ravitch
- 4 John Dewey, Philosopher in Action
- 5 Toward Excellence in Education
by Richard Ekman
- 6 Writing Across the Curriculum
- 7 Two Problems, One Solution
- 9 Can High School Education Achieve the Democratic Ideal?
by Gilbert Sewall
- 11 Partners in an Educational Enterprise
- 13 Grant Application Deadlines
- 14 State of the States: On the Front Lines
- 16 A Curriculum for Amateurs, Autodidacts and Citizens
by Leon Botstein
- 19 Crossing the Great Philosophical Divide
- 20 Letters to the Editor: The Medieval Issue Revisited
- 22 Recent NEH Grant Awards
- 28 Editor's Notes/About the Authors

In the next issue—

LANGUAGE AND LINGUISTICS, including an article by GREGORY RABASSA, translator of Nobel Prize-winning author, GABRIEL GARCIA MARQUEZ.

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by others because it aimed to teach group conformity. Authors such as Mortimer Smith, Arthur Bestor, and Robert Hutchins attacked progressivism for debasing educational standards. Scores of articles in popular journals lampooned classes where children debated whether to "pet" on the first date, what shade of nail polish was best, and how to make one's family more democratic.

After the Russians orbited Sputnik in 1957, the national press was filled with indictments of American schools for ignoring science and mathematics. The Russians' feat served as evidence for many of the critics' worst complaints about the softness of American education. In reality, progressivism had already collapsed before Sputnik, a victim not only of hostile criticism but of its own intellectual ossification. While progressives prided themselves on their utilitarianism, their pedagogical blinders prevented them from seeing that the growth of mass society created a need to teach history and literature; that technological change created new needs for the teaching of science and mathematics; that global change required the teaching of foreign languages; that international tensions created the need to teach the history and literature of other societies. Instead, they continued to focus on the needs of youth, to the point of irrelevance.

During the late 1950s and early 1960s, educators shifted their focus from "meeting the needs of the whole child" to "excellence." Programs were developed to identify talented youth at an early age and to speed their way through rigorous courses in high school and college. While the National Education Association's *Education for All American Youth* was the prototypical educational document of the 1940s, proposing the school as a grand social service center meeting all the needs of the individual and the community, the Rockefeller Brothers Fund's *The Pursuit of Excellence* was the clarion call of the post-Sputnik era. It advocated the development of human potential as a national goal and insisted that the nation could encourage both excellence and equality without compromising either. The political climate, typified by the brief presidency of John F. Kennedy, also stimulated the popular belief that the identification of talent and the pursuit of excellence were appropriate educational goals. Part of Kennedy's image was the idea that youth, talent, intelligence, and education could right society's problems. The drive for excellence was in high gear during the early 1960s, and enrollments in advanced courses and foreign languages rose steadily, along with standardized test scores.

The sudden and remarkably quiet disappearance of the "pursuit of excellence" in the mid-1960s showed how dependent it was on the socio-political climate. A series

of cataclysmic events shook national self-confidence: violence against blacks and civil rights workers in the South; Kennedy's assassination; the rediscovery of poverty; American involvement in Vietnam. By 1965, the nation's competition with the Soviets for world supremacy had lost its motivating power. As the Cold War appeared to fade, students in elite universities—the presumed beneficiaries of the post-Sputnik years—protested against technology, against the middle-class values of their parents, and against the meritocratic pressures of an achievement-oriented society.

At the elementary and secondary level, dedication to excellence waned along with national self-esteem. Where once there had been a clear sense of purpose about educational goals, now there was uncertainty; the educational pendulum swung back towards a revival of progressivism, nudged along by an outpouring of critical books about the competitiveness and "joylessness" of American schools. Though little noticed when it was first published in 1960, A. S. Neill's *Summerhill* was the bellwether of the new movement. Written by the founder of a libertarian therapeutic boarding-school in England, *Summerhill* became a classic in the mid-1960s as an audience for its message of freedom and unconstrained sexuality emerged. Soon after, authors such as Paul Goodman, Edgar Z. Friedenberg, John Holt, Jonathan Kozol, George Dennison, Herbert Kohl, Ivan Illich, and James Herndon published lively books which shared a similar sensibility, attacking the oppressiveness and conformity of the traditional school and calling for teachers who encouraged spontaneity, compassion, sensitivity and self-expression, rather than competition for grades and test scores.

Times had changed. Young people had begun to absorb the manners and mores of the counterculture. Personal unkemptness and conscious inarticulateness were outward manifestations of deeply ingrained attitudes—anti-intellectualism, lack of respect for authority and contempt for the work ethic—that created a barrier to schooling. In addition, the drug culture directly subverted educational values, since it not only dulled students' senses and their motivation to learn but established powerful peer pressures to resist education. Turmoil on the campuses, portrayed graphically each evening on the television news, provided a romantic model of rebellious youth leaders who successfully defied and humbled their elders; their example was admired and sometimes copied by high school students. As adult authority eroded, there was a sharp rise in discipline problems, truancy, and physical assaults by students against teachers and other students.

Responding to changes in the social and cultural milieu, educators

sought to adapt the schools to the new conditions and to placate their numerous critics. The innovation that had the most influence in the public schools was the open education movement. In 1967, interest in open education was stirred by Joseph Featherstone's articles in *The New Republic* about informal education in British day schools; the new methods were further popularized by Charles Silberman's best-selling *Crisis in the Classroom* in 1970. In 1968, only a few dozen articles about British informal schools appeared in American educational journals, but three years later the number had soared to over three hundred. Several state departments of education, including New York and Vermont, endorsed the open education concept, and extensive teacher-training workshops in open education were conducted by schools of education.

Part of the appeal of open education was that it offered a way out of the slough of despair in which educators found themselves in the mid-sixties; there was a general consensus, based on the torrent of abuse that had flowed over the schools in a short period of time, that the attempted reforms of the 1950s and 1960s had not worked. The revisions sponsored by the National Science Foundation in the physical sciences, mathematics, and social sciences were intended to strengthen the academic side of the curriculum, a problem that did not interest the writers of the 1960s, who were concerned about social justice and personal liberation. Everything else that the government and big foundations had promoted—team teaching, ungraded classrooms, compensatory programs, and the like—was too piecemeal, too incremental, too limited to turn the school into an instrument of social reform or into a therapeutic community.

The informal approach was typified by individualized learning activities, rather than group instruction; by emphasis on play, experience, and concrete activities, rather than reading and listening; by an infor-

mal relationship between the teacher and the student; by student participation in selecting the day's activities; and by informal arrangement of classroom time, space, and materials to encourage student choice. Behind such practices was the belief that children develop and learn at different rates; that the best way to learn is through activity and experience, motivated by interest; and that children are by nature eager to learn. Some advocates went so far as to insist that the child had to be free to decide what to learn, when to learn, and how to learn, with the goal being not to "educate" the child in the traditional sense of filling him up with knowledge, but to free him from his dependence on teachers, schools, and books.

The open education philosophy answered perfectly the need for a set of educational values to fit the countercultural mood of the late 1960s; it stimulated participatory democracy; it justified the equal sharing of power between the authority figure (the teacher) and the students; it made a positive virtue of nonassertive leadership; and it insisted that children should study only what they wanted. At the high-school level, the open philosophy led to dropping of requirements, adoption of mini-courses, schools-without-walls, and alternative schools.

On paper, open education was ideal. Once it was put into practice, the problems appeared. Many schools removed classroom walls, hired open educators, sent their veteran teachers to workshops to be retrained, and provisioned classrooms with the obligatory gerbils and sensory, tactile materials. Despite their training, some teachers couldn't handle the open-ended situation; children wandered about aimlessly, got into fights, demanded that the teacher tell them what to do. In some districts, parents complained bitterly that their children couldn't read, that the classroom was chaotic, and that there was no homework.

By the mid-1970s, the open education movement had gone into

decline, and the journals which had hailed it in 1971 were publishing post-mortems on its failure. Why did the informal methods founder in so many American schools? Certainly, open education encountered hostility from teachers and administrators who never approved of its theory or practice. Many parents objected to the lack of discipline and the absence of traditional academic work. Behind the complaints, however, was the fact that "openness" was not working in many American schools as it was said to work in British schools. Apparently, British children benefited from the informal methods because they came from well-disciplined homes or because the cultural milieu instilled self-discipline; many American children did not. Additionally, British teachers were not merely helpful bystanders, as some American observers believed, but exercised subtle control over the direction of children's activities.

The swing away from open education was hastened by the public reaction to the news in 1975 that scores on the Scholastic Aptitude Test (SAT) had dropped steadily since 1963. Regardless of explanations blaming such factors as Vietnam, Watergate, drugs, the effect of television, and working mothers, a substantial part of the public believed that the decline of standards in the school was primarily responsible for lower test scores. The College Board's 1977 report on the score drop confirmed that part of the drop was in fact due to lowered standards, grade inflation, absenteeism, and the widespread decline of critical reading and careful writing.

Other studies have documented a relationship between educational practices and test scores. Annegret Harnischfeger and David E. Wiley found that scores on a wide variety of standardized tests rose until the mid-1960s, then steadily declined; they noted a striking parallel between score declines and falling enrollments in traditional subjects, especially advanced courses. Enrollments in foreign language courses, the President's Commission on Foreign Languages noted recently, are now at their lowest point in this century.

Since the demise of the open education movement, no grand new educational campaign has emerged to enlist the energies of teachers, administrators, and educational journalists. The lack of slogans and banners may be a healthy sign. Perhaps the pendulum has swung once too often. Perhaps it may yet be possible to find a common ground on which parents, teachers, and others concerned about education may agree, a common ground which encompasses the educational ideals of the traditionalists and the compassion of the progressives. The traditionalists have a strong commitment to what should be studied;



the progressives have a strong commitment to finding ways to motivate children.

Suppose it were possible to agree that all children need to study history and literature and language, in order to understand themselves, their society, and the world in which they live; to study science, mathematics, and technology, in order to participate fully in the revolutionary developments of our age; to study the arts, in their various forms, in order to awaken and develop their aesthetic sensibilities. Suppose it were further possible to agree that educators must appeal to children's interests while inspiring new ones, to teach through experiences, projects, and activities as well as books, to adapt their methods of instruction to the individual youngsters they are attempting to teach, and to kindle intellectual joy without neglecting the necessity of disciplined study. On such a common ground, adults would accept responsibility for deciding what children are expected to learn; requirements in the major disciplines would be necessary to ensure that all children are exposed to studies that they might otherwise ignore.

In recent decades, American educational policy has been pulled from extreme to extreme every ten years or so, in response to changes in the social and political climate. What protects the schools against their pendulum swings, ultimately, is the good sense of classroom teachers who are themselves well educated. Their commitment, both to knowledge and to their students, has moderated and finally blunted pedagogical fashions that were not solidly grounded in good educational practice. We should have learned by now, to save us from short-lived crusades, that panaceas are a mirage, and that the only educational improvement of lasting significance is the result of good teaching.



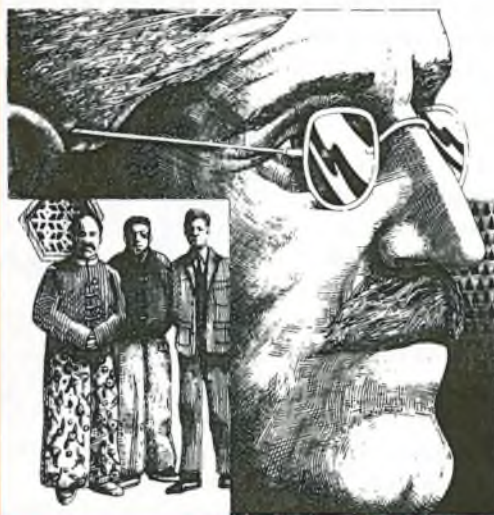
Progressive education of the 1940s gave way to the academic rigor of the fifties; the sixties' love of innovation is replaced now by structure and tradition.

Philosopher in Action

THE MIDDLE WORKS OF JOHN DEWEY, 1899–1924

This new series is the successor to *The Early Works of John Dewey, 1882–1898*, completed in five volumes in 1972. Like the *Early Works*, the *Middle Works* series volumes are published in chronological order and are clear-text editions. Published volumes are Modern Language Association Center for Editions of American Authors textual editions, and bear the Center's seal for "Approved Texts." The *Middle Works of John Dewey, 1899–1924*, will comprise 15 volumes of 400 to 600 pages each, an estimated 7,152 printed pages in total, and will bring together all of Dewey's works except correspondence for the period covered.

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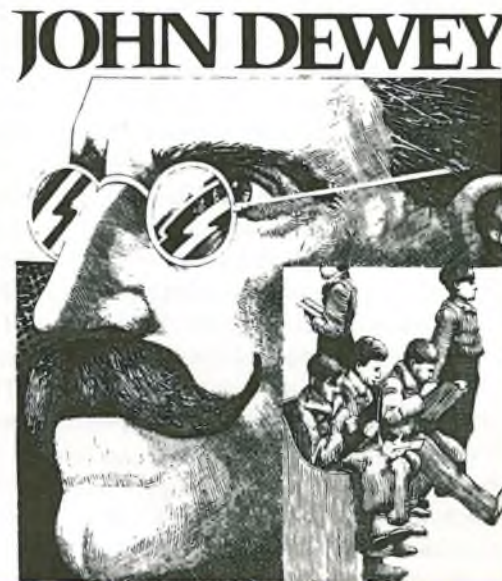
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1923–1924

THE MIDDLE WORKS VOLUME 15 1899–1924

Journal articles, essays,
and miscellany published
in the 1923–1924 period.

Edited by JO ANN BOYDSTON
With an Introduction by CARL COHEN



When the self-appointed guardians of the public morals tire of savaging Charles Darwin and Karl Marx, "they always mention John Dewey," notes Jo Ann Boydston, a professor at Southern Illinois University. "They say he is the man who has subverted our schools and ruined our children."

"Frankly," adds Boydston, "it's pretty hard to figure out what the heck they're talking about—when you look at the specifics."

Looking at the specifics of John Dewey is Boydston's profession and avocation. She is director of the university's Center for Dewey Studies and chief editor of the *Collected Works of Dewey*.

This mammoth, forty-volume undertaking, supported with major funding from NEH, is making available for the first time authoritative texts of the man considered the most influential thinker of his time.

Southern Illinois University Press already has published eighteen volumes of Dewey's writings in a task that began in 1961. It anticipates publishing two more volumes in January and completing the series in 1987.

Assembling the material was the "biggest task of all," Boydston says, since the prolific Dewey published at least two articles per year for 60 years—and some years published as many as 30. At the outset, the Southern Illinois researchers slogged through many libraries and the correspondence of Dewey's professional acquaintances. "We devoted four or five years simply to amassing the corpus" of Dewey's published works, Boydston recalls.

But it wasn't until 1972 that Boydston and her associates were bequeathed an intellectual treasure chest—Dewey's personal papers. "There were 87 warehoused boxes

of material," Boydston says, adding that Dewey's writings alone amounted to more than 15,000 book-sized pages.

Dewey's own papers would prove indispensable as the researchers labored to produce the "definitive" Dewey collection. They routinely compared the philosopher's own typewritten manuscripts to published versions sometimes mangled by overzealous editors. "Editors just love to fool with other people's material," Boydston notes, "but we try to keep as close as possible to what he originally said."

In the process, Boydston says, the researchers haven't discovered any major works unknown to Dewey scholars, though they have called attention to some pieces of writing that previously had been neglected.

She cites in particular several articles Dewey contributed to a contemporary encyclopedia of philosophy and psychology. "Because these articles were so short, they were often overlooked," Boydston says. "But scholars have found his discussions there on such topics as ethics and psychology to be more lucid than in his fuller works."

"His ideas have so permeated education," says Boydston, "that we're not really aware they're there."

Dewey was born on a farm near Burlington, Vermont, in 1859, the same year Darwin's *On the Origin of Species* was published.

But Darwin's work had little immediate influence on that era's educational system, which was dominated by the austere Puritan tradition. No school was without a bundle of switches, as children learned by rote eternal truth dispensed by unimpeachable elders.

But Dewey, familiar with the writings of Darwin and other modern thinkers, gradually began in his

own mind to challenge rigid educational practices while chairman of the philosophy department at the University of Michigan from 1889 to 1894.

In the latter year, he became chairman of the University of Chicago's department of philosophy, psychology and pedagogy, and embarked on an educational crusade that still affects children and adults.

"More than any other one person, [Dewey] is responsible for changing the tone and temper of American education," according to William H. Kilpatrick, a Dewey disciple who later taught at Columbia University's Teachers College. "Dewey is truly the apostle of democracy for American education as is Thomas Jefferson for the political."

In 1896, Dewey organized the university's Laboratory School, which he directed with his wife's help until 1904. As in every area of his work, Dewey emphasized experimentation in the laboratory school.

The task of the school, he said, was "the problem of viewing the education of the child in light of mental activity and processes of growth made known by modern psychology." Dewey believed intelligence was a power that people use when facing a conflict or challenge. Rather than drilling children in the memorization of "established" ideas, Dewey believed teachers should try to help them use intelligence as a problem-solving instrument. (As a result, his philosophy became known as "instrumentalism.")

"Our net conclusion," Dewey wrote, "is that life is development, and that developing, growing, is life. Translated into its educational equivalents, this means 1) that the educational process has no end beyond itself; it is its own end; and that 2) the educational process is one of

continued reorganizing, reconstructing, transforming."

Dewey also believed that education should not be concerned only with the mind. As a result, students at the laboratory school also learned manual skills including carpentry, and were encouraged to relate school work to life outside the classroom.

Educators, he declared, must "make each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated with the spirit of art, history and science."

As Dewey continued his writings as a professor of philosophy at Columbia University, some of his views were seized by what became known as the "progressive movement" in education, which stressed student-centered rather than subject-centered schools, and vocational education rather than mastery of traditional subjects. Dewey himself began coming under fierce criticism by opponents of the "progressive" philosophy.

"That's really a canard," says Boydston, who adds that some of Dewey's beliefs were misconstrued by some of his followers. Though Dewey wanted to modify some traditional teaching approaches, he still believed that education required substance. "He wasn't going to have people do just Mickey Mouse stuff," adds Boydston.

In 1938, when Dewey was asked to discuss conflicting theories and practices of "traditional" and "progressive" education, he responded in a fashion that remains relevant for modern-day educators.

In this famous "Experience and Education" essay, Dewey assailed teachers who sought merely to interest or amuse students, and cau-

tioned against deriving education from experience alone.

"The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative," Dewey wrote. "Experience and education cannot be directly related to each other. Some experiences are mis-educative."

Dewey is perhaps best remembered as a philosopher, but, as Boydston notes, "he really didn't see that much difference between education and philosophy." For Dewey, education was primarily a means to put his philosophy into effect.

Contemporaneous philosopher William James once wrote that Dewey's primary appeal was to those "who like their philosophy difficult and technical, and will respect nothing that is not obscure," but later critics generally have been more kind.

Alfred North Whitehead said Dewey "is to be classed among those men who have made philosophic thought relevant to the needs of their own day. In the performance of this function he is to be

classed with the ancient stoics, with Augustine, with Aquinas, with Francis Bacon, with Descartes, with Locke, with Augustus Comte. The fame of these men is not primarily based on the special doctrines which are the subsequent delight of scholars. . . . John Dewey is the typical American thinker."

Consistent with his educational views, Dewey held that the democratic society must instill in its citizens the habit of free inquiry and an antipathy to dictatorial methods. He viewed democracy not merely as a form of government, but also as a method of association which gave members of society opportunities for experimentation and growth.

The works published to date have won scholarly acclaim and have become the definitive reference for citation of Dewey's writings. And, appearing in paperback editions, they have brought the body of Dewey's thought to a wider audience.

The editing principles have been simple, though the subject matter—ranging from philosophy and education to law, political science and psy-

chology is not.

"We started out with one basic idea, the need for a collected edition," Boydston says. "We're trying to be exhaustive" by publishing everything written by the prolific Dewey, including books, scholarly articles and little-known pamphlets.

"We're not trying to interpret what Dewey meant, notes Boydston. We're trying to present in an accurate text exactly what he said."

Attacks on Dewey's philosophy and educational programs have focused on his preoccupation with process and growth, his reliance on the experimental or scientific approach to social and philosophical problems, and his denial of ethical absolutes.

But Boydston calls many of the criticisms "unfair, vague and confused," especially because "the whole question of godlessness in public schools is blamed on him" by fundamentalist religious critics.

Were Dewey still alive, "he'd make a very strong public response" to the criticism that has renewed in intensity in the past two decades. "He was no armchair philosopher,"

Boydston notes. "He was a real fire eater."

In 1920, Dewey helped organize the American Civil Liberties Union. He also was a charter member of the Teachers' Union, president of the People's Lobby, and chairman of the League for Independent Political Action and the League for Industrial Democracy.

To these activities, Dewey brought the same philosophical ideals that buttressed his educational programs. Philosophy, Dewey said, must cease to be a "device for dealing with the problems of philosophers," and become a "method, cultivated by philosophers, for dealing with the problems of men."

—Francis J. O'Donnell

Mr. O'Donnell is a regular contributor to Humanities.

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TOWARD EXCELLENCE IN EDUCATION

BY RICHARD EKMAN

The national effort now underway to restore high standards of achievement in American education will succeed only when teachers and curricula place intellectual demands on students. That simple reality is the basis for new categories of support in the NEH Division of Education Programs.

The Division's purpose remains the improvement of teaching and learning of the humanities in the nation's institutions of formal education. But rather than emphasizing curriculum change as the principal means to achieve that goal, the new categories will support a wide variety of efforts to increase the effectiveness with which the humanities are taught in existing programs.

There is much excitement about education today—an anticipation of important changes resulting from a new pursuit of excellence. And although the United States is a country that has consistently valued education as a matter of national pride, the strength of this new commitment is awesome.

What teachers and scholars have told us at the Endowment about the critical issues they are facing in education has shaped our ideas for the changes in the Endowment's education programs. The new categories are responses to those who wish to require of their students more writing, more difficult reading, and more ambitious degree requirements in history, in philosophy, in the languages and literatures of foreign cultures, indeed, in any of the

humanities disciplines.

Put simply, the Endowment will respond most favorably to proposals which are designed to increase both the quality and quantity of humanities study required of students. The Endowment recognizes that this goal can be reached by many routes. The new program guidelines, therefore, are clear about the aims of education in the humanities but are flexible about the means to achieve them.

The reorganized Division contains five areas, each of which has a distinctive concern. The first is to improve instruction in **the central disciplines in undergraduate education**. The Endowment will support efforts to strengthen introductory courses in the humanities, on the premise that first experiences with the humanities shape students' attitudes toward further coursework. It will help departments and programs build excellence in an individual field, in the belief that Endowment support should offset economic and demographic challenges to institutional survival and bolster existing structures. It will assist the efforts of institutions that have made a commitment to extend the humanities throughout the undergraduate curriculum, on the grounds that coherent education is a necessary pre-condition for real learning to occur.

The Endowment will also support **exemplary projects in undergraduate and graduate education** that promise to be of significance to a

large number of colleges and universities. The support of "model" projects is, these days, a particularly cost-effective way of improving humanities education since fewer resources are required to emulate such projects than to reinvent them.

A third concern is **improving humanities instruction in elementary and secondary education**. The Division will support the establishment of institutes for teachers of history, literature, languages, and other disciplines to deepen their understanding of their fields and the most effective ways of teaching them. The most important changes in this area will be the placing of more emphasis on the commonly taught subjects and less on enrichment in other subject areas; more emphasis on substance and less on pedagogy; more emphasis on teachers and less on materials that attempt to be "teacher proof."

The aim of the Division's fourth area is **enhancing humanities instruction for nontraditional learners**. This area was established to assist educational as well as cultural institutions that have widened access to the humanities through nontraditional approaches. It will support projects that increase the intellectual rigor or decrease the unit cost of nontraditional humanities instruction.

For example, a university's continuing education division that has developed television courses may obtain support for efforts to improve those courses and to offer

them more efficiently.

The Division will also award grants that **prepare teaching materials from recent research**, including that which has been supported by the Endowment's Research and Fellowships Divisions.

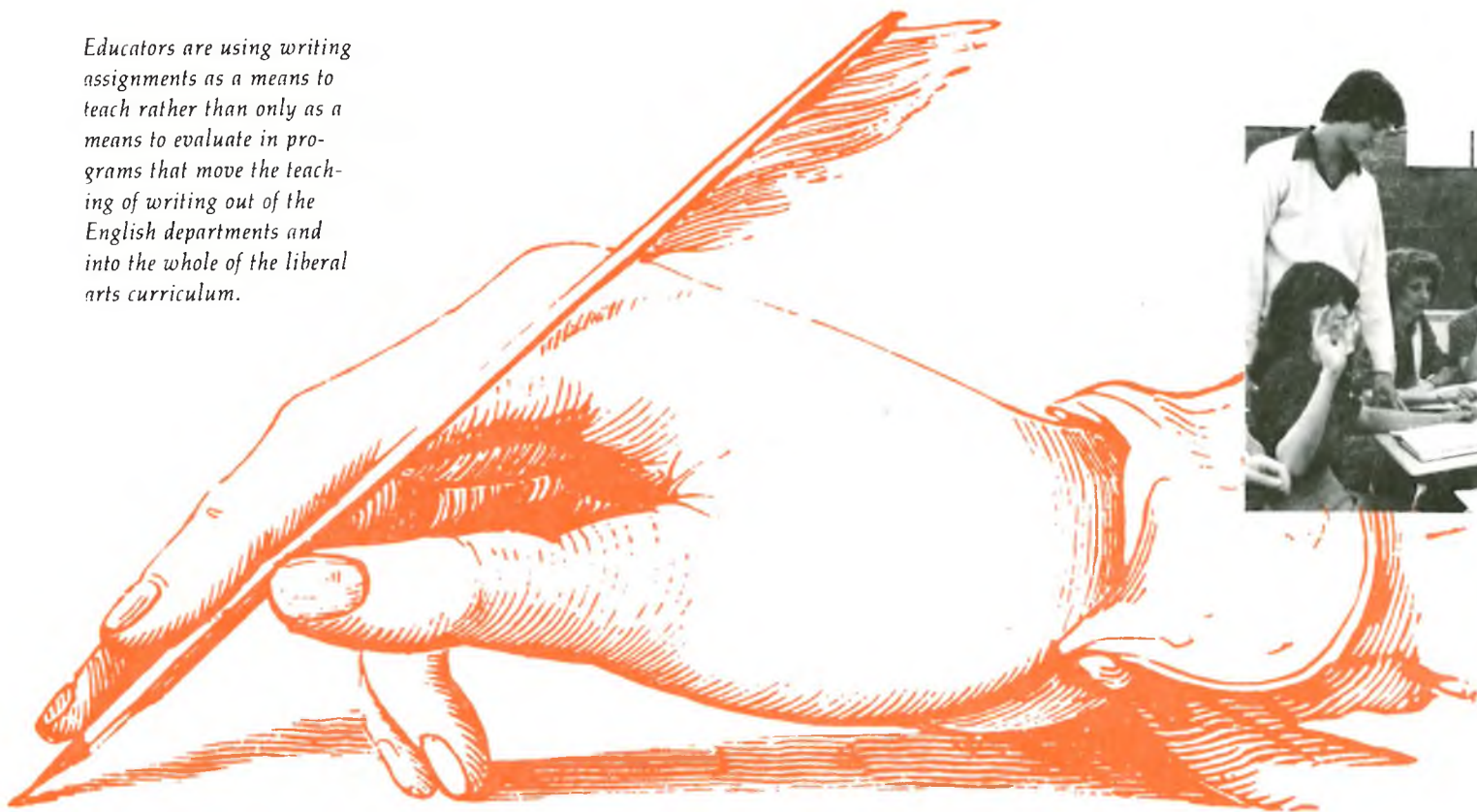
We expect that these forms of support will help restore the humanities to a central, rather than peripheral, role in education. This approach is predicated on the view that history, philosophy, literature, languages and the other humanities disciplines are both a body of ideas and texts of lasting significance and a set of methods and skills with utility well beyond the fields in which they are initially learned.

In general, the Division's changes involve a movement away from curriculum development as the only or best means of strengthening humanities study and a movement toward fortifying existing disciplines and programs through a variety of activities that may include, for example, faculty development seminars, improved sabbatical leave programs, changes in degree requirements, and the hosting of scholars-in-residence.

I believe that these new programs will strengthen the humanities in American schools, colleges and universities and will further encourage educators who are reviving their commitment to educational excellence.

Mr. Ekman is the director of the Division of Education Programs.

Educators are using writing assignments as a means to teach rather than only as a means to evaluate in programs that move the teaching of writing out of the English departments and into the whole of the liberal arts curriculum.



Writing across the curriculum

The intellectual underpinnings of the movement known as "writing across the curriculum" reach back to Aristotle's *Rhetoric*, where he presents the learning process as the construction of knowledge through dialogue and invention. Such ancient works of educational theory as well as the results of the latest research in development and cognitive psychology are persuading some educators of the value of writing programs integrated with course work throughout the undergraduate curriculum.

Those who are experimenting with integrated writing programs have found the traditional remedy for students not yet proficient in the conventions of academic discourse—the freshman composition course—unequal to the needs of a student population wracked with the inability to compose thought on paper. The texts for such courses usually treat form alone—divorced from content. The students, therefore, learn to fix a sentence or even to organize an argument, but are still without skills of analysis, synthesis and invention that can be developed through practice in writing.

In 1980, six institutions in Washington and Oregon made commitments to add, expand or create integrated writing programs by sharing resources and expertise in teaching techniques. Four small liberal arts institutions, Lewis and Clark College in Portland, Oregon; Pacific Lutheran University and the University of Puget Sound in Tacoma, Washington; and Evergreen State College in Olympia, joined with two large state universities, the University of Oregon Honors College in Eugene, and the University of Washington in Seattle

to form the Pacific Northwest Consortium.

The Consortium was organized to facilitate the exchange of successful writing programs and to encourage faculty development. In a series of workshops, faculty from the member institutions study composition theory and practice writing assignments that they might give to their students. In more advanced workshops, faculty design new writing assignments, new teaching methods, or even new courses.

Participants in the workshops are immersed in recent studies by psychologists and psycholinguists—Lev S. Vygotsky, A. R. Luria, and Jean Piaget—which indicate that in the process of writing, the mind comes upon relationships between parts of an argument and modes of analysis that would not have presented themselves in thought alone. Vygotsky's work especially indicates that the ability to form abstract concepts and relate them to evidence is the last and most difficult stage in cognitive development.

Workshops are a key to the institution of writing across the curriculum, according to Elaine P. Maimon, one of the foremost proponents of the movement. Maimon, professor of English and director of the writing program at Beaver College in Pennsylvania, led a three-year effort funded by NEH, to instruct all faculty there in integrated writing. She conducted writing seminars which included intensive training in the theory and the practice of rhetoric and composition as modes of learning.

However, the experience of Maimon and other scholars seeking to reinforce or reintroduce these concepts is that instructors in the social sciences, natural sciences, and even

in the humanities do not feel qualified to "teach writing," partly because it was never taught to them. They tend to confuse clarification of issues and the reasoning process that comes in writing about a subject with remedial work, which they leave to English departments.

The purpose of faculty writing workshops such as those at Beaver, the University of Iowa, and other institutions has been to reinstruct these faculty in the necessity of writing and toward an understanding of writing as a mode of learning. The techniques of collaborative learning, the use of small interactive groups which critique drafts and offer suggestions, have proved successful.

The Pacific consortium marked the first year of the three-year grant period with such faculty workshops in progress in all six institutions, with some faculty consultations underway, and with a bimonthly newsletter publishing abstracts of member's curricular developments and revision efforts.

In October, 1982, the first of three annual writing conferences met in Tacoma to review the progress of member institutions toward common goals and to work with an outside consultant, James Kinneavy, author of *A Theory of Discourse*. Participants from each institution met in four disciplinary groups to discuss the problems of writing in their particular subject area—social sciences, natural sciences, humanities, and professional schools. In the view of several conference members, meetings of this kind could lead to national networks of experts.

Several members of the consortium have already exchanged information about ways to include improved writing components in the

course requirements of other disciplines. During the workshops conducted by the English department at Pacific Lutheran University, non-English teaching faculty members designed courses using writing and rewriting as a way of leading students to understand their material. They also developed assignments and course requirements which they hope will lead to systematic instruction in writing throughout the Pacific Lutheran course offerings. According to Charles A. Bergman, assistant professor of English, over 60 faculty of 190 have taken workshops. "They were scholarly enterprises from the start," Bergman said, "and that made faculty respect the effort intellectually." The administration and faculty are considering instituting an integrated writing program as a university-wide policy.

Of the six consortium members, Evergreen State College was the first to institute writing across the curriculum. The College uses a workshop method of teaching which faculty member Donald Finkel, a developmental psychologist, devised with several colleagues in the mid-1970s. This approach, based on the work of Piaget, W. J. Perry and James Britton, holds that learning is facilitated by small group activities with structured tasks to complete. "In the last three or four years the Evergreen faculty has tried this technique in everything from math to ethics," says Thad Curtz, a literature specialist at the College, which has no divisions or departments. Four Evergreen faculty and four local high school teachers attended development seminars in the last two summers to apply the "Finkel workshop" method to the teaching of writing.

This winter Curtz will spend one week examining and video-taping the teaching methods of 10 non-English-teaching seminar leaders to see if their approach to teaching fits with what they are trying to accomplish.

Lewis and Clark College began a Writing Skills Center in 1977, headed by Susan Hubbuch, which offers tutorial help to students. The College requires all freshmen to take a year-long interdisciplinary course in Society and Culture which includes a writing component. The Writing Skills Center has already offered several two-week workshops to help faculty diagnose student writing problems and design better writing assignments.

"Most teachers still think writing is a way to evaluate students, not a process," comments Hubbuch. "We want to look at goals for a course, then ask ourselves how we can help students use writing to learn the material," she says.

Hubbuch wrote and distributed a handbook, "Doing a Research Paper," to consortium members in order to test its effectiveness. She intends to work with faculty in the Society and Culture Courses to develop units for students and faculty on the writing process, research papers, and the design of meaningful assignments. The consortium clearinghouse, set up at the University of Oregon, will house this material and make it available to members and others.

The Honors College at the University of Oregon has combined instruction and practice in basic rhetorical skill with the subject matter

in its core courses for several years. The College has instituted a composition adviser's office which has tried to formulate standard expectations for student writing and a standard evaluation process. Alan Kimball, director of the Honors College and professor of history finds that enthusiasm for writing across the curriculum is spreading after only one year of operation on campus. "Faculty in disciplines other than English were concerned that introducing more writing into their courses would take time away from their subject matter areas," he says. "But most come to accept the premise, presented to them in faculty development seminars, that there should be no distinction between form and content in any liberal arts discipline. On the contrary, integrated writing programs allow faculty to raise fundamental issues through the process of writing," he says.

Although the program emphasizes writing in the freshman year, there are writing components at advanced levels in the social sciences, laboratory sciences, as well as in the arts and letters. A required senior thesis calls on students to analyze and formulate ideas. "No one here is exempt from developing excellence in writing—clarity, perception, and technical mastery," Kimball says.

Frances Cogan, assistant professor of literature and director of this year's workshop, found faculty are most interested in learning how well structured writing assignments can lead to better student performance and retention of the material

in their courses. As a workshop participant last year, Cogan heard discussions on the differences between writing in the humanities and the social sciences and what is considered necessary for "good writing" in each: kinds of evidence, uses of active and passive voice, what constitutes jargon.

The other large state university in the consortium, the University of Washington, has turned to the training of teaching assistants to increase the benefits of the writing program to a large student body. With programs and faculty development opportunities reduced by recent budget cuts, it will be even more important, according to Joan Graham, director of the Interdisciplinary Writing Program, that models be devised for use in all disciplines, not just in English departments. Since 1977, the program has offered composition as optional companion courses in many of the large lecture courses. The "linked writing" programs have led faculty in several disciplines to redesign courses and to make more writing assignments. Drafts of guides for teaching writing in history, political science and sociology are now under review by faculty in those departments.

Graham hopes that guides will be prepared for economics, art history, philosophy, and psychology by the end of the grant period.

This past summer the University of Puget Sound offered its first faculty writing workshop, supervised by an interdisciplinary writing committee. The workshop had advice from two consortium

member consultants and from Maxine Hairston, author of *A Contemporary Rhetoric*. Participants from history, philosophy, foreign languages, education, physics, religion, and economics worked on ideas to integrate more writing into their own courses and agreed to informal meetings to compare experiences throughout the year.

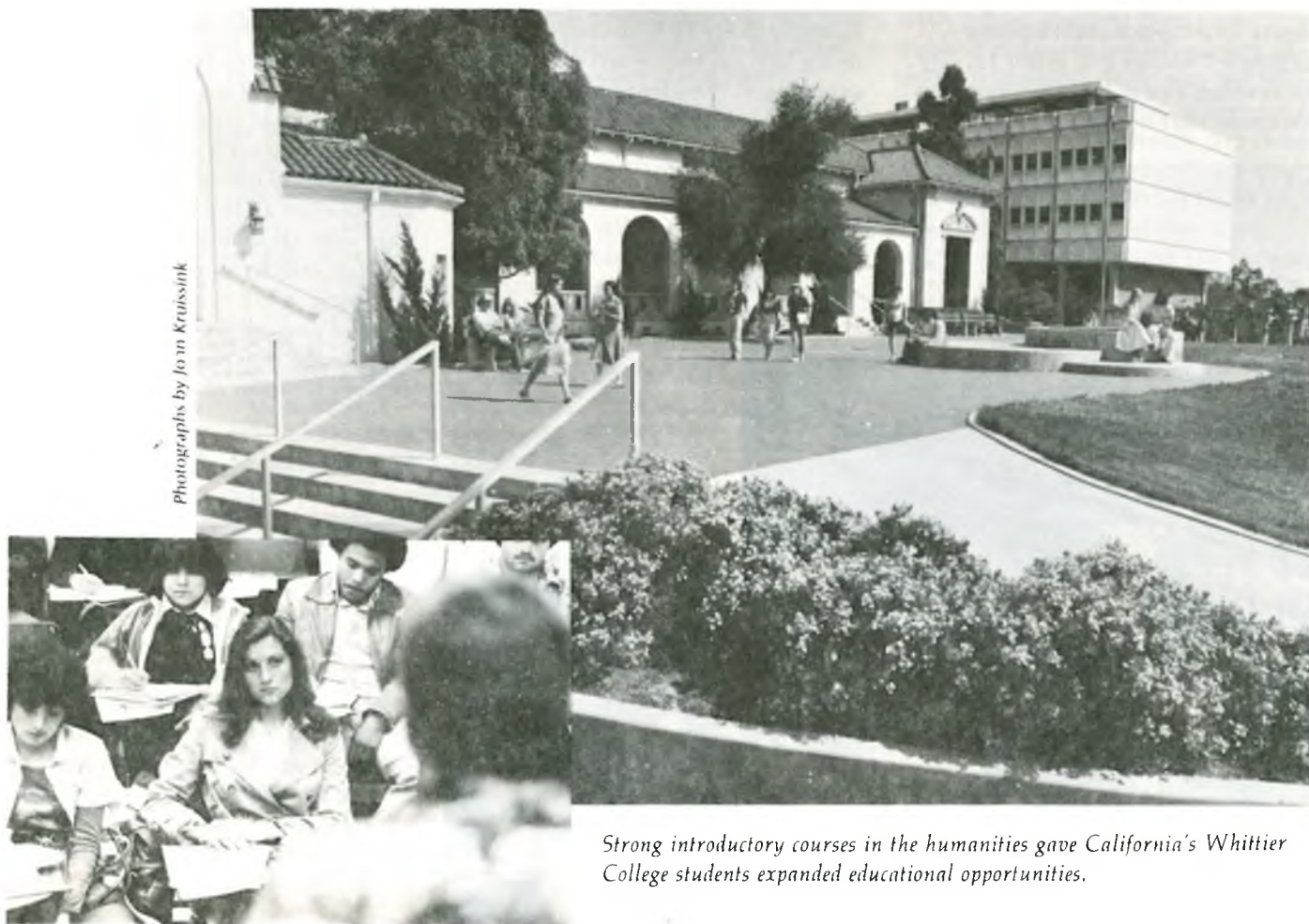
The goal of the three-year-long program of faculty and program development, curricular revisions and outreach at all six institutions is the improvement of student comprehension through a constant emphasis on writing as a means to knowledge. Some measure of success can be seen already, in the view of many members. Deborah Hatch of the University of Washington finds student response very positive. "Students are more motivated and excited about the subjects. They evaluate judgments of other writers and see that they can produce writing that aims toward professional work," she says. David Savage believes that "follow-up to bright new ideas is essential" to solving problems in assignments and evaluations. "I feel very positive about writing at Lewis and Clark," he says. "I have testimony from faculty that indicates students are doing better."

—Deborah Cooney

Ms. Cooney is a Washington writer and editor.

"Writing Instruction Across the Liberal Arts Curriculum"/Alan Kimball/Honors College, University of Oregon, Eugene/\$380,000/1981-84/Division of Education Programs

Two Problems, One Solution



Strong introductory courses in the humanities gave California's Whittier College students expanded educational opportunities.

Rampant undergraduate careerism and inadequate secondary preparation may seem like radically different problems for postsecondary educators, but two colleges have arrived at the same solution for each problem. At California's Whittier College and Fiorello H. LaGuardia College in New York City, NEH-funded projects are revising introductory courses to instill in students the expansiveness of subject and the skills of analysis and criticism that are the hallmarks of liberal learning.

"We were getting students who were unable to function as college freshmen," said John Chaffee, a philosopher at LaGuardia, which is part of the City University of New York.

"Many of our students come from disadvantaged or educationally deficient backgrounds . . . But it's a universal, generic problem," Chaffee admits. "People just don't know how to think."

With the help of a grant from the NEH, Chaffee and colleague Neil Rossman, also of the philosophy department, recently developed a

course to teach them how. Critical Thought Skills (CTS) teaches students how to organize thoughts into concepts, how to evaluate and solve problems and how to articulate their ideas.

"There are fundamental skills we use to make sense of the world," says Chaffee, indicating that these general skills are applicable in a range of situations—personal, academic, and professional.

"We believe it is important to provide a means of effective synthesis—a way for students to make effective choices and decisions," explains Chaffee.

Chaffee emphasizes that practicing critical analytic skills is as important for the students as identifying them. "You can't treat students as receptacles of information," he says. "You really need to stimulate active learning."

The project's newly funded second phase will give students the practice they need. Starting next spring, CTS and the basic course in two of five Liberal Arts areas—English, Oral Communication, Communication Skills, Mathematics, and Social Sciences—will coincide. Two or three new basic courses will be taken in tandem with CTS each semester until courses in all five areas are paired by spring 1985.

Instructors will develop curricular materials before the courses begin coordinating both the themes of their presentation and class assignments. While CTS students are learning about theories and methods of problem solving, for example, their math class will emphasize mathematical problem solving. As the courses are taught, instructors will meet weekly to modify the curriculum and pedagogy.

CTS has already experienced great success in an informal pairing with a Basic Writing course in the English area. Students who had taken the two courses together "showed extraordinary improve-

ment in their writing abilities (measured by a standardized 'exit' exam) as compared with other Basic Writing sections," exulted the course instructor Joan Richardson. "I attribute this tremendous success to the differences in course presentation . . . allowed by its pairing with CTS."

Those differences are threefold, according to Richardson. Primarily, CTS topics and Basic Writing assignments can lend a practical framework to conceptual skills. Second, the combination of CTS and writing establishes that writing does not occur in a vacuum—that language is our means of describing and symbolizing the events in our lives. Integrally tied to this concept is the importance of precise vocabulary. Students begin to realize that "if they can't name, they can't discriminate . . . the first step in thinking, in being rational," Richardson points out. Finally, Richardson allows that, because of CTS, she can use "references and reading materials that otherwise would be considered too 'advanced' for this level of student."

At Whittier College, the problem was not that students didn't know how to think, but that they wanted to think about too little. In their course selections, the students at Whittier, as so many college students in the seventies, tunnelled from point A, "matriculation," to point B, "career," insulating themselves from the many opportunities available to them. This isolationism offended Whittier's expressed tradition of educating for broad thinking.

"Many of our students are upwardly mobile, first-generation college-goers with strong career orientation," explains history professor Robert B. Marks. "They are wary of courses too far removed from their areas of specialization."

The narrowness of Whittier students' experience and thinking prompted Marks and other faculty to develop a new Liberal Education Program that mandates wide expo-

sure to subject matter and encourages development of critical analytic skills. The NEH-funded program requires first- and second-year students to take units in Western Civilization, Non-Western Civilization, and Contemporary Society and the Individual.

The units will consist of either a two-semester team-taught course developed and taught jointly by two faculty members from different disciplines, or two concurrent one-semester courses that are taught in tandem. The courses will be taught separately, but the two instructors, again from different disciplines, will coordinate the courses' approach, materials, and assignments.

One example of a team-taught course is "Modern Western Civilization—1600 to the Present," which will be taught jointly by a philosopher and an art historian. The two instructors will explore common themes current among the educated classes of a given period, using their disciplines as springboards for the exploration. By reading Hobbes, Descartes, Swift, Bacon, and Newton, and by studying the Palace of Versailles, for example, students explore the political concept of absolutism and the philosophical element of rationalism said to characterize European civilization in the seventeenth century.

In another two-course unit, historian Marks and a political scientist will explore the causes and results of Third World revolutions, drawing from critical analyses and literary works as well as from the writings of Mao Tse-Tung, Lenin, and Castro. Using two perspectives, says Marks, will enable the unit participants to separate the political process of revolution from the characteristics of the societies out of which revolutions arise.

Marks views this course as particularly likely to help students move beyond their own spheres of experience. "Students are amazingly provincial, with little consciousness

of the world," Marks exclaims. "By examining the values and assumptions of people in societies quite unlike our own, students will obtain a more empathic understanding of other peoples and will see more clearly their own assumptions."

Through the new program, Whittier hopes that students will begin to consider and accept alternative examinations and explanations of problems. "I would like," Marks says, "for students to say, 'My discipline is one approach, but other disciplines offer other perspectives.'"

Dean of the Faculty Richard Wood concurs: "The fundamental value of a liberal education is being able to ask questions and decide what's worth studying." He points out that, ironically, these critical skills will help students adapt to their careers as they change.

Whittier is building a research skills component into the new courses, so that students will learn explicitly how to ask questions and search out answers. In introductory courses, students will receive bibliographic instruction and will produce papers, oral reports, and annotated bibliographies.

Much to its administrators' delight, the project has turned out to be as successful for faculty development as for curriculum development. The general faculty workshops and the close interaction experienced by faculty pairs while developing the units have stimulated among the faculty excitement about learning that Whittier hopes to see in its students.

"It's really been a hidden benefit," says project director Marks. "I just hope the intellectual excitement we're all feeling translates into the courses."

The "different" problems cited by Whittier and LaGuardia share one symptom: students' inability to collect and analyze information. Not surprisingly, the two colleges' solutions share some features: coherent, integrated courses, for example, and a demand that students learn to question and seek answers. Returning to liberal education may not be a panacea for all the ills of postsecondary education, but Whittier College and LaGuardia Community College are using it to urge their students beyond passive acceptance of knowledge into the questioning, analytical realm of critical thinking.

—David Kleeman
and Leslie Hornig

Ms. Hornig writes on educational topics; Mr. Kleeman is a free-lance writer and radio/television producer.



Can High School Education Achieve The Democratic Ideal?

BY GILBERT SEWALL



Etchings by Honoré Daumier

A few years ago, I quit teaching in a mood of deep pessimism. The condition of the nation's high schools was almost universally sorry. There were, obviously, the anomic and pitiable schools of the central cities. But even in bellwether institutions, public and private, one sensed slippage and devolution. We who entered secondary education after 1970 were witnesses to three debilitating and interrelated trends: ongoing curriculum adulteration; rising antisocial and self-destructive behavior among students; increased friction between students and teachers. On most high-school campuses today, the dismal consequences of these phenomena persist.

I am not talking only of down-town schools where high school students read on average at the third-grade level and the drop-out rate approaches 70 percent. According to the 1981 report by University of Chicago sociologist James S. Coleman, only 34 percent of public secondary students are enrolled in an academic course of study, though more than half are college-bound. Forty-seven percent of them take no geometry; 85 percent, no foreign language. Syllabuses have been simplified. If we are to believe the latest national assessments in math and reading, basic skills are holding their own—as the average ability of adolescents to reason, judge, process information and create new ideas shrinks.

It is tempting—and not entirely inaccurate—to blame sixties-style educational theorists and policymakers for this state of affairs. At the secondary level a dozen years ago, increasing student distaste for traditional knowledge required measured and convincing scholarly rebuttals. But few were forthcoming, from either educators or intel-

lectuals. Soon, no academic discipline held undiminished authority. To be sure, individual high-school courses—especially in history, math and science—often retained their integrity. But usually, these “hard” subjects lost ground to softer electives. Meanwhile, in most schools, the study of foreign language simply fell by the wayside.

Also, during the late sixties, as Christopher Jencks has said, a spongy relativism began to treat all ideas as equally defensible—and none as really being worth bothering with. Rebellious students and their sympathetic teachers launched a campaign against schoolhouse absolutes and universals. Some modernists claimed that none other than the individual had the right to decide what knowledge was and was not important. As many educators began to question the inherent value of academic subjects, they tended, not surprisingly, to relax standards of performance. For students, classroom effort became increasingly self-initiated and voluntary. No wonder that ennui is a prevailing student spirit in many middle-class high schools today.

The real losers, however, have most frequently been disadvantaged youth, given new educational opportunities with one hand as the other has snatched away serious academic and behavioral standards. In a complex, information-rich society, most “simple” clerical and manual tasks require fairly sophisticated mental skills. For the truly unskilled, the future offers not much more than low-level service jobs or unemployment.

Yet in spite of the failures of the recent past, more than at any point in memory I am encouraged by the educational moment. Gone are the days when government officials,

foundation executives, university professors and journalists saw progress exclusively in terms of “innovative” curricula, relaxed discipline, reduced adult authority, and the target of equalized student outcomes. At present, renewed interest in student achievement and virtue is a yeasty impulse, coming from parents, taxpayers, elected officials, and educators. To cite one example, over the last decade, some forty state legislatures have enacted some kind of minimum competency requirement. This has been a truly astonishing grass-roots political movement, attempting an end-run around recalcitrant education officials. These blunt-edged and naïve attempts to guarantee, among other things, a performance floor in the high-school diploma rarely go beyond rudimentary language and arithmetic skills. They may be, then, better tests of effective elementary schools than high schools. Yet belief in these competencies indicate the passionate and persistent belief in the value of universal education, and a sound one, among the people.

And now, some enlightened national leaders have made the basic connection between general education and the production of alert workers, prudent consumers and literate citizens. Meanwhile, a new round of research ventures is looking into the components and properties of effective high schools. The road to school improvement is open. The question is how to proceed.

Schools cannot by themselves create republics of virtue. They cannot erase all disparities of wealth or individual talent. Compared to families, they are weak social institutions. But of all our social agencies, they have the possibility of being organized in ways to advance the standard of intellectual and civic

life. At the very least, a working democracy requires a critical mass of citizens with sufficient cerebral refinement to evaluate and guide the polity.

Schools provide a great, unique and sufficient social service when they convey to the great majority of youth the skills of communication and numeration, a sense of past and origins, and a respect for rationality. If schools could stand unequivocally for values of curiosity, kindness, honesty and industry, they could provide a *locus virtutis* for children and the community. Schools can, and when possible, should try to provide pastoral services. They should also be mindful that their fundamental sacred charge, to educate their students and to encourage learning, can be neglected if their social mission is overloaded.

During the last decade or so, as educators have played to an irritable and easily bored audience, all the while being urged by experts to modernize the course of study, three things have happened. First, in many traditional courses, valuable and productive teaching methods have fallen out of favor. Also, many traditional courses have been politicized in line with modern social doctrine, so that a “civics” requirement might be satisfied by a course that has everything to say about First and Fourteenth Amendment rights but little to say about public duties, obligations or responsibilities. Finally, vexing diploma requirements, say, in the case of geometry or French, have been abolished outright. Others have been relaxed, to the extent that in many high schools, students can receive “credit” for jobs held during the school day, by taking something euphemistically called “work experience.” In school improvement, the



curriculum is one place to start.

For the eighties, I am convinced the nation's some 27,000 high schools should hasten to make a well-defined academic program the general and customary course of study for all students, college-bound or not. This is because as educator Robert M. Hutchins said long ago, "even if driving a car, understanding plumbing, and behaving like a mature woman are valuable subjects, they can be, and therefore should be, learned outside the educational system." Academic reform also requires reconsideration of discredited but historically effective practices such as classroom memorization and drill, "chalk and talk" teaching methods, and daily homework assignments. Courses should avoid the excesses of presentism. In the social studies curriculum, for example, educators should put new emphasis on items such as map exercises, how a bill becomes a law, and the causes of the civil war and less emphasis on contemporary issues such as nuclear energy and environmental pollution.

Let me dream a moment, masquerade as a scholarly, eccentric principal with full institutional control. In this wonderland, for the regular high-school diploma I would require student mastery of basic grammar, literature and composition; of algebra and geometry; of American political, constitutional and economic history; of biology and one other laboratory science. To put it a different way, all students receiving my school's academic diploma could write a fairly logical and mechanically correct five-page expository paper, solve for an algebraic unknown or a cylinder's volume, understand the difference between investment and consumption, and explain how digestion occurs. For students with developed vocational interest, I would require similar study, albeit with less advanced minimum levels of mastery and more emphasis on applied uses of academic knowledge. Upon achieving these requisite levels of competence, these vocational students at whatever age would qualify for admission at local technical or community colleges. For students with absolutely no academic or vocational interests, I would enlist the help of other social agencies, not squander limited school resources in trying to pacify or "save" these unfortunate children.

Then, in my dreams, having circumvented various courts, trade associations, advocacy groups and consultants that would not care for my program, I would ride the circuit around my district calling for innovation. I would urge my district to install two new local requirements. The first would be, that all students, either in the eighth or ninth grade, take one year of Latin. I would argue eloquently for Latin's value in presenting young people with a systematic grammar, a rich etymologi-

cal foundation, and a sense of their language and culture's historical matrix. The second would be that all students, academic or vocational, before the end of high school take one semester of computer science. Every young person in the community, I would assert, should know the basics of computer storage, retrieval and processing and be able to write a ten-line program. Such a course would be useful, I'd say, if for no other reason, than to disarm incipient Luddites.

But just before my school board ratifies the proposal by acclamation, I always wake up with a start.

Who would teach my Latin and computer-science courses? For that matter—given the convoluted problems of teacher recruitment, education, certification and retention—who is going to teach young people how to write that five-page paper and make that cylinder's volume an interesting question? Will the decline of first-rate high school teachers prove to be the Achilles' heel of current school reform initiatives, as former Harvard education dean Theodore R.Sizer has wondered?

Putting structural questions such as the above aside, there is also the puzzle of how far academic reform can reach. Too many minimum-competency adherents think that the promotion of elementary skills of reading, writing and computation are a sufficient set of educational goals. And many educators still hold very low expectations for lower-class and minority youngsters (even as all-black Latin classes thrive in urban parochial schools). For some young people, the use of psychoactive drugs impedes ratiocination. For others, television programming presents a luscious, hedonic, highly anti-intellectual set of values. And so far, beyond a few estimable activities such as Advanced Placement, liberal arts faculties have shown no interest in throwing out cables to their natural ally, the high school teacher.

And yet. Today, everywhere, it seems the accent is on mastery, content, outcomes, effectiveness, discipline, expectations, and such. Six or seven years ago, this qualitative lexicon was likely to render the carrier hopelessly elitist, probably racist, and certainly odd. The promotion of excellence has received a spur, too, from researchers whose findings contradict the instrumental, deterministic, pessimistic and free-form educational theories prevalent during the late sixties and seventies. For the remainder of the decade, almost certainly, the advancement of schools that are instructionally effective will top the education agenda. If reformers are successful, they will come closer to realizing the democratic ideal of sound mass education, a concept that has had much lip service over the last century, but to date, a goal that has remained elusive.

Partners in an Educational Enterprise

James Slevin had been directing the Writing Center at Georgetown University in Washington, D.C., for about a year when he read in the *Washington Post* in 1977 that the average verbal SAT score for D.C. high school students was 323.

Over the next year he made twenty-four visits to area high schools to talk with the teachers about what the problems were and about what the University Writing Center could do to help.

"The teachers felt that the biggest gap in their education had been in teaching writing," Slevin said. "It is common now to have some sort of writing instruction included in methods courses, but that's a recent development."

Since 1978 Georgetown and the District of Columbia school system have been involved in a joint effort to improve the quality of college-preparatory courses in English and so to improve the critical reading and expository and persuasive writing skills of their urban college-bound students.

Starting in 1981, with the award of a three-year NEH grant, the focus of that effort has expanded. Not only are high school and university English faculty involved, but those who teach in other areas as well (primarily in the humanities and the social sciences). The grant also has made possible the wider dissemination of curriculum materials developed by participants in the program and the initiation and distribution of a journal, *Critical Literacy*, which offers practical suggestions about the craft of teaching, especially as it relates to developing students' writing skills.

In the fall, between twenty-four and thirty District of Columbia teachers from both public and private junior and senior high schools and about six Georgetown faculty members participate in a tuition-free graduate seminar entitled "Approaches to Teaching Writing." "What we're trying to study in the seminar," said Slevin, "is how the teacher can most effectively use writing assignments to help the students read critically and think creatively about the material they're studying."

Generally, the seminar follows a

discussion format, encouraging participants to share their own experiences in the classroom as well as their reactions to books they are assigned to read. The reading list includes such titles as "How to Read a Book," "The Composing Process of Twelfth Graders," "Social Class, Language and Education" and "Language Across the Curriculum."

From the end of February until the end of the school year, the program becomes less theoretical and more practical as participants actually design sequences of writing and reading assignments that can be used in courses being taught in their schools. They also try out some of these assignments in their own classrooms. Assignments have ranged from having students write their own narratives from different points of view for a unit on the short story to having them develop speeches that take the positions of particular countries about the law of the sea for a global issues class.

A nine-week sequence of assignments, developed by Ellen Kurcis who teaches senior English at Immaculate Conception high school, begins by having students analyze the speeches of Patrick Henry. The students first write a sentence outline of the speech and, from the outline, identify the techniques of persuasion. The next assignment requires students to write a letter to the editor, editorial, proposal, or article using some of the techniques that they discovered in Henry's speech.

The beginning of this sequence illustrates one of the methods of teaching writing that Slevin advocates in the seminar: to break down writing assignments so that students start out by writing short, less demanding pieces, such as a sentence outline, and progress to a longer assignment, such as an editorial.

The assignment also requires students to read carefully the ideas of another (in this case, one of the greatest orators in American history) before attempting to create and express ideas of their own.

In a unit that he called "The Fall of Man: Encounters with the Devil," A. L. Yondorf took students, even more gradually, through an explora-



A "new educational community" is forming in Washington, D.C., where the Writing Center of Georgetown University has joined the city's public schools to help high school students reach the level of sophistication in writing that will be required of them when they reach college.



Woodrow Wilson High School Yearbook



tion of this archetypal theme. From readings from the Bible, a medieval morality play, Marlowe's *Dr. Faustus*, Goethe's *Faust*, Milton's *Paradise Lost*, and Wilde's *The Picture of Dorian Gray*, the students paraphrased single sentences. They were asked to expand sentences into paragraphs and paragraphs into 500-word essays. Students were also required to write letters from one character to another.

Another technique that teachers are using as a result of their participation in the program is arranging students in small groups to share and comment on rough drafts. Adele Hutchins, a social studies teacher at Woodrow Wilson high school, explained that "students at this age are very resistant to teacher criticism. Having them criticize each other's papers is much less threatening."

Hutchins commented also that the interaction with other teachers that the program afforded was nearly as helpful as the new methods that she learned. Citing "intellectual stimulation" and "better teacher morale," she found that leaving the isolation of the classroom to discover that other teachers are facing the same problems—and finding solutions—renewed her expectations of success with her own students.

Many of the teachers came to the program because they found their situations overwhelming. "How do we teach thirty students at a time to write competently?" one teacher wrote. "How can we get students to

want to read when they watch four hours of television a day?"

And where does one begin to teach a senior who reads at the third-grade level to write with the sophistication required in college?

Slevin explains that students who lack reading skills nevertheless do have intellectual skills and "a body of experience with language that is oral, not written."

"A senior reading at the third-grade level is more intellectually sophisticated than a third-grader. By the time students reach the twelfth grade they have regularly and often tried to persuade."

The place to begin, in Slevin's view, is to build on that oral skill—to show the students how to adapt the oral to the written.

Slevin also feels that it is crucial to involve schools rather than only individual teachers in the program. From the high schools that apply, six to seven are chosen each year to send four teachers. From the six schools chosen, two are usually private schools.

The program arranges "single school conferences" held throughout the year at the schools of the participating teachers. In these, participants discuss the usefulness of their studies and consult with students, teachers and administrators in order to determine how to adapt the new ideas they are developing to a particular school. "By keeping in mind the institutional realities, by constantly keeping in touch with what people actually think and do [in the schools]," Slevin believes, any curriculum changes teachers in the project propose can avoid the onerous label "utopian."

At the end of the program, the model assignments designed by the teachers are compiled in several volumes which are then made available to teachers throughout the city. The hope is that in this way the program's influence will touch not only those who are formally enrolled in it but many others as well.

At Woodrow Wilson high school, four teachers were released from

their classrooms for one day so that they could demonstrate to all the faculty the materials they and their colleagues had developed. They discussed with the other teachers how the assignments could be adapted for use in other classes.

"We've worked with about 100 teachers in the past few years and each teaches about 150 students a year," Slevin said. "So we can calculate that 15,000 students have been touched by teachers who have been involved in the program and increasingly they've been touched not only by the teachers but by the materials we've had a chance to develop."

"Those figures are measures of success. But the essential measurement is if the teachers feel more excited about their teaching, if they are more committed to assigning writing than they were, and if they feel more confident in knowing how to respond to student writing."

Billie Day who teaches social studies at Banneker High School found that her students' writing skills improved over the year in which she participated in the program. Because she teaches at an academically rigorous high school, her students already knew the basics. But some had felt threatened by writing. By the end of the year, those students "were more comfortable with writing," she said. "It was more enjoyable to them. They were working to express their ideas as thoroughly as possible."

The rationale underlying the whole program is a belief that one reason for the much-lamented "crisis of literacy" is the almost total absence of communication and cooperation between high schools and colleges and universities. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, has said, "We cannot have excellence in higher education if we do not have excellence in school."

"The learning goes both ways," said Rocco Porreco, an associate professor of philosophy at Georgetown whose participation in the project reflects his own personal and professional interest in the

philosophy of education. "In some ways, high school teachers are more aware of the obligations they have as teachers. I find as a result of my experiences with the project I've become much more critical of my work as a teacher. I ask myself, 'Look, why are you teaching this subject in this way?' I plan my classes better and my syllabus and course description have become more detailed so I find myself wasting less time than perhaps I did before."

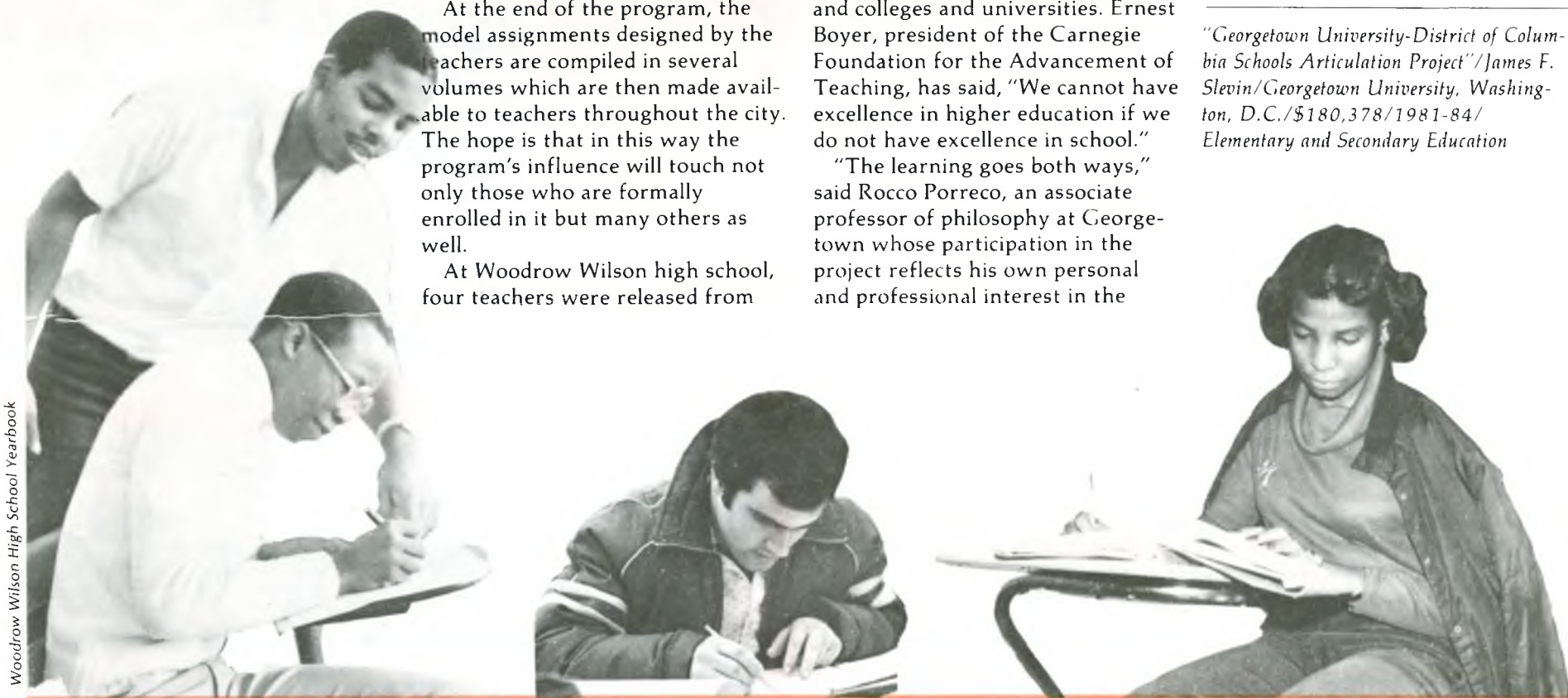
Slevin agreed. "I have a better sense of the need to think carefully and explicitly about what I want to accomplish," he said. By the standards of these people [high school teachers], I was winging it."

Georgetown University President Timothy S. Healy is proud of the University's efforts in the high schools. "Our motives are not entirely altruistic," he commented. "As an institution of higher learning and training, we now attempt to meet the needs of those capable students who come to us not quite prepared to do college-level work. At the same time, if this University is to continue to offer a high level of scholarship, we must be involved in ensuring that well-prepared students will come to us."

"Colleges sometimes ignore the fact that we are building upon a previous education," Slevin said. "We should be looking upon our job as a completion of something that has already begun."

"My sense of who my colleagues are has changed radically," Slevin added. "This may sound sentimental, but there is a community being formed—of educators."

"Georgetown University-District of Columbia Schools Articulation Project"/James F. Slevin/Georgetown University, Washington, D.C./\$180,378/1981-84/Elementary and Secondary Education



Woodrow Wilson High School Yearbook



Please note: Area code for all telephone numbers is 202.

DIVISION OF EDUCATION PROGRAMS—Richard Ekman, Director 724-0351

Central Disciplines in Undergraduate Education		
Improving Introductory Courses—Lyn Maxwell White 724-0393	April 1, 1983	October 1983
Promoting Excellence in a Field—John Walters 724-0393	April 1, 1983	October 1983
Fostering Coherence Throughout an Institution—Blanche Premo 724-0311	April 1, 1983	October 1983
Humanities Instruction in Elementary and Secondary Schools		
Collaborative Projects—Francis Roberts 724-0373	January 6, 1983	July 1983
Institutes for Teachers—Crale Hopkins 724-0373	January 6, 1983	July 1983
Exemplary Projects in Undergraduate and Graduate Education		
Feasibility Grants—Janice Litwin 724-1978	April 1, 1983	October 1983
Major Projects—Cynthia Wolloch 724-0311	January 6, 1983	July 1983
Humanities Programs for Nontraditional Learners—Gene Moss 724-0393	October 1, 1983	April 1984
Teaching Materials from Recent Research—Cynthia Wolloch 724-0311	June 1, 1983	January 1984

Applicants who have followed the previous guidelines in writing or planning proposals should call a member of the Division staff to determine which of the categories is best suited to the proposed project.

DIVISION OF GENERAL PROGRAMS—Steven Cahn, Director 724-0231

Humanistic Projects in:

Media—George Farr 724-0231	December 6, 1982	July 1, 1983
Museums and Historical Organizations—Cheryl McClenney 724-0327	December 13, 1982	July 1, 1983
Special Projects—Leon Bramson 724-0261		
Program Development	March 14, 1983	October 1, 1983
Youth Programs—Carolyn Reid-Wallace 724-0396		
Youthgrants	November 15, 1982	May 1, 1983
Youth Projects	January 15, 1983	July 1, 1983
Humanistic Projects in Libraries—Thomas Phelps 724-0760	December 16, 1982	July 1, 1983

DIVISION OF STATE PROGRAMS—Donald Gibson, Director 724-0238

Each state group establishes its own grant guidelines and application deadlines; therefore, interested applicants should contact the office in their state. A list of those state programs may be obtained from the Division of State Programs.

DIVISION OF FELLOWSHIPS AND SEMINARS—James Blessing, Director 724-0238

FELLOWSHIP PROGRAMS—Maben Herring 724-0333

Fellowships for Independent Study and Research—David Coder 724-0333	June 1, 1983	January 1, 1984
Fellowships for College Teachers—Karen Fuglie 724-0333	June 1, 1983	January 1, 1984
Summer Stipends for 1984—Joseph Neville 724-0376	October 1, 1983	Summer 1984
Fellowships for Journalists—Julian F. MacDonald 724-0376	March 1, 1983	Fall 1983

SEMINAR PROGRAMS

Summer Seminars for College Teachers—Dorothy Wartenberg 724-0376		
Participants: 1983 Seminars	April 1, 1983	Summer 1983
Directors: 1984 Seminars	July 1, 1983	Summer 1984
Summer Seminars for Secondary School Teachers—Ronald Herzman 724-0376		
Participants: 1983 Seminars	February 1, 1983	Summer 1983
Directors: 1984 Seminars	April 1, 1983	Summer 1984
Centers for Advanced Study—Julian F. MacDonald 724-0376	February 1, 1983	Fall 1984

DIVISION OF RESEARCH PROGRAMS—Harold Cannon, Director 724-0226

Intercultural Research—Harold Cannon 724-0226	February 15, 1983	July 1, 1983
General Research Program—John Williams 724-0276		
Basic Research	February 1, 1983	January 1, 1984
State, Local and Regional Studies	February 1, 1983	January 1, 1984
Archaeological Projects—Katherine Abramovitz 724-0276	February 1, 1983	January 1, 1984
Research Conferences—David Wise 724-0276	February 1, 1983	January 1, 1984
Research Materials Programs—Marjorie Berlincourt 724-0276		
Research Tools and Reference Works—Peter Patrikis 724-1672	October 1, 1983	July 1, 1984
Editions—Helen Aguera 724-1672	October 1, 1983	July 1, 1984
Publications—Margot Backas 724-1672	May 1, 1983	October 1, 1983
Translations—Susan Mango 724-1672	July 1, 1983	April 1, 1984
Research Resources—Jeff Field 724-0341	June 1, 1983	April 1, 1984
Science, Technology and Human Values—Eric Juengst 724-0276		
General Projects	May 1, 1983	
Interdisciplinary Incentive Awards	February 1, 1983	
Sustained Development Awards	February 1, 1983	

OFFICE OF PLANNING AND POLICY ASSESSMENT—Armen Tashdianian, Director 724-0344

Planning and Assessment Studies—Stanley Turesky 724-0369	February 1, 1983	October 1, 1983
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OFFICE OF CHALLENGE GRANTS —Thomas Kingston 724-0267	June 1, 1983 (tentative)
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Nearest Grant Application Deadlines



STATE OF THE STATES:



On the Front Lines

Ed. note: The following interviews were conducted with former members of NEH state committees in Virginia, Minnesota and Michigan. Each individual plays an active role in the school system where he or she lives.



Dorothy McDiarmid, who has represented District 50 in the Virginia House of Delegates for eighteen years is not optimistic about reelection. McDiarmid has told her constituents that their taxes should be raised. She wants to increase teachers' salaries.

"The General Assembly should give students the best teachers," McDiarmid matter-of-factly says.

She refers to a speech she heard given by Admiral Rickover, "whose project in life is to see that education is helped along. He was saying, and I agree with him, that you have to start by paying teachers.

"Unfortunately, we are a very money-oriented society." She is distressed to report that her son, who is a lawyer, gets as much for a Christmas bonus as her daughter, who is a teacher, earns all year.

"But there are so many teachers,"—fifty-four for every 1,000 students, according to Virginia state law—"that if you raise their salaries, you're going to have to raise taxes like all get-out. So it's a matter of educating parents that we have to do it.

"The most important thing in the world for one generation to do is to

educate the next."

McDiarmid is the chairperson of the Virginia House education committee. She has other plans than raising teachers' salaries to address the problems of public education in Virginia. She wants the legislature to work on policies that will require "better and broader courses in education" for those who seek state certification to teach. "We're going to be looking very, very hard at what colleges teach teachers," she says.

"When I was in college, I had to take a language; they don't always have to, now. We're way behind in languages in this country. My mother, who was a Latin teacher all her life, insisted that I take four years [of Latin] in college because it's good discipline and I hated it, but it's right."

She would like to see minimum competency requirements for teachers established in Virginia. "I haven't seen a bill yet that I think will pass, but we're working on it. We're getting there."

It is in the humanities, McDiarmid feels, that there are subjects to delight and to inspire. In the humanities there are "things to which young people can respond enthusiastically."

Can every student be taught the same program in the humanities? McDiarmid struggles with the question.

"Shakespeare wrote for the people on the market square," she muses aloud. But she is skeptical that students who have poor reading skills can appreciate such difficult texts. In her view, the teacher who delights in Shakespeare and can bring the drama alive for the class will succeed in teaching students of any abilities.

"Maybe not everyone can read Shakespeare. But everyone can be exposed to him."

McDiarmid quotes what she calls the "old PTA way" of expressing the goals of public education: "Every child should be educated to the limit of his or her ability. If they are not educated for college, they are educated for satisfying jobs. They are educated so that they have enough

resources to make life satisfying, even with a job that is not."

McDiarmid's goal for the schools in Virginia is to make them responsive to the needs of students who must live in a world revolutionized by science and technology. In Virginia, she says, they are taking steps to create an educational program that will equip students to participate in a world "that none of us knows what will hold." She is a member of a task force, created by Governor Charles Robb, to work on a "new partnership between industry and education."

The representatives from business and industry are sharing with educators their views about what students should be taught in order to compete successfully in new industrial enterprises. The committee is trying to make suggestions for college curricula that will smooth the transition from college to career.

"This committee, if it did what it was supposed to do," says McDiarmid, "would be more important than the old Knights of the Golden Horseshoe who explored beyond the mountains in the old days. I look upon it as trying to get over the mountains that we've got ahead of us right now."

* * * * *

Starting his second year as superintendent of schools in Mounds View, Minnesota, a suburban school district of Minneapolis and St. Paul, Burton Nygren is continuing a routine that he began last year when the district was new to him: each week, he spends one full day in school.

He values the first-hand vantage he gains from these visits. "An outsider sees things in looking at a school that the people on the inside sometimes miss. You can sense things."

He has sensed, for example, a change in the mood of the student body. "They don't seem as restless," he says. "It isn't like the lid is about to blow off."

Some of the things that Nygren sees, however, are conditions of which the people in the school are

already painfully aware.

"It was too crowded," he says of Allentown Hills Elementary School, which he visited only a few weeks into the school year. "We put over 200 more students in that school this year."

There was no increase in the number of teachers at Allentown Hills.

The substantial drop in state revenues and therefore in state spending for elementary and secondary education that is assailing school districts nationally has been particularly severe in Minnesota.

"We probably have been hit harder than most," Nygren surmises. "We closed a fourth of our schools last year and laid off 150 teachers and our enrollment changed very little. What we did was make the schools that remain much more crowded and the classes, much larger."

The state of Minnesota regulates class size, Nygren says, but they do permit exceeding certain numbers when there are unusual circumstances.

"The whole state is an unusual circumstance," worries Nygren. "In our district, the elementary class sizes this year are thirty-one on the average and that is up from twenty-six. The secondary classes are all around thirty-five or higher.

"That is kind of a tragic, new direction."

It is difficult to predict the results of the financial crisis, Nygren believes. He sees the schools caught in an impossible position between increasing demands and shrinking resources.

"The talented youngsters, college-bound students—the kind that will learn almost in spite of us—will probably perform adequately unless we have to start dropping courses.

"In most suburban districts at least as large as this one, we are able



to maintain our present course offerings. We haven't dropped any foreign languages, yet, or any advanced math."

Nygren is less optimistic about the needs of the slow, or what he calls "reluctant," learner.

Educators have been able to increase drastically in the last two decades the number of students who stay with the educational process through graduation, Nygren explains. The result is a much larger and diverse student body—with more and different needs. In other words we have drawn into the classroom with the promise of achievement students who could not have succeeded there before.

"So as we try to meet the needs of everybody, the test scores go down. But ours is a labor-intensive industry. . . . The more difficulty a child is having learning, the more professional help the youngster needs.

"Well, we aren't spending enough time. We don't have enough teachers. I don't think it is a lot more complicated than that."

Fiscal austerity does have unexpected benefits, Nygren is discovering. For one thing, it is forcing school districts to pare from the curriculum some of the distractions that were introduced as innovations in the sixties.

"We subjected the population to an incredible array of experiments in education," Nygren says. "Many teachers were reluctant to participate in much of the experimentation. They were fed up with innovations and said, 'Let us teach again.' There was a great pressure on them to conform. And it was often [put there] by principals, and certainly by school districts and superintendents. We all have a special place in hell to roast for some of the things we did in the name of education."

Now as the trend is reversing and educators are looking for courses to

cut, Nygren hopes that the secondary program will not become too task-oriented or focused too narrowly on "job-entry" or vocational skills. He hopes the curricula designers won't forget "about the dimension of life that begins at 4:30 p.m., when people come home from work. I mean the arts, dance, music, literature. I have never been persuaded that *Romeo and Juliet* is an experience that should be reserved for the bright."

Nygren manages some optimism when he looks past this year and the next. He believes that the public mood will change, that the taxpayers who have deserted the public schools will return to sustain them once more.

"I would guess that education over the long haul is going to fare pretty well, because it really is a sick society that doesn't educate its children."

Nygren spends a good deal of his time trying to get that message across to the taxpayers in Mounds View. Since the first of August, his office launched a "considerable effort" to mobilize citizen groups to "campaign" for the schools in preparation for a tax levy in October.

"The superintendency is changing," Nygren says. "I don't devote near the time to personnel and curriculum matters as I do to trying to find the resources or trying to get involved in the political process to create the resources.

"I feel more like a professional fund raiser than an educator."

Perhaps that is one reason that Wednesdays find Nygren back in the classroom. He misses the contact with young people, which he says is the reason he chose a career in education.

"The fundamental motivation that all people should have in our business is that we're just inexcusably in love with young people.

"There are a lot of people in our society that don't have that feeling at all. And then there are a group of people in our society that—when they are around children, some wonderful things happen to them. The best teachers are those people. They may be the only people around who love someone else's kids."

* * * * *

When the principal at North Intermediate Junior High School in Saginaw, Michigan, observes one of his teachers at work in the classroom, he wants to see three things: the objectives of the lesson, the teacher's enthusiasm for the subject, and a very clear sense of the audience.

"If I can't determine the objectives after observing for thirty minutes," says Roosevelt Ruffin, a former junior high and college teacher, himself, "I'll have a conversation with the teacher."

North Intermediate is one of the largest of five junior high schools in the Saginaw County School District. "There are 861 students," the



Roosevelt S. Ruffin

principal says with a certainty that comes from juggling 861 schedules. Every classroom change, by order of the principal, goes through him. Whether the change is initiated by parent, student, teacher or counselor, Ruffin makes the final decision.

Ruffin is a realist in pursuit of educational ideals. He wants the students to approach junior high as an intellectual experience; understanding the priorities of twelve- to fourteen-year-olds, he tries to provide an environment for a positive social experience. He would like the students to have formed an academic base by the time they enter seventh grade; he is satisfied if they come in with social skills, the "home rules," Ruffin calls them, that parents teach.

He wants his school to motivate students to learn; he does not apologize for those who remain untouched. "We have very little control over whether the information that we are trying to convey to the youngsters is something they want." Although his voice loses some of its principal's authoritative-ness when he speaks of those the system has failed ("The hardest thing is to see that very small percentage who have conflicts with the law"), it is clear that he thinks the system works and that the staff he has working hard at it are competent, sometimes excellent.

The first step in being a good teacher, and to Ruffin, that means getting your students to want to know what you have to teach them, is understanding the audience. Certain features of thirteen-year-olds should certainly shape a lesson plan. Lecturing about one or several subjects for fifty-five minutes is not the approach to take, in Ruffin's view. Pace is all.

Teachers must realize the very real power of peer opinion; they must take into consideration short attention spans. "Youngsters this age are somewhat inclined to move around a little bit," Ruffin understates. When he observes an eighth-grade class, therefore, Ruffin expects to see as many as five activities built into the fifty-five-minute lesson.

"I'm not talking about entertainment," he says, but moving students

quickly from task to task doesn't give them time "to get worked up." The formidable adolescent energy gets channeled more efficiently into learning.

Ruffin urges this approach not only because it worked for him when he was teaching Spanish and U.S. history to junior high students in Lansing in the sixties. He is able to provide a sound theoretical base for his insistence on variety.

He describes a seminar he attended this summer on "learning styles." "We worked on ways to determine a person's learning style and we did breakdowns of three or four ways of attacking a particular lesson.

"We are now accepting the fact that youngsters learn in different ways."

The democratic ideal in education is possible, according to Ruffin. It is not a matter of finding whether a student can learn; it is a matter of determining by which procedure.

Teachers at North try them all. Ruffin is proud of the staff, especially those in the math and English departments. The teachers are very much in contact with parents, he says. "They don't give the students the option of not being successful." Test scores are on the rise.

Although he thinks that most of his teachers are far beyond "minimum competence," he thinks such tests are a good idea. He seemed surprised by the suggestion that teachers feel threatened by them; he has confidence in his teachers, he said.

Does he mean that the teachers' unions in Michigan would have no objection to minimum competency requirements?

"Well, maybe," he laughed.

In the twenty years that Ruffin has been working in secondary education—as teacher, assistant principal, and principal—he has found pleasure in seeing his students become adults: get past high school, get jobs, "get the mortgage."

"We're in the business of watching people grow—in spite of what we've done to them.

"I sometimes think I should have been a brain surgeon," he says, but Roosevelt Ruffin likes his job.

—Linda Blanken

Ms. Blanken is the managing editor of Humanities.



Burton M. Nygren

A Curriculum for Amateurs, Autodidacts and Citizens

BY LEON BOTSTEIN



Photograph by Patricia Beringer

Autodidact, amateur and citizen: three idealized personalities reflect qualities in every undergraduate student whose enhancement is the task of liberal learning, general education and the humanities. The capacity of students to inquire; to inform themselves in a self-critical manner; to teach themselves over a range of questions and materials should be empowered by the achievement of a baccalaureate degree. Zest for life, for thought beyond the scope of one's remunerative vocation, and one's self-image as a professional—beyond the taste of the dilettante—is the sentiment of the amateur. Without love of subject and inquiry, sustained learning cannot take place; imagination in matters of the mind, the eye and the ear cannot be encouraged. Last, the obligations of the individual as citizen require cultivation during the undergraduate years. The desire to assume positions on issues that transcend private life; the capacity to argue and defend those positions and to change them; the habit of seeking actual achievement of one's political beliefs are the essential if flagging underpinnings of democracy. The exercise of the consent of the governed ought to be insured by an education adequate to the technical complexities of domestic and foreign policy. The privilege afforded those who can enter and complete an undergraduate program of study ought to contain the education necessary for citizenship.

The barriers within colleges and universities to the creation of a memorable program of study for undergraduates in general education and in the humanities are not ones of essential principle or belief. Over half the members of any given faculty can present individually a coherent plan with an eloquent rationale. No dearth of ideals, no inability to plan the progress of students

over the four undergraduate years of study exist. To the contrary, since our institutions rest on practices of shared and participatory leadership, the designing of a curriculum inevitably becomes an exercise in collective autobiography. Scholars and administrators project an idealized recollection of their own education and initial teaching experiences; they seek to fill gaps they believe existed; they protect against the deficiencies they, in retrospect, deem crucial. In constructing a curriculum, faculty and deans adjust and confront the traditions to which they were exposed according to judgments concerning the present and future—the world that they perceive will face today's undergraduates.

Despite similarities and overlaps, the collective wisdom on a particular campus (with the exception of special-purpose and narrowly sectarian institutions) does not, however, result in a coherent statement. The various positions are in conflict and often irreconcilable. Furthermore, in any attempt to alter an existing curriculum, narrow self-interest, vested positions of influence *vis a vis* resources and students constitute formidable obstacles. Nevertheless, the views of individuals on the faculty remain essentially principled and philosophical. The conventional politics of compromise, therefore, rarely result in programs of study that will satisfy anyone with the exception of the lone administrator who seeks merely any resolution of the curricular issue. Engaging in extensive diplomacy, arbitrating pragmatically and seeking concessions simply strip any single individual view as to what the curriculum ought to be of the coherence, sharpness and pedagogical strategy which make it the proper object of passionate partisanship.

These constraints have thwarted

serious efforts at curricular reform during most of the recent history of higher education. The exceptions have occurred in times of authentic crisis; when the interior of a university was in profound disarray as in the years around World War I; or when the world exterior to institutions threatened the capacity of colleges and universities merely to sustain the momentum of past practice, as in the 1930s.

Today's crisis inside the campus is profound. It can be seen in how the collective memories within the university are focused on the sixties—the period of radical change. The heightened sense that curricular reform is needed now often reflects a desire to restore the standards and expectations of general knowledge and skills which were thought to have existed before the era of campus disturbances. We now seek to compensate for a perceived loss of discipline in the teaching of basic skills in elementary and secondary schools (as well as in college) which came from the experiments, innovations and progressive schemes in favor during the sixties and early seventies. One still hears echoes on campus of the general education debate of the 1930s; of Dewey as read by the reformers of the 1940s; of the Harvard *Redbook* of the post-World War II era. However, the memories of the traumatic experiences in the university and the country of fifteen years ago now decisively shape the interpretation of the need for a new program in general education and the humanities.

Outside the university, the era in which we find ourselves is the severest since the Great Depression. The search for a more powerful and effective curriculum may succeed in these times—despite the conventional judgments which illuminate the persistent inherent obstacles—

because the external pressures on the university, both intellectual and economic, are staggering and precise.

High school graduates entering college in the 1980s are desperately in need of a general education, particularly in the humanities. Despite persistent exceptions, the command of English among high school graduates is insufficient for its use as an instrument of serious thinking. Congressionally mandated surveys done in the early 1980s point to the fact that about 25 percent of seventeen-year-olds have serious writing problems; only 7 percent claim that routinely they receive more than passing criticism of their written assignments in high school. Indicators of the reasoning skills of seventeen-year-olds show a drop. Explanation, analysis, inference, and persuasive arguments are skills on the wane. Whatever the causes, the fact remains that the entering high school students, even if literate on the surface, simply fail to utilize the English language in speech and on paper at a level sufficient to approach, let alone engage, the ideals of the humanities and liberal learning evident in the rhetoric of most university catalogs and college brochures.

This failure, which is often masked by surface competence (i.e., the good student who writes a technically flawless essay, complete with topic sentence and conclusion, but does so routinely without evident meaning or purpose) is spread, in 1982, over the full range of national, social and economic distinctions.

The range and level of intellectual curiosity among entering students are depressed. Not at issue here is an invidious contrast between liberal arts and the ambition to learn and do well in college which derives, legitimately, from personal eco-

conomic and social anxieties. The desire to earn well and live in comfort is an ally to intellectual curiosity. However, in view of the widespread ignorance among high school students—of history, geography, world literature, philosophy, politics, foreign languages, and the world beyond America—the range of conscious interest and awareness among entering students has been severely limited. Only the will to seek the first visible haven in a frightening world whose possibilities seem to be contracting constantly survives. This predicament provides humanists with an opportunity to recast the meaning, the value and the pleasures of curiosity and knowledge—the intellectual enterprise as such—to young people, the overwhelming majority of whom are not destined to become professional intellectuals and have rarely had their eyes and imaginations opened.

Insufficient literacy, ignorance and intellectual passivity among students reach a faculty emerging from an extended period of growth in graduate education now at a near-permanent halt. An era of increased specialization within the humanities has just passed. A process of economic contraction within the university is underway. Younger faculty are often less willing and prepared to teach general education than those nearing retirement; they still have more at stake within their disciplines. Faculty in mid-career have survived a first romance with sharply defined agendas of scholarship within the humanities. They now display an intellectual malaise which reflects the end of the era of expansion and optimism of the 1960s and early 1970s. Within the humanities and social sciences, scholars and teachers are in earnest search of the essential, binding issues and methods which link study and teaching in the humanities and social sciences—the ideas and modes of thought which might be the proper objects of an undergraduate program in general education.

Administrators of colleges and universities are beleaguered in this period of extreme demographic and

financial pressure. Efficiencies are sought everywhere. They must operate institutions in which jobs are scarce, raises less generous, enrollments and resources weak. The perception that the humanities lack a pragmatic justification makes them more vulnerable. Managing the university by partially satisfying a diverse array of vested and highly differentiated factions within the academy is no longer possible. Contraction, consolidation and cooperation at a time of slow rate of internal change (particularly in the incumbency of faculty positions) are part of the new official catechism among administrators.

Ironically, precisely because of the severity of the difficulties facing colleges and universities, finding a common ground is now easy; it requires merely the exercise of common sense. Since a general education curriculum, for the foreseeable future, must be designed entirely for future citizens, amateurs and autodidacts, colleges can no longer imitate the sequential, hierarchical schemes of undergraduate programs which are departmentally based, and adaptations of a graduate school. Love of subject and inquiry without reference to vocation; the preparation of the capacity to teach oneself without a classroom in post-baccalaureate life—both older ideals of undergraduate learning—are again on center stage.

Since it is clear that the amateur, autodidact and citizen must be literate, the major thrust of curriculum reform should be to achieve a high level of literacy and critical thinking. Each student should write in every course, even if it is a common-language summary of a science laboratory section. Rewriting, editing, reading aloud, sharing one's work, public distribution of one's writing should be a persistent experience for the entire four years of a student's undergraduate program. An extensive body of written work, much of it in presentable, revised form—readable by the educated layman—should be carried off by all students, whatever their fields of specialized study from the commencement platform. The frequency of written assignments;

their number and extent; their presence in all forms of courses, even as adjunct to a studio art course (e.g., the keeping of a daily journal); and the quality and extent of written response and criticism by faculty are now not adequate to achieve the highest standard of literate, self-confident thinking. Faculty must write more themselves so students can observe them doing it. Faculty should generate an atmosphere of the active use of language and the engagement in argument within the confines of a curriculum, above and beyond scholarly projects, much the way the teaching faculty of a music conservatory plays in the context of teaching. The craft and habit of writing and thinking must be developed in the student by intense, sustained saturation, by high expectations and demands at all levels of ability. The teaching of common language reasoning, logic, rhetoric, and modes of argument is integral to this enterprise so that language is viewed as more than the arbitrary clothing on a body of ideas.

Beyond a literacy of excellence, common sense would dictate that every college graduate should possess more than a passing knowledge of a foreign language. While the strategy and approach to language teaching may vary, the goal must not. It is unreasonable for those with the privilege of higher learning to fail to command a second language in a world of enormous exchange among foreign cultures and in an age when America's role and position could benefit from a greater understanding of the non-American world. Such understanding comes most effectively from studying a foreign language closely.

The study of history must be a central component of a general curriculum for undergraduates. Not only is a more critical grasp of American history essential, but a foray into the way modern historians ask questions of the past can expand the range of questions students will ask of their surroundings as they live their lives. Social history, the history of culture, regional and urban history, the history of the family and daily life, and economic history should reach the

undergraduate along with political and diplomatic history—the teaching of the traditional essentials (and their equally traditional critiques) concerning the formation of the American commonwealth. It is probable that most college graduates today do not possess a useful command of the Constitution nor the capacity to engage in a discussion of its changing interpretations and their consequences for the future.

Western history, ancient history, non-Western history all require a role in the four years of a student's undergraduate program. The insights and methods of other disciplines in the social sciences can be integrated with history, especially if one's curricular scheme is spread over four years. But the historical emphasis must be primary, despite each academic department's desire to have an equal place in general education. Today's students are notoriously ahistorical; their autobiographies and the careers of their families have reduced the sensibility saved from childhood that time leaves residues, alters the perception of the past, and shapes inevitably the options for the present and future.

No program in general education and in the humanities should fail to demand the attainment of serious scientific literacy of its students. Links between concerns of the humanities and those of science must be forged—in philosophy, history, literature. But the builders of a curriculum on the side of the humanities for all undergraduates must make a space large enough to insure that the English major, the history major, the philosophy major all emerge from college with some non-trivial awareness of science and technology from the point of view of scientists and engineers, not merely of historians and philosophers. The social criticism of the enterprise of science, and the philosophical challenge to its method of inquiry are not surrogates for a familiarity with the achievements and materials of science; a sense of the progress and the future agenda for research from the vantage point of the scientist. Much of the affect-



Photograph by Patricia Beringer

tion of the amateur, the curiosity of the autodidact and the activity of the citizen in the next twenty-five years will be devoted to matters which are contingent on science and technology. Their significance in ethics, politics and the arts cannot be influenced or understood without a general education in science.

Aesthetic sensibilities and ambitions should be primary objects of a curriculum. Instead of art appreciation and history alone, and comparable efforts in music and literature, an attempt to integrate active efforts by students in these areas with criticism and history should be made. Teaching an individual to draw and sketch a bit, or read music enough to sight-sing and join a chorus are strong preparations for a lifelong critical appreciation for art and music. Encouraging individuals to write prose and poetry for pleasure, as an avocational habit (perhaps for friends and family) will immeasurably increase their interest in literacy issues. The habit of active expression by amateurs in the undergraduate years can encourage the ambition among students to achieve significance, recognition and accomplishment for their own voices.

These goals can translate into a practical scheme for a curriculum if the proper strategic assumptions are made. First, a general education and humanities curriculum should be spread over all four years and not concentrated merely at the beginning. Specialized study, the major, that central part of the B.S. and B.A. degrees, should be pursued alongside general education from the start. The goals of the amateur, autodidact and citizen should run parallel and not prior to vocational and specialized objectives which too often strike the student as subsequent and superior.

Second, while curricular schemes are adopted by committees in a participatory process, a curriculum cannot be designed by committee. Think of curricular design as analogous to hiring an architect; chances for success will increase. Choose a group of individuals whom the faculty can trust. No curriculum is forever. Unlike a building, it is readily changed and adapted. Faculty must be prepared for a leap of faith, for a serious role in shaping the uses and purposes of a curriculum, but not in writing it and putting it together. Coherent, effective programs of study, like research and scholarship and art, are the work of a few and the individual. They display prescient, determined, even idiosyncratic viewpoints. Great care should be exercised in choosing the designers. They can be fired, just like architects. But they should never be replaced by elected committees, in which all factions may be represented but not any one satisfactorily assuaged.

Third, no program of general education can leave the requirements and habits of the major and the departments unchanged. Departments must be prepared to rethink their own expectations *vis a vis* a new general education curriculum. They must be prepared to devote resources to it.

Fourth, the administration should not seek to save more money than it would ordinarily have by the reform of the curriculum. Serious reform may cost new initial sums for teaching materials, equipment, retraining of faculty, and a smaller student/faculty ratio in the general education program. Efficiencies and economies may emerge, but only in the long and not the short run. They emerge from the creation of a more distinct and more intellectually competitive institution.

Fifth, senior faculty must be at the center of new efforts. An evaluation process for junior members which avoids the glib publishing/teaching dichotomy must be developed. For example, a faculty member who teaches beyond his or her particular expertise, which often is required by programs of general education, will wish to retain a high standard of scholarly judgment, even in an unfamiliar field. He or she should be able to devote the time necessary to produce, for internal use, lecture notes, critical annotated bibliographies, and other written, tangible evidences of his or her critical capacities, hard work and analytical insight in areas required by teaching. Though those pieces of evidence may be distributed, they are not in themselves publishable within a discipline. To sustain a serious new curriculum and yet avoid domination by non-scholarly "generalists" who are unaware of scholarship and rely in an undisciplined manner on near-journalistic views of history and literature, recognition of serious undergraduate teaching which involves the preparation of tangible analytic written work for that teaching must exist. One can think of a definition of a "consuming scholar," one who provides his peers with written evidence (not lists) of things read, reflected upon and recast in expository written forms which demonstrate the highest level of thought, inquiry and insight. A profound link to teaching as valuable as the production of monographs as well as a permanent habit of scholarship might be nurtured among some gifted junior faculty. New vigorous criteria could be formulated to assist tenure reviews and promotions. Clearly, in general education, on the university level, only an active, writing intellect should participate. But

the realm of that activity need not be that only of a particular discipline or sub-specialty.

The competition among universities and colleges which will dominate the 1980s will radically alter the landscape of institutions by the year 2000. The criteria for survival and success will undoubtedly transcend management and balanced budgets. The time for mere managerial leadership is at a close. If the turmoil of the 1960s led to a need for leadership in the university devoted to resolving conflict and managing disagreement with as few visible consequences as possible, then the 1980s and 1990s will require more of a direct commitment to the scholarly and pedagogical purposes of an institution. The liberal arts in particular must be able to liberate themselves from the prison of justification by tradition alone. The courage to refashion a program in the liberal arts and in the humanities must emerge. If true to the ideal of general education, the reforms will always be inherently conservative. They transmit one generation's views to the next. But they certainly ought not be superficial, and unable to reach the students of the late twentieth century. A will to vision, an intellectual self-confidence, an instinct for risk, and a clear definition of program will insure the vitality of the liberal arts in times of economic stress and intense competition.

A sharp definition of purpose and a profound commitment to the coherence and values of a curriculum will make institutions less alike and will shore up the reality behind the rhetoric of diversity which has become a hollow hallmark of the way in which higher education, the liberal arts and the humanities are defended to the public and to our students.



CROSSING THE GREAT PHILOSOPHICAL



Edmund Husserl, 1859-1938. The diagrams on these pages are from *Philosophical Explanations* by Robert Nozick.

DIVIDE

Drawings by Catherine Waters

It is probably safe to say that the six-week summer institute on phenomenology and existentialism held at the University of California, Berkeley, in the summer of 1980 made possible a conversation that most philosophers at the time—whether they wished for it or not—despaired of ever happening. The institute was intended to reopen communication between two schools of philosophy that had all but severed diplomatic relations.

But according to institute codirector Hubert Dreyfus, a philosopher at the University of California, Berkeley, the conversation that did occur "was not as one between two enemies negotiating a treaty. They found that they'd been talking about the same things all along, but with such different styles and in such different languages that they hadn't realized it."

Thus, the institute heralded the beginning of the end of a fifty-year period in the history of American philosophy.

The arrival in America in the 1930s of certain members of a group known as the Vienna Circle was to cause a revolution among philosophy departments in American colleges and universities. Many philosophers embraced completely the new program, proclaimed by Reichenbach, Feigl, Carnap and Hempel, for the clarification of philosophical problems through new methods of logical analysis. Others did not. Over the next fifty years, distinct schools of philosophy emerged from this initial split.

Two schools have come to be known as analytic (or Anglo-American) and continental. The exact nature of their disagreement

is a controversial matter in itself.

Many analytic philosophers believe that their progression beyond the logical positivism of the Vienna Circle has been ignored in the general perception of their work. Writing in *The American Scholar*, Richard Rorty recently clarified the debt of modern analytic philosophy to Reichenbach and the other positivists.

Reichenbach's history could no longer be written in the terms in which he wrote it, since he took for granted all the positivist doctrines which, in the intervening thirty years, have been dismantled by Wittgenstein, Quine, Sellars, and Kuhn. But most post-positivistic analytic philosophers would still agree that philosophy has, in relatively recent times, 'proceeded from speculation to science.' They would accept the view that one can define philosophy in terms of a set of identifiable, enduring problems, which were dealt with in awkward and unsophisticated ways in earlier periods and are now being addressed with a precision and rigor hitherto unknown.

Continental philosophers view their enterprise as larger than the definition and solution of these specific problems. Besides being concerned with analyzing concepts such as existence, knowledge, belief, certainty, cause, action, perception, or emotion, continental philosophers try to see how these various issues fit together in a systematic conception of reality.

For various historical and philosophical reasons, the analytic approach has been predominant among American philosophers. Most graduate schools in the United States now

educate philosophers in the analytic method. As Rorty points out in *The American Scholar* article, the split between analytic and continental philosophy has moved "the study of Hegel, Nietzsche, Heidegger, et cetera, out of philosophy departments. In American universities this tradition is now discussed in various other departments—for example, history, politics, and comparative literature."

In the last decade the debates over the aims and methods of contemporary philosophy gathered force and rancor. A *New York Times* article about a 1979 American Philosophical Association (APA) meeting quoted many of the Association members who had formed a Committee for Pluralism in Philosophy. The members leveled criticism against the Association leadership for being "intolerant." "Truth," said Quentin Lauer of Fordham University at the fiery APA meeting, "is too vast to be approached by only one of its facets."

Into this debilitating contest stepped a group of philosophers who had for some years constituted the Council for Philosophical Studies. The only rational way to address this antagonism, reasoned the Council, was to propose an arena in which members of the profession from both sides could come together and begin to work intelligently with both traditions.

To that end the Council conducted an eight-week institute, "Phenomenology and Existentialism: Continental and Analytic Perspectives on Intentionality" in the summer of 1980 with funding from the NEH. Dreyfus and John Hauge-land of the University of Pittsburgh

assembled an eminent staff to conduct seminars devoted to the core issue of meaning and the nature of intention. The directors focused debate on intentionality not only because it is a theme pervading twentieth-century philosophical thought but because questions of intentionality transcend the analytic-continental dichotomy.

Dreyfus and Haugeland chose the works of Edmund Husserl and Martin Heidegger as their texts because those works represented most clearly and uncompromisingly the two sides of the basic cross-traditional division on intentionality. That division is expressed in the following four alternatives:

1. Are there basic, independent "atoms" of meaning, or is meaning fundamentally "holistic"?
2. Is the intentionality of thought prior to that of speech (and practice generally), or vice versa?
3. Are meanings "in the head" (or at least in the mind), i.e., is the ultimate meaning-giver the individual, or the society?
4. Are meanings fully determined by the current state of the world, or are they determinate only in cultural historical context?

The institute, then, consisted of a reconstructed dialogue between Husserl and Heidegger which illuminated these questions.

The debaters included Dagfinn Føllesdall, Oslo and Stanford Universities; John R. Searle, University of California at Berkeley; Rudiger Bubner, Universität Tübingen; Robert Brandom, University of Pittsburgh; and Richard Rorty,

Princeton University, along with Dreyfus and Haugeland. In a series of three-hour lecture/discussion sessions given five days a week for six weeks, the speakers vigorously defended positions in the dispute over the nature and proper approach to intentionality.

The fundamental disagreement as to whether a theory of intentionality should give priority to the interdependent totality of public practices or to the abstractable contents of individual psychological states remained. But it became obvious to participants that the disagreement crossed the division between analytic and continental styles.

It would be too much to claim that this institute involving a total of some fifty professional philosophers in the country could effect the desired reconciliation between analytic and continental philosophers. But there is reason to believe that the institute made an auspicious beginning.

"It emerged," said Dreyfus and Haugeland, "that the issues are broader and the stakes higher than they seemed at first. The question became: Is philosophy as traditionally conceived—that is, metaphysics as an *a priori* and privileged intellectual discipline *vis-a-vis* the "ordinary" arts and sciences—possible at all?

Not surprisingly, the old analytic/continental confrontation paled and shrivelled by comparison. And that was the main goal of the Institute."

The most significant outcome of the Institute was its impact upon the curricula in the institutions in which the participants teach. Like every institute sponsored by the Division of Education Programs the philosophy institute sought to influence the way the humanities are taught. In addition to extending the knowledge of participants in the relevant fields of the humanities, the institute format includes workshops in applying the new knowledge to the curriculum. John Compton of Vanderbilt University conducted sessions in which participants collaborated on the design of new philosophy courses. This effort produced syllabi for thirty-three new or radically revised courses which were offered in 1980-81 or 1981-82.

The range of the courses shows how the Institute's focus on the theme of intentionality enabled participants to integrate the study of both analytic and continental philosophers in the courses they were teaching. Several courses in continental philosophy were created for institutions which previously did not include any such courses in

their curricula. The list includes several courses in contemporary philosophy, several courses in philosophy of mind, philosophy of language, philosophy of perception, and the philosophy of the social sciences.

A brief discussion of the Institute's approach and its subject matter, together with selected syllabi, appeared in the May 1981 edition of the American Philosophical Association's *Newsletter on the Teaching of Philosophy*. A pamphlet giving detailed information on the institute's approach providing exemplary models of courses which integrate both



Martin Heidegger, 1889-1976.

continental and analytic traditions has been sent to virtually every department of philosophy in the United States. The Council was pleased that word of the institute resulted in over two hundred fifty requests for the pamphlets from philosophers and those outside the field. Some of these requests were for multiple copies for entire departments.

The history of philosophy shows it to be a conversation marked by competition among theories and by continuous scrutiny of the judgments it produces. The conversation in our time is beginning to proceed a bit more smoothly. No one would wish to suppress the debate which forms the heart of philosophical argument. Nevertheless, the discovery has been made that the struggle between continental and analytic philosophy, purged of acrimony, can contribute to the progress of the philosophical enterprise.

—Blanche Premo

Ms. Premo is a philosopher and a member of the Endowment staff.

"Summer Institute on Phenomenology and Existentialism"/Alan Donagan/Council for Philosophical Studies, San Francisco, CA/\$123,285/1980-81/Division of Education Programs



Letters to the Editor: Medieval Issue Revisited

Gerald Elton Upbraids *Humanities*

I found your issue on the Middle Ages interesting, disturbing and rather depressing. It did not get off to a good start with those symbolizing pictures on page 1: Monet's impressionist and wildly unmedieval cathedral is at least honest, but that modern engraving, historically false in every detail, of torture inflicted by an Inquisition that did not exist in the Middle Ages, should never have been included. (You were not lucky with your pictures: the caption on page 9 gets the simple doctrine of the estates wrong.) I quail at the modishness of Erika Laquer's contribution—interdisciplinary and women, a double hit in the bull of fashion's target. Thomas N. Bisson could hardly be expected to get things right on medieval representative institutions in a few hundred

words, but surely he knows that when A. B. Wright wrote about "selfgovernment at the king's command" he said not one word about a parliament that had not come into being in the period he was discussing. And what can Astrik Gabriel possibly mean about the medieval disputation being the ancestor of our modern academic debates? The statement is either empty (all arguments among scholars are similar) or nonsense (medieval oral disputation was controlled by a formal structure, unlike the sprawl of modern exchanges, mostly in print).

These pointless slips underline the chief weakness of your journal's approach to the subject, which is crystallised in Norman Cantor's exhortatory contribution. If medieval studies are really being attacked by the idiotic prophets of whom he speaks, I am glad I live on this side of the Atlantic. Does anyone really

invoke the peoples of Asia and Arabia—heirs to Ghengis Khan and the khalifs—against imperialism, racism, genocide and the oppression of the poor? That "immoral burden from the past" which he says some will ascribe to the medieval European inheritance is as absurd as is the glorified image of a lost Utopia—as I am sure he knows, though his recital of current American phobias suggests that flower power survives after all in ever more sinister forms of retreat from reality. Cantor's line on the Middle Ages, balancing this and that and the other, still avoids reality because he (and your whole issue) set up a chimera—a separate and identifiable construct, a self-contained complex of mystical dimensions called the Middle Ages. What we call by that name comprehended by any reckoning well over a thousand years of human existence, and to set it apart

as an entity by collecting bits of information indifferently out of that millenium is not only misconceived but shockingly unhistorical. The ages of Bede and Gerson have less in common than we have with the reign of Queen Elizabeth I. Linda Blanken speaks of a "medieval typology" when at best she means the conventions of thirteenth-century France, and she does not appear to be aware of the absurdity of her phrase. Before we talk about a medieval revival let us have a revival of clear thinking and historical precision.

I am sure I could write a diatribe of this kind against any collection of articles on any historical period or theme, so long as the dominant concern of the collection was to exalt the study of a given bit of history for the reason that it does something nice and cozy for the present. Ms. Laquer proclaims that while "it

has been easy in the past to ignore the role of women and the importance of the family" (not that the ignoring was anything like so universal as she seems to believe) "we do so now at our peril." What peril? What role, for that matter? The role of women in the fourteenth century or now? And does studying women of the fourteenth century just because you think it necessary to redress a supposed present imbalance either do honour to those long-dead women, who deserve regard for their own sakes, or serve a present which we are invited to believe will respect the family better for being told that it actually existed hundreds of years ago?

Medieval studies, whatever they may be, may flourish or perish. But if they are pursued in this present-centred and self-satisfied way they will perish the more totally the more they appear to flourish. As a matter of fact, I trust the past in all its parts to survive quite happily on its own legs. Those who talk about abolishing it rest as much upon their historical ancestry as do those who will quietly go on preserving it.

—G.R. Elton

Clare College, Cambridge, England

Professor Cantor replies:

On a summer day more than a decade ago, I had the pleasure of sitting in Geoffrey Elton's handsome house in Cambridge and debating the same historiographical issues that inform his self-described diatribe. Since the differences between us turn on fundamental perceptions as to the nature and meaning of historical thought, rather than any particular point of fact, it would be futile to quibble over these points. I should note, however, that there is much room to argue that the Middle Ages are as much an entity as such comparatively brief historical periods as the Reformation Era or the Age of the Tudors.

The real point is that Professor Elton, in his extremely entertaining savaging of specific minor questions, intentionally overlooks the major premise of my essay: that each generation interprets and reinterprets the medieval past according to its own lights, its own obsessions, and its fashions. This of course was also the premise underlying the choice of illustrations, which were depictions—anachronistic albeit beautiful—of the medieval past.

To attack ferociously a collection of short essays that attempt to put historiographic questions and trends in perspective, simply because one finds these trends unappealing, is to be purposely obtuse. And although Professor Elton would have us believe that those "current American phobias" he finds so abhorrent are somehow unknown on his side of the Atlantic, this is not borne out in the British books and journals I have seen. Maybe Cambridge has miraculously escaped the corrosive intellectual currents of recent years.



Metropolitan Museum of Art, The Cloisters Collection

Professor Elton is too erudite and formidable a scholar not to know that each ear has interpreted the Middle Ages according to its own beliefs and problems, as does our own. His screed reflects a distressing animosity to an historiographical approach that takes seriously ideas, emotions and thought not found in sources other than the administrative and legal records he has so brilliantly reconstructed in his prodigious writings on the sixteenth century. His comments resemble a querulous missive from a provincial Austrian bishop in the mid-1550s, demanding to know what's all this silliness about those fellows, Luther and Calvin.

—Norman F. Cantor

Director of the Institute for Cultural Analysis and Professor of History, New York University

Comprehending the Vitality of Medieval Europe

The various authors of the articles linked contemporary society to the Middle Ages. I would certainly agree with the thrust of the articles, but I would suggest that the roots of contemporary society are even deeper in the medieval past than indicated. I wish to address a problem which emerges in the teaching of both the freshman introductory course and in advanced undergraduate courses in medieval history. First I must explain from where I am coming: I have been described as a non-European medievalist because my fields of interest are Iberia and Russia.

Textbooks treating medieval history tend to develop a linear paradigm of European development: Jews—Greeks—Romans—Christians: Christians—Germans—Carolingians, etc. Islam (Arabs, Jews, Persians and Turks), post-Justinian Rome (Byzantium), and

Kiev and Muscovite Russia may be mentioned, but only as an aside. For all purposes "Europe" between 400 and 1400 has become Frankland, "The Empire," and Anglo-Saxonia. Students leaving the freshman course have an askewed view of Europe. Considerable energy is spent unteaching student misconceptions.

The various authors who wrote for this issue have broadened our understanding of the progress made during the Middle Ages. How are these views to be incorporated into textbooks? Medievalists, for example, know that medieval Europeans knew that the earth was round; that they had charted the land routes from Spain to China, and the sea routes from Iceland to Southeast Asia; that they were in the Indian Ocean before da Gama; that they welcomed Ethiopians a century before Columbus, etc. Yet, the idea remains in textbooks that until Columbus Europeans thought the world was flat and that they were both ignorant of and antagonistic to non-Europeans.

Medievalists are aware of the scientific achievements in the Semitic and Greek worlds and that even Popes dabbled in math, yet the attitude of sterility pervades. Mathematics, architecture, medicine made great strides during the Middle Ages, yet that progress is ignored save in some brief mention of navigation and construction of gothic buildings. The work of historians of science seems to be unknown to textbook compilers. Women reigned and ruled in Christian Europe, yet the "macho" aspect is stressed. The economic stagnation of the "Dark Ages" is underscored, yet medievalists know that there were active trade routes from Norway and Frisia across the Baltic and down the Volga to Itil, or down the Dnepr to Constantinople (Tzar-grad); and from Cadiz and Sigilmassa across the Mediterranean to Alexandria and from there to the Far East or sub-Saharan Africa.

The Middle Ages were dynamic. The Europeans constantly confronted new ideas and dangers; they constantly evolved; they rejected and assimilated; they survived and grew.

Medieval civilization responded to problems facing contemporary society: faith vs. reason; the role of women; the type of government; alternative life styles; inflation and depression; shifting markets and unemployment; urban blight and dwindling natural resources; war, famine, plague; priests, prophets and messiahs whose cults provided facile answers. Perhaps an awareness of the conflictual nature of medieval society would help contemporary society feel less helpless. Perhaps empathizing with medieval people will help moderns understand the impact of change. Perhaps understanding the contributions of non-Western to Western civilization will make Westerners more

tolerant. Perhaps comprehending the vitality, flexibility and creative genius of medieval Europe will help encourage contemporary vitality, flexibility and creativity.

—J. Lee Shneidman

Professor of History
Adelphi University

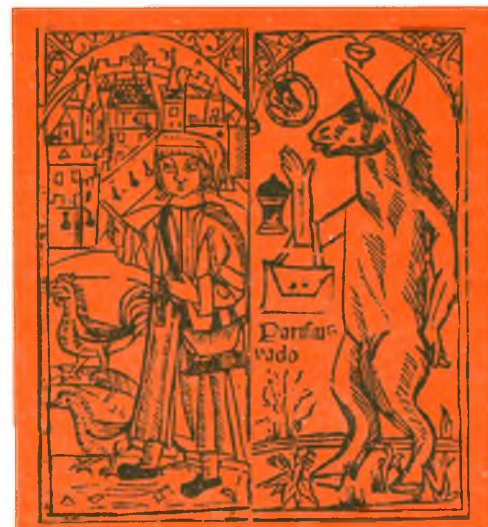
The Middle Ages, A Primer for Politicians?

The Middle Ages are among the richest and most intense eras of human history, and are, as A. Gabriel shows, often the mainspring for our present civilization. The lively June issue presents some of the many aspects of the period, but only N. Cantor hints at the importance of the medieval world as a possible guide for shaping post-industrial societies.

The use of renewable energy (cheap windmills, waterwheels, the Atlantic tides, pressurized aqueducts) could teach us how a highly productive community can function elegantly without electricity. The urbanization of Europe and the medieval zoning and land-use ordinances afford textbook examples on the "critical mass" of agglomerations which became less viable as the population reached ca. 300,000 and less livable when orthogonally planned, such as the 'New Towns' in south-western France. More importantly medieval man saw his world *sub specie aeternitatis*, that is as a slowly evolving plan governed by a higher power, while we have grown impatient and may have despaired of change which cannot be measured in years.

Medievalists are the astrophysicists of history. Confronted with giants as varied as Constantine, Mohammed, Frederick II, Thomas Aquinas, Dante and many others, we tend to watch the present with ardent detachment. We have witnessed the disintegration of the Roman Empire just as we watched the dissolution of the British colonial system. We have 'experienced' the barbarization of Europe and the collapse and reintroduction of capitalism. We have partaken in the millenary fears of the apocalypse and are again analyzing the quality of a possible holocaust. Within these

(Letters continued on page 26)



RECENT NEH GRANT AWARDS

Some of the items in this list are offers, not final awards.

Archaeology & Anthropology

Beloit College, WI; Lawrence B. Breitborde: \$50,092. To conduct a summer institute and other activities to improve the existing elementary school curriculum by a coordinated study of the resources of the Beloit College Museum of Anthropology. *ES*

Cincinnati Museum of Nat. Hist. & Planetarium, OH; David A. Imbrogno: \$5,000. To conduct a simulated archaeological dig focusing on the region's first inhabitants, the Paleo Indians. Youth will learn excavating techniques and will reconstruct and interpret the materials found. *AZ*

Desert Botanical Garden, Phoenix, AZ; Ruth Greenhouse: \$5,000. To conduct a project in which youth will participate in ethnobotanical activities enabling them to learn about southwestern Native American Culture in a series of four two-day workshops. *AZ*

Fifth Sun Media Project, NYC; Thomas A. Lucas: \$25,000. To write scripts for three 60-minute television programs on Mexican culture and peoples. The films will be edited from ethnographic footage originally produced in Mexico. *PN*

Harvard U., Cambridge, MA; Jane A. Scott: \$5,000. To publish a manuscript that presents the uncovered and partially reconstructed gymnasium complex of Sardis, considered the best type that combines Greek and Roman architecture. *RP*

Indiana U., Bloomington; Thomas W. Jacobsen: \$10,000 OR; \$11,363 FM. To conduct a symposium to integrate the information recovered by a multidisciplinary archaeological team working at the Franchthi cave in Greece prior to the final publication of the site. *RD*

Indiana U., Bloomington; Edson O. Richmond: \$26,405. To develop a computerized indexing system for access to the collections of Indiana University's Folklore Institute. *RC*

Indiana U., Bloomington; Janet Rabinowitch: \$6,277. To publish a study of Gelede masquerades, elaborate artistic performances practiced by Yoruba peoples in Nigeria and Benin to pay homage to forces in the cosmos. *RP*

Institute of Andean Research, NYC; John Hyslop: \$13,000. To continue research on the Inka road system in Peru. *RO*

Lefor School District, ND; Roberta Biel: \$2,500. To conduct a project to teach youth to locate, identify, interpret and record archaeological and historical artifacts under the guidance of experts in these fields. *AZ*

Longmont Pioneer Museum, CO; Edward S. Cassells: \$2,500. To train 20 youth in archaeological techniques so that they may participate in a summer dig and act as facilitators to visiting public at a dig site near their home community of Longmont. *AZ*

Northeast Archaeology Project, NYC; Theodore W. Timreck: \$40,000. To complete a 30-minute documentary film about a recently discovered ancient American culture found along the North Atlantic Seaboard. *PN*

Preble County Historical Society, Eaton, OH; Terry A. Barnhart: \$2,500. To teach local high school students how to plan and design exhibits of large agricultural implements, hand tools, domestics, archaeological artifacts and cobblers' tools in the Preble County Historical Society. *AZ*

Public School 399, Brooklyn, NY; Christine Merritt: \$5,000. To conduct a project which will explore African, Afro-American and Afro-Caribbean culture through folklore and establish an Oral Tradition Resource Center at P.S. 399 which will include books, records, taped interviews and videotapes. *AZ*

Rhode Island Black Heritage Society, Providence; Rowena R. Stewart: \$5,000. To involve some 125-150 youth in researching and documenting the folktales of Black Rhode Islanders. *AZ*

State Library of Florida, Tallahassee; Doris J. Dyen: \$174,084. To implement a two-year series of public programs on the folk and cultural heritage of Florida, supplemented by traveling exhibits, lectures, discussion groups and demonstrations. *PL*

Tallahassee Junior Museum, FL; Mark H. Heidorn: \$2,500. To teach high school youth the purposes and methods of archaeology through exploration of the early Indian cultures of the Florida panhandle. They will develop multimedia presentations for other youth, native Americans, and the archaeological community. *AZ*

U. of California Press, Berkeley; Leroy T. Barnes, Jr.: \$3,000. To publish a work that explores how similar forms of mask iconography occurred in different cultures during overlapping historical periods. *RP*

U. of California, Los Angeles; Michael O. Jones: \$10,000. To hold a conference of folklorists and organization behaviorists to consider how to expand the analysis of organizations through studies of folklore and symbolic interaction in the workplace. *RD*

U. of Florida, Gainesville; Prudence M. Rice: \$10,000. To hold a conference/workshop assessing the last two decades of advances in Mayan archaeology, collecting and classifying of Mayan ceramics. *RD*

U. of North Carolina Press, Chapel Hill; Lewis A. Bateman: \$3,212. To publish a book that examines the process of intentional and systematic cultural intervention in the Appalachians. *RP*

Western New Mexico U., Silver City; Charles E. Worth: \$5,000. To broaden the awareness of area youth in the archaeological and anthropological importance of the lands surrounding them through a study of the primitive cultures of the Southwest. A film strip and lecture will be produced. *AZ*

Arts—History & Criticism

Alexandria Museum, LA; Wendy L. Starn: \$2,500. To teach youth about local and art history through research into the architectural styles of downtown Alexandria buildings. *AZ*

Athenaeum of Philadelphia, PA; Roger W. Moss: \$40,928 OR; \$26,943 FM. To continue work on the publication of a *Biographical Dictionary of Philadelphia Architects*, a compilation of 1,092 biographical sketches of architects working before 1930. *RT*

Columbus Museum of Art, OH; Susan P. Tillett: \$5,000. To develop an understanding of the Museum's collections through an integrated program involving the arts and the humanities. Older youth will assist in the some 40 workshops for younger children. *AZ*

Film Collaborative, Inc., Newport, RI; Jeffrey C. Hastings: \$10,000. To write a script for a 30-minute film about W. Hans Moennig, woodwind instrument craftsman and designer. Moennig, alive at 79, is a seminal figure in American music. *PN*

Holmes and Meier Publishers, Inc., NYC; Max J. Holmes: \$15,000. To publish the first three volumes of a four-volume bibliography on Latin American art. *RP*

Indiana U., Bloomington, IN; Natalie Wrubel: \$3,400. To publish a study of the music and sung poetry of a small coastal region of Colombia. *RP*

Los Angeles County Museum of Art, CA; William Lillys: \$5,000. To enable high school students to investigate Southern California's heritage of Victorian culture and its meaning for the future. Their final project will be a tape-slide presentation which will travel to schools and libraries throughout Los Angeles County. *AZ*

Museum of Fine Arts, Boston, MA; Nancy Howard: \$7,252. To conduct a year-long course for Cambridge elementary teachers to permit

them to use the museum collections for teaching the curriculum on Colonial America (grade five), and Egypt and the Ancient World (grade six). *ES*

Plains Art Museum, Moorhead, MN; James O'Rourke: \$5,000. To develop a seven-week program in which youth will develop the skills needed to serve as museum guides, including organization of tours, audience development, research of specific exhibitions and finally conducting an actual tour. *AZ*

Preservation & Cons. Assn. of Champaign Co., IL; Karen L. Kummer: \$2,500. To plan and develop the interpretation of the Champaign-Urbana community's heritage. This will expose young people to the enjoyment and value of historical research and preservation by involving them in walking tours of several businesses and neighborhood areas. *AZ*

Princeton U., NJ; Thomas D. Kaufmann: \$2,000. To conduct a symposium complementing an exhibit of 100 drawings by artists of Central Europe active from 1540 to 1680. The symposium will focus on the historical and cultural contexts in which the art was produced. *RD*

Seattle Art Museum, WA; Sonnet Takahisa: \$2,500. To develop resource units on Japanese-American heritage containing objects from the Seattle Art Museum's collection designated for educational purposes—illustrative materials, audio tapes, and an information/instruction manual to be distributed to youth groups in Seattle. *AZ*

U. of California Press, Berkeley; Leroy T. Barnes: \$1,640. To publish a study of the compositions of Bela Bartok that uses contemporary scientific musical analysis to propound a new theory of Bartok's tonality. *RP*

U. of Wisconsin, Madison; Alexander Silbiger: \$9,788. To hold an international research conference on the Italian composer Girolamo Rescobaldi (1583-1643). *RD*

Classics

Harwood Union High School, Moretown, VT; William H. Altman: \$12,000. To develop a course comparing the state of democracy in Athens, Republican Rome, and the Weimar Republic. *ES*

Tufts U., Medford, MA; Peter L. D. Reid: \$100,000 OR; \$10,445 FM. To conduct a two-year program of summer, graduate-level staff development institutes for 36 teachers of Latin, English, and other languages. *ES*

History—Non-U.S.

American Council of Learned Societies, NYC; Jason H. Parker: \$10,000. To support a visit of Chinese scholar-archivists to the United States to exchange with American archivists and scholars of China views on archival practice and the role of archives in facilitating scholarship. *RI*

Case Western Reserve U., Cleveland, OH; Bertram Wyatt-Brown: \$49,900. To develop a variant Ph.D. program in history to train advanced students in the discipline of history and in the history of social policy questions. *EP*

Cine Research Associates, Roxbury, MA; Richard J. Broadman: \$22,000. To complete a 58-minute program entitled "Water and the City," the pilot program for a series on the social history of the built environment in American cities. *PN*

Gustavus Adolphus College, St. Peter, MN; Ann M. Lydecker: \$5,000. To provide elementary-school-age youth with opportunities to learn about the USSR and Scandinavian countries through participation in foreign language experiences. *AZ*

Kansas State Historical Society, Topeka;

Patricia A. Michaelis: \$35,133. To produce and disseminate state-wide "resource packets" on significant periods of Kansas history. *ES*

Liberty School, Muldrow, OK; Gertrude A. Hogan: \$2,000. To enable students and teachers to participate in the collection of materials, oral histories, etc., which the teachers would develop into a curriculum supplement in state history. *ES*

Lincoln Foundation, Louisville, KY; Priscilla H. Cooper: \$5,000. To conduct a workshop to provide junior and senior high school students with the opportunity to explore African culture and politics vis-a-vis the United States. The resulting written and audio-visual materials will be disseminated throughout the state. *AZ*

Moshe Perlmann: \$61,000. To prepare the annotated translations of the *Chronicles* covering the years 1694-1820 of the Egyptian historian Jabarti. *RL*

Slavica Publishers, Inc., Columbus, OH; Charles E. Bribble: \$1,500. To publish a study of grammatical thought among the Russians and Orthodox Slavs during the medieval era, which uses modern scholarly methods to examine relevant texts from the period. *RP*

Stanford U., CA; John D. Wirth: \$29,990 OR; \$14,995 FM. To assist teachers in increasing their knowledge of Latin America and to produce and revise curriculum about Latin America. *ES*

Temple U., Philadelphia, PA; David M. Bartlett: \$3,000. To publish a monograph that studies the large-scale migration into France of foreign workers from 1900 to 1940. *RP*

Ralph Thaxton, Newton, MA: \$18,800. To research He Long and his Red Army in China by collecting and interpreting first hand accounts from participants. Collaboration with Chinese scholars in the PRC is planned. *RO*

U. of Massachusetts, Amherst; Richard Lozier: \$4,390. To publish a collection of short stories on the colonial experience in the Indies, translated from the Dutch. This volume is the sixth in the series, "Library of the Indies." *RP*

U. of Massachusetts, Amherst; Richard Lozier: \$5,027. To publish a novel that describes life in the Indies in the seventeenth century, when the Dutch East India Company sought to control the lucrative spice trade. *RP*

U. of North Carolina, Charlotte; Jennifer L. Roth: \$2,500. To enable youth to interview elderly persons for a radio series on 20th-century history which will include 365 three-minute audio vignettes on "this day in history" for general broadcast by WFAE-FM. *AZ*

U. of Pennsylvania, Philadelphia; Moshe Lewin: \$9,855. To hold a research conference of specialists in modern Russian and European history investigating the social contexts of bureaucracy in Imperial and Soviet Russia. *RD*

U. of Washington, Seattle; Naomi B. Pascal: \$10,000. To publish a monograph that surveys the history of the peoples of the Eastern Habsburg lands (Croats, Czechs, Magyars, Serbs, Slovaks, and Slovenes) from 1526 to 1918. *RP*

Yale U. Press, New Haven, CT; Maureen L. MacGrogan: \$7,400. To publish Volume 6 of *Proceedings in Parliament 1628*, which contains appendices and a cumulative index to the series on the Parliament of 1628 edited by the Yale Center for Parliamentary History. *RP*

History—U.S.

American Antiquarian Society, Worcester, MA; Joyce A. Tracy: \$201,987. To create the CONSER catalog of Early American Newspapers at the American Antiquarian Society; 7,500 pre-1877 American newspaper titles. *RT*

American Swedish Historical Fdn. and Museum, Philadelphia, PA; Ann-Kristin Bohlin: \$2,500. To form a youth planning committee whose function will be to select information and material for the development of a museum pro-

ject on Swedish-American history. *AZ*

Bettendorf Museum, IA; Miriam J. Ingram: \$2,500. To design and publicize a series of weekly meetings that would involve students in an activity-oriented exploration of the community's past. *AZ*

Board of Education of the City of New York, Brooklyn; Tim Wendt: \$25,172. To produce a series of radio programs to be entitled "The South Bronx/My Community." *AZ*

Booker T. Washington Project, Berkeley, CA; Avon Kirkland: \$449,191. To produce a 60-minute prime-time television special about Booker T. Washington's life from age nine to eleven, which spans the last two months of the Civil War and the first two years of Reconstruction. *AZ*

Center for Research Libraries, Chicago, IL; Donald B. Simpson: \$35,845. To create the bibliographic cataloging of 1,100 United States newspapers to machine-readable form and enter them into the CONSER data base. *RT*

City of Albertville, AL; Jane L. Newman: \$2,500. To expand the study of history by the youth of the community by developing and producing an illustrated history of the persons, places, and events that contributed to its development. *AZ*

City of Huntsville, TX; Linda T. Pease: \$2,500. To provide the youth of the Huntsville area with a deeper understanding of the historical cultural heritage of East Texas life during the lifespan of Sam Houston through cooperative historical research. *AZ*

Stephen A. Cole: \$69,840. To research the history, folklife and material culture of the cranberry-growing region of southeastern Massachusetts. *RS*

Dakota Wesleyan U., Mitchell, SD; Lesta Turchen: \$66,585. To conduct a two year collaborative project in which faculty at the Mitchell Public Schools, Dakota Wesleyan, and two local museums work together to strengthen the curriculum in the Mitchell Schools. *ES*

Dauphin County Library System, Harrisburg, PA; Richard A. Bowra: \$5,000. To educate Harrisburg youth in skills required for local history and cultural research which will acquaint them with economic, cultural and social changes that have shaped Harrisburg since 1900. Students' research will be used in the production of an audio/talking tour with brochure. *AZ*

Fort Dodge Community Schools, IA; Mary M. Maly: \$5,000. To enable youth from grades 7-12 to compile an oral history of the community including its business, farming, schools, industry, government, transportation, religion, and recreation. *AZ*

Friends of the Tucson Public Library, AZ; Iere Stephan: \$5,000. To enable youth to create a body of information on the history and sociological origins of Hispanic youth culture. Findings will be used to produce a videotape with teacher discussion guide. *AZ*

Georgia Agrirama Development Authority, Tifton; Ann P. Malone: \$64,330. To research the social and economic impact of rural industrialization on the class structure of six non-plantation communities in the Wiregrass Region of South Georgia from 1870-1900. *RS*

History Projects, Inc., Chicago, IL; Richard J. Jensen: \$43,000. To research the modernization of Kentucky's politics, economy, and society (1800-1980). *RS*

John Baptist Center, New Orleans, LA; John H. Fulwiler: \$5,000. To produce an oral history of the elderly black residents of New Orleans which will involve 15-20 youth (ages 11-14). The project will center on oral interviews and will result in a magazine format booklet and tape library. Several youth (ages 16-18) will photograph the entire project. *AZ*

Kansas State U., Manhattan; Sue C. Maes: \$85,677. To present a series of public programs at 30 sites in three states on four topics of historical and contemporary interest. Technical assistance will be provided to the participating rural libraries. *PL*

Lancaster YWCA, PA; Susan C. Eckert: \$2,500. To create a program model to involve elementary school children from diverse racial and ethnic backgrounds in local history appreciation activities. The model will be made available to other YWCA's. *AZ*

Lonesome Pine Office on Youth, Wise, VA; Paul A. Kuczko: \$5,000. To conduct an oral history examining four areas of Appalachian history and culture involving more than 100 students from four rural high schools in southwest Virginia. The resulting softbound book will be distributed to high schools and community colleges in southwest Virginia. *AZ*

Mansfield Public Library, TX; Olivia V. Klas: \$2,500. To record and preserve the history of Mansfield and surrounding communities involving approximately 105 youth using schools as a resource through their history, art, photo-

graphy and English departments. *AZ*

Missouri Historical Society, St. Louis; Katherine T. Corbett: \$79,335. To develop with area teachers a series of ten local history units emphasizing the relationship between local and national events. *ES*

Mobile Public Library, AL; Judy Walton: \$2,500. To introduce youth to the humanities by having them collect materials relating to the history of Mobile in the 1930s and 1940s. *AZ*

Oyster River High School, Durham, NH; Barbara B. Broderick: \$5,000. To enable a team of four experienced teachers and the school librarian to develop a new high school course on aspects of American history. *ES*

Pan American U., Edinburg, TX; Paul D. Travis: \$74,320. To improve teaching of United States history on the secondary level in a seven-county area of South Texas to include a workshop institute to be held in the summer of 1983. *ES*

Parkersburg Community College, WV; Timothy A. Fidler: \$5,000. To design a 14-week summer program which will give transient and rural youth an opportunity to study the influence of the humanities on the cultural background of the Mid-Ohio Valley. *AZ*

Phoenix Indian Center, Inc., AZ; George E. McCormick: \$2,500. To involve high-school-age Native Americans in the history of the urban Indian population by compiling photographic and visual materials and first person narratives utilizing local archives resulting in a youth-oriented traveling display and illustrated catalog. *AZ*

Poudre R-1 School District, Fort Collins, CO; Bill C. Lamperes: \$5,000. To enable students to explore the life experiences and traditions of senior citizens who settled in Fort Collins in the first half of the century. Students will present their findings to senior citizens and civil organizations through oral interpretation, films and video tape. *AZ*

Radford U., VA; Grace T. Edwards: \$5,000. To conduct a pilot project to provide teenage Appalachian youth with a sense of their cultural heritage through emphasis on regional history, oral tradition, music, crafts, and literature through the development of outreach workshops. *AZ*

Restorations of Kane County, LaFox, IL; Janet W. Safanda: \$5,000. To train a core of junior docents to assist with summer tours at restored sites and with specialized children's programs, and to develop a series of model children's programs which can be duplicated or adapted for use by other historic organizations. *AZ*

Richmond Technical College, Hamlet, NC; Jewell Sammons: \$115,000. To implement a series of public programs and town meetings on the contribution of railroads to Southern life and culture with specific emphasis on the Sandhills region of North Carolina. *PL*

Rye Historical Society, NY; Michael K. Platzer: \$5,000. To involve 125 youth in researching the roles played by young people in the history of the ship, "Effie Morrissey/Ernestina" which will visit Rye in the summer of 1983. They will also assist in preparing a pamphlet and slide show that will give the history of the ship. *AZ*

School District of the City of Niagara Falls, NY; Stanley G. Horab: \$5,000. To enable youth participants to research, document, visit and produce in booklet and other formats a history of the Tuscarora Indian Nation in Western New York culminating in a half-hour cable television show highlighting the project. *AZ*

Seattle Children's Museum, WA; Marcia Migdal: \$5,000. To research and develop an exhibition at the Museum highlighting the history of the Seattle Jewish community. Several youth will be recruited to work in groups developing parts of the exhibit. *AZ*

Southampton Free Library, PA; Dorothy A. Warner: \$2,500. To involve youth of Upper Southampton Township in creating and preserving a historical record of their township as a means of giving them an understanding of the value of maintaining historical records. *AZ*

Southern Connecticut State College, New Haven; Michael Vena: \$2,500. To enable second generation American adolescents to understand the immigrant experience of their grandparents and Italian adolescents currently entering the United States. A film on the history of Italian immigration in the area is planned. *AZ*

State Historical Society of Wisconsin, Madison; James P. Danky: \$210,000. To conduct a bibliographic project for the newspaper collections at the Historical Society, entering all records in the CONSER data base. *RT*

State Historical Society of Wisconsin, Madison; Dale E. Treleven: \$71,604. To conduct seminars and consultation on local historical writing in up to 180 Wisconsin localities. *RS*

U. of California, Irvine; John M. Whiteley:

\$32,000. To provide an introductory humanities program for high school minority youth on the "Immigrants Experience." *AZ*

U. of California, Santa Barbara; Willis D. Copeland: \$80,000. To develop a curriculum utilizing work with computers to teach history and the skills of historical research. *ES*

U. of Illinois, Chicago; Mark W. Friedberger: \$38,000. To research a historical study of family farm ownership in the Cornbelt, using a single township in Fayette County, Iowa as a case study. *RO*

U. of Illinois, Urbana; Roger G. Clark: \$5,164. To publish the third, and final, volume of "The Expeditions of John Charles Fremont," documenting Fremont's disastrous attempt at a winter crossing of the Rockies in 1848-49 and final expedition through Utah to California in 1853. *RP*

U. of Pittsburgh, PA; Catherine Marshall: \$4,664. To publish Volume 6 of "The Papers of Robert Morris." *RP*

U. of Vermont, Burlington; Ildiko Heffernan: \$5,000. To enable youth to use the resources of the Fleming Museum to examine historical, economical, political and cultural changes affecting the Lake Champlain waterfront in Burlington from 1700 to the present. *AZ*

U. of Wisconsin, Madison; Randall Feldman: \$5,000. To expand participation of youth in the humanities through Spanish language public radio. Migrant youth will be the focus of this pilot project which will be a 13-week, 30-minute Spanish language series on migrant oral history and cultural traditions. *AZ*

Western Reserve Historical Society, Cleveland, OH; Marian Sweton: \$122,935. To conduct a bibliographic control project to record the holdings of 5,800 United States newspaper titles into the CONSER data base through OCLC utilizing Library of Congress worksheets (CONSER) and the "Newspaper Cataloging Manual." *RT*

Yale U. Press, New Haven, CT; Maureen L. MacGrogan: \$7,151. To publish Volume 23 in "The Papers of Benjamin Franklin," which documents the early months of Franklin's eight-and-a-half-year mission to France. *RP*

Interdisciplinary

Appalshop, Inc., Whitesburg, KY; Helen M. Lewis: \$30,000. To secure rights and clips from other films to produce a 60-minute documentary on the history of images and stereotypes of Appalachia and its inhabitants. The film is a pilot for a seven-part series about Appalachia. *PN*

Association for Asian Studies, Inc., Ann Arbor, MI; Louis A. Jacob: \$49,132. To compile the Bibliography of Asian Studies for 1979-81. *RC*

Association of American Colleges, Washington, DC; Kathryn J. Mohrman: \$25,626. To conduct a study, based on data from a special supplement to the 1978 Current Population Survey administered by the Census Bureau, describing adult students in the humanities, the courses they take, and the institutions in which they are enrolled. *OP*

Bee County College, Beeville, TX; Henry W. Streitman: \$2,500. To plan a project designed to involve area youth in acquiring knowledge and appreciation of the cultural heritage of south central Texas. Project highlights will be made available to some 60,000 school-age youth in the Bee County College service area via videotape. *AZ*

Board of Education of the City of New York, Brooklyn; Leo Benardo: \$90,000. To conduct a program for high school teachers of history and foreign language to study Japan and Japanese and to develop courses on that language and culture for high school students. *ES*

Bradley U., Peoria, IL; Philip D. Jones: \$30,000. To refine two versions of a course in Western Civilization newly required of all undergraduates at the University. *EP*

Bureau of Social Science Research, Inc., Washington, DC; Laure M. Sharp: \$24,955. To reanalyze two years of data from the National Academy of Sciences biennial survey of Doctorate Recipients in an effort to explain career-related issues such as unemployment, underemployment, and employment outside Ph.D. holders' field of training. *OP*

Caldwell Community College and Technical Institute, Hudson, NC; Laurette L. LePrevost: \$38,263. To develop and implement an introductory survey course designed to attract occupational students to the study of the humanities. Much of the material to be studied concerns regional and local culture. *EP*

California Lutheran College, Thousand Oaks; Lyle A. Murley: \$49,708. To plan and teach required freshman courses drawing upon the

materials of English, history, philosophy, religion and political science to cultivate student skills in writing and critical judgment. *EP*

California State U., Long Beach; Jane K. Bledsoe: \$5,000. To establish a special museum workshop to teach youth how to understand their past and present urban environment through conducting oral histories, examining architecture and collecting historical memorabilia, with findings to be presented in their own exhibition. *AZ*

Carthage College, Kenosha, WI; Jonathan W. Zophy: \$50,000. To create two courses entitled "The West and the World to 1500" and "The West and the Modern World." *EP*

College of Mount Saint Vincent, Riverdale, Bronx, NY; Marian E. Murray: \$29,068. To implement and evaluate three new courses for juniors and seniors, designed to fulfill general education requirements and to counter academic specialization and students' random selection of humanities courses under the previous college graduation requirements. *EP*

College of William and Mary, Williamsburg, VA; Terry L. Meyers: \$27,414. To plan and implement eight seminars for honor students that will examine great books and important works of art. *EP*

Columbia College, Chicago, IL; James R. Martin: \$272,775. To produce a book and a documentary film and videotapes on southeastern Chicago based on the materials collected and researched by the Southeast Chicago Historical project. *AP*

Community Animation, Inc., Ithaca, NY; William H. Gilcher: \$3,685. To continue production of a 90-minute dramatic film examining the nature and process of change and continuity in peasant communities during the last 35 years, focusing on Farrebique, a French farm. *PN*

Community College of Baltimore, MD; Beate A. Schulz: \$44,025. To plan and implement four new interdisciplinary courses linking the humanities to the occupational curricula of the college. Courses are entitled "Work and Culture," "Literature and Healing," "The City: Nexus of Civilization," and "Creation: Myth and Theories." *EP*

Cornell U. Press, Ithaca, NY; Bernhard Kendler: \$5,700. To publish an edition of all the extant letters of the Transcendentalist writer and pioneer feminist, Margaret Fuller. *RP*

Dickinson State College, ND; Russell R. Veeder: \$48,280. To implement four new regional studies courses designed both for traditional college students and for nontraditional students who may be attracted to the study of the humanities. *EP*

Dundalk Community College, Baltimore, MD; Suzanne E. Beal: \$17,585. To plan and implement a team-taught, interdisciplinary course surveying the American cultural experience. *EP*

Film News Now Foundation, NYC; Christine Choy: \$60,175. To continue the completion of a 60-minute color documentary film on the Chinese in the Mississippi Delta. *PN*

Film News Now Foundation, NYC; Mira X. Nair: \$35,700. To complete production of a 60-minute film that explores, through the life of a single Indian immigrant and his family in India, the cultural conflicts and ambiguities faced by the first-generation immigrants to America. *PN*

Fort Mason Foundation, San Francisco, CA; Robert J. Schwendinger: \$75,000. To research and conduct public activities dealing with maritime history and culture, including oral history workshops, public forums, and panel discussions, development of interpretive booklets, resource lists, video programs, and newsletter articles, and the formation of a Maritime Humanities Consortium. *AP*

Franklin County Historical and Museum Society, Malone, NY; Thomas M. Kemp: \$5,000. To enable students to develop a dramatic presentation with accompanying study guide based upon Laura Ingalls Wilder's "Farmer Boys" a book which depicted the life and times of rural youth in 1860s New York state. The program will tour five school districts. *AZ*

George Washington U., Washington, DC; Joan C. Shih: \$17,740. To continue a 60-minute documentary film presenting five leading Chinese writers discussing China's self-image, achievements, setbacks, and problems in an era of revolutionary changes. *PN*

Georgetown U., Washington, DC; Phyllis A. O'Callaghan: \$85,339. To conduct a five-week institute for teachers of history and English to increase their knowledge of American history, literature, art, and philosophy. *ES*

Harvard U., Cambridge, MA; Elisabeth B. MacDougall: \$9,930. To conduct a symposium on the significance of gardens and gardening in medieval culture (800-1530 A.D.), from the standpoint of the history of science and medi-

cine, social and economic history, and the history of literature and of art. *RD*

Jefferson County Public Schools, Lakewood, CO; James F. Allison: \$10,000. To develop a literature component for the school district's interdisciplinary high school program "Southwest Studies" to include a resource guide and audio-visual materials, an in-service program for language arts teachers and build a collection of material relating to literature of the Southwest. *ES*

Jewish Community Center of Cleveland, Cleveland Hghts, OH; Betsy K. Kohn: \$5,000. To establish an after-school youth group to explore the humanities through the study of Jewish heroes and heroines as they relate to history, heritage and contemporary issues. The results will be disseminated through radio shows and newspaper articles. *AZ*

Le Moyne College, Syracuse, NY; Carson Carr, Jr.: \$5,000. To explore the historical causes for blacks to come to the Syracuse area by examining the influence of slavery, farming and industrialization upon this specific population. A booklet will be distributed to the public and a multi-media presentation made available to some 21,000 students. *AZ*

Madison YWCA, WI; Nancy S. McLaughlin: \$5,000. To involve hearing and hearing-impaired youth in an exploration of Japanese culture through interpretation of Japanese theatre forms. Resulting lecture-demonstrations will be presented in signed, spoken and mime form. *AZ*

Maryville College, TN; Arda S. Walker: \$46,606. To plan and teach four new courses, the foundation of a new required general education curriculum, all tracing the rise of a distinctive European tradition. *EP*

Montana State U., Bozeman; Ardys S. Clarke: \$10,000. To record on video selected oral literature drawn from interviews with the elders of the Northern Plains Tribes to be used in schools and in area colleges. *ES*

Mount Senario College, Ladysmith, WI; Paul F. Meszaros: \$2,500. To encourage the interest of young people in their local history. Their findings will be shared with the general public and the rural population. *AZ*

Museums at Stony Brook, NY; Martha V. Pike: \$9,995. To implement a temporary exhibition of professionally made, utilitarian home-made, and decorative hand-made textiles used to interpret the domestic history of Long Island's Suffolk and Nassau Counties from 1750-1865. *PM*

New York Botanical Garden Cary Arboretum, Millbrook, NY; Peter A. Dykeman: \$5,000. To enable youth to understand the origins, history, and general cultural characteristics of precolonial American Indians by studying the role which plants played in Indian legends, religion, music, art, and everyday survival activities. *AZ*

NSF/American Council on Education; Frank J. Atelsek: \$111,162. To continue the Higher Education Panel, a statistical sample of the nation's colleges and universities, which forms the basis of a survey system used to gather information for policy and planning purposes. *OP*

NSF; Eric Cassell: \$18,250. To continue research into the concept of person in medicine and its relation to ethics, and to develop the Cornell University Program for the Study of Ethics and Values in Medicine through the renewal of a Sustained Development Award. *AV*

NSF; Bernard Gert: \$18,250. To research conceptual and normative problems in medicine and to establish regular humanities components in the curricula of four professional schools at Dartmouth College. *AV*

NSF, Harvard U., Richard Levins: \$69,792. To conduct a collaborative study by philosophers, social scientists and agricultural biologists comparing ethical issues in agricultural development research with issues raised by other types of scientific research directly affecting human welfare. *AV*

NSF, Knox College; R. Lance Factor: \$22,463. To research historical and contemporary case studies which illustrate how assumptions about the goals of scientific research affect controversies among scientists. *AV*

NSF; Marc A. Lappe: \$18,070. To research ethical issues in occupational health care planning and to develop an ethics program within the School of Public Health at the University of California (Berkeley). *AV*

NSF; Larry Laudan: \$18,308. To implement the second year of a four-year Sustained Development Award made to a philosopher of science for research on the role of value in science and for the development of a center for the study of science in society at Virginia Polytechnic Institute. *AV*

NSF, National Academy of Sciences; Peter D. Syverson: \$79,780. To continue the annual

Survey of Earned Doctorates and the maintenance of the Doctorate Records File. Data is gathered on demographic characteristics, educational background and expectations for employment of new doctorate recipients. *OP*

NSF, National Academy of Sciences; Betty D. Maxfield: \$110,000. To implement the 1983 Survey of Doctorate Recipients, the related maintenance of the Comprehensive Roster file, and the consultation with a panel of humanists on the interpretation of data as it relates to the humanities fields. *OP*

NSF, U. of Chicago; Mark Siegler: \$100,000. To conduct a two-year collaborative study by philosophers, legal scholars, and physicians on the concepts of causation and responsibility in the context of innovative medical therapies. *AV*

Philbrook Art Center, Tulsa, OK; Edwin L. Wade: \$10,000 FM. To continue an international conference of scholars for the purpose of evaluating American Indian Art. The meeting will result in a scholarly publication and a traveling exhibit. *RD*

Portland Museum, Louisville, KY; Nathalie T. Andrews: \$109,189. To implement a permanent exhibition interpreting the history of the Falls of the Ohio River as it developed from a pristine natural environment and Shawnee hunting ground to a frontier community and inland maritime commercial center. *PM*

Purdue U., West Lafayette, IN; Darlene C. Hine: \$9,997. To research, collect, preserve and exhibit written documents, oral and literary histories, photographs and other material artifacts for a history of black women in the Midwest. *AP*

Research Foundation of CUNY, NYC; Abraham Ascher: \$112,017. To conduct seminars in history and literature for high school teachers who are on sabbatical. *ES*

Research Foundation of CUNY, NYC; Teresa Born: \$5,000. To enable urban high school students to gather an oral, cultural history of the various ethnic groups in Queens County, New York City. Their findings will be published in a journal and will also be dramatized for presentation to senior citizens and other interested audiences. *AZ*

Research Foundation of CUNY, NYC; Ana Maria Hernandez: \$37,378. To implement three new courses which will make possible a concentration in Latin American Studies.

Rhode Island Historical Society, Providence; Ann T. LeVeque: \$72,750. To implement a temporary exhibit on the education of young women in Rhode Island as revealed through their samplers and needlework, diaries and letters, textbooks and exercise books produced in schools and academies for girls in the 18th and early 19th centuries. *PM*

Rutgers U., Camden, NJ; Walter J. Gleason: \$62,622. To plan the addition of five courses in Soviet and East European Studies for undergraduates and students enrolled in the School of Law and the dissemination of the materials developed for the teaching of Russian law and political institutions. *EP*

Rutgers U., New Brunswick, NJ; William K. Powers: \$37,899. To research the relationship between expressive culture and social structure of the Oglala Sioux of the Pine Ridge Reservation, South Dakota. *RS*

Saint John's U., Collegeville; MN; Julian G. Plante: \$101,472. To film 850 medieval manuscripts in four repositories in Lisbon to complete a manuscript, microfilming and cataloging project. *RC*

School District 9-R, Durango, CO; Betty M. Bullis: \$5,000. To enable youth to document the changes in the Navajo culture over the last century using the methods of history, literature, language, jurisprudence, and philosophy of religion. *AZ*

Southern U., Baton Rouge, LA; Erma W. Hines: \$36,734. To pilot two new courses as the basis for a planned "core" requirement to introduce freshmen and sophomores to the humanities: "The Arts in Perspective" and "Studies in Comparative Literature." *EP*

Temple U., Philadelphia, PA; Leroy W. Dubeck: \$5,000. To involve Philadelphia youth in the humanities by giving them an intensive weekend-long immersion experience using chess fact, metaphor, and symbols as used in film, literature and history. *AZ*

Tennessee Technological U., Cookeville; Homer D. Kemp: \$32,105. To plan and implement five new courses on the Upper Cumberland region. *EP*

The Regents of the U. of Michigan, Ann Arbor; Niara Sudarkasa: \$10,000. To hold a conference concerned with the state of scholarship on immigration, ethnicity, and subethnicity in the changing black population in the United States. *RD*

Tufts U., Medford, MA; Stephen S. Winter: \$81,758. To conduct a summer institute for

high school teachers in the history and culture of American communities. *ES*

Unicorn Projects, Inc., Potomac, MD; Ray Hubbard: \$688,714 OR; \$155,000 FM. To continue production of a one-hour television film based on David Macaulay's book, *CASTLE*, the story of the building and functioning of a medieval castle in Wales. *PN*

Unity College, ME; Donald C. Lord: \$50,000. To develop two introductory humanities courses for all students registered at the college, most of whom major in the sciences. *EP*

U. of Arizona, Tucson; Karen Anderson: \$110,000. To conduct an institute to educate teachers in new scholarship on women's studies and to develop materials and strategies for integrating women's studies into the secondary history curriculum. *ES*

U. of California, Los Angeles; Lewis C. Solomon: \$24,824. To reanalyze 16 years of data on a large, nationally representative sample of first-time, full-time college freshmen, with a focus on changes over time in those planning to major in humanities fields. *OP*

U. of California, San Diego, La Jolla; Thomas L. Dublin: \$75,000. To research the economic and social backgrounds and career patterns of native-born working women in New England between 1830 and 1880. *RS*

U. of California Press, Los Angeles; Leroy Barnes: \$4,500. To publish Volume 2 of "The Marcus Garvey and Universal Negro Improvement Association Papers." *RP*

U. of Georgia Press, Athens; Paul Zimmer: \$5,000. To publish a monograph that explores the degree to which comparisons can be drawn between instrumental music and prose fiction by comparing specific works of Mozart and Jane Austen. *RP*

U. of Illinois Medical Center at Chicago; P. William Bechtel: \$10,000. To hold a conference of philosophers and historians investigating the history of the life sciences. Publication of proceedings is planned. *RD*

U. of Kansas, Lawrence; Jacob U. Gordon: \$5000. To involve black youth in the development of primary source materials for the study of elderly blacks. The project will draw participants from Kansas City, Wichita, Topeka and Lawrence for four humanities seminars. *AZ*

U. of Mississippi, University; Ann J. Abadie: \$10,000 OR; \$5,000 FM. To conduct a symposium of scholars in the history of medicine and in Southern history designed to re-examine the medical history of the antebellum South, comparing it with other regions of the United States. *RD*

U. of Missouri, Columbia; William B. Bondeson: \$10,000. To conduct a three-day symposium exploring moral issues raised by advances in our understanding of human genetics, reproduction, and contraception. *RD*

U. of Nebraska, Lincoln; Stephen F. Cox: \$4,873. To publish a study of the impact of European civilization on three North American Indian tribes: the Choctaw in the 18th century, the Pawnees in the 19th century, and the Navajos in the 20th century. *RP*

U. of Oklahoma, Norman; Timothy G. Baugh: \$198,107. To install and maintain two traveling exhibitions on the Plains Apache and Wichita Indian tribes of Oklahoma planned and implemented with NEH grants. *PM*

U. of Oregon, Eugene; Don E. Dumond: \$45,248. To implement Phase II of a statewide traveling exhibit series with two regionally based exhibits on Oregon's Native American culture: "The Willamette Valley: Northwest Grassland" and "The Dalles: 10,000 year-old Trade Center." *PM*

U. of Pennsylvania, Philadelphia; Jerre Mangione: \$41,662. To conduct a comprehensive study of the Italian-American experience, examining cultural assimilation and the persistence of traditions and customs among four generations of Italian-Americans. *RS*

U. of Puerto Rico Regional Colleges Admin., Ramey, PR; Jose Maldonado: \$49,903. To revise introductory humanities courses for occupational students. *EP*

U. of Toledo, OH; Thomas A. Klein: \$49,960. To introduce four new upper-division humanities courses for business students: "Ethics and History in Business," "Social Responsibility," "Cultural Dimensions of International Business," and "Business and Literature." *EP*

U. of Utah, Salt Lake City; Sandra C. Taylor: \$9,025. To hold a three-day conference to present the latest research and to stimulate further research on the relocation of Japanese-Americans during World War II. *RD*

Vassar College, Poughkeepsie, NY; Peter G. Stillman: \$50,000. To plan and implement "Civilization in Crisis," a course that will become one of the offerings in the "College Courses" program. *EP*

Waukegan Public Schools, IL; Ellen H. Reinhardt: \$9,961. To develop course syllabi for a

new international high school. *ES*

Western Carolina U., Cullowhee, NC; William L. Anderson: \$6,417. To create two microfilm copies of materials from foreign archives documenting the history and culture of the Cherokee Indians. *RC*

WOJB-FM, Hayward, WI; Robert R. Albee: \$15,243. To produce a series of humanities radio prgrams for Ojibwa children that will relate to Indian cultural needs and perspectives by using an array of material such as stories, songs, myths, discussions and interviews. *AZ*

Yale U., New Haven, CT; James R. Vivian: \$368,516. To continue the Yale-New Haven summer institute for high school teachers to the point where it will become a permanent institution funded by University endowment and local support. *ES*

Language & Linguistics

American Council on Teaching Foreign Langs., Hastings-on-Hudson, NY; David V. Hipple: \$80,000. To conduct two three-week institutes for secondary teachers of Spanish, French, and German in curriculum design and in oral proficiency interview training. *ES*

Anne Arundel County Public Schools, Annapolis, MD; Gladys C. Lipton: \$10,000. To develop a model for teaching literature in foreign language classes using the microcomputer. *ES*

Boise State U., ID; Roy F. Fox: \$40,000. To conduct summer workshops for 36 faculty members on improving the structure and evaluations of writing assignments. *EP*

Boston College, Chestnut Hill, MA; Katharine Hastings: \$43,351. To introduce French-language courses in six subjects and a new coordinating course entitled the "Global Impact of French Civilization and Culture" for 25 selected undergraduate students. French is the first of several languages to be involved in the immersion program. *EP*

Children's Television Workshop, NYC; Joan G. Cooney: \$350,000. To produce a 60-minute television special for pre-school age children. The special entitled "Sesame Street at the Metropolitan Museum" is designed to entice young viewers and their families to enjoy and learn from local museums and understand museums as important repositories of the past. *AZ*

Coast Community College System, Costa Mesa; CA; Robert V. Dees: \$49,961. To combine basic English Composition classes with courses in political science, human development, anthropology, and electronics technology. *EP*

Concordia College, Moorhead, MN; Odell M. Bjerkness: \$45,015. To implement four language courses and four humanities courses that will be taught in a simulated German setting to immerse students in the language and culture of Germany. *EP*

English-Speaking Union, San Francisco, CA; Maryellen Himell: \$256,687. To produce a half-hour documentary pilot for a television series on the nature and functions of language, examining theoretical and social issues; the relationship of English to other languages, and the cultural significance of languages. *PN*

Gallaudet College, Washington, DC; Carole N. Frankel: \$155,416. To conduct a two-week national institute and develop appropriate texts for foreign language teachers of hearing-impaired secondary students. *ES*

Georgia Southern College, Statesboro, GA; Thomas E. Dasher: \$131,770. To conduct two summer institutes—one for English teachers, one for other humanities teachers—on the improvement of writing instruction. *ES*

Oakland Museum Association, CA; Robert Flasher: \$11,673. To conduct a 19-month program of directed museum visits to be coordinated with school programs and workshops to prepare teachers to use the visits to improve student writing. *ES*

U. of Arizona, Tucson; Christine Tanz: 10,000. To hold a conference on cross-cultural and cross-linguistic differences and similarities in the language patterns of males and females, including the speech of children and adults. *RD*

U. of California, Berkeley; James R. Gray: \$100,000 OR; \$75,000 FM. To continue current activities of the National Writing Project (NWP), expand the NWP to areas of the curriculum other than English, and establish new NWP sites. *ES*

U. of Tennessee, Chattanooga; Eileen M. Meagher: \$50,000. To introduce a university-wide program of requirements for student writing in all appropriate classes offered for credit. *EP*

Literature

Columbia U., NYC; Ehsan Yarshater: \$82,000 OR; \$25,000 FM. To prepare the translations and annotation of the classical Arabic writings of al-Tabari (10th century A.D.). *RL*

Community School District 18, Brooklyn, NY; Eileene Leibowitz: \$68,547. To develop a new writing/literature curriculum, based on Brooklyn Literati, for the language arts component, grades 4-6 and 7-9. *ES*

Cornell U. Press, Ithaca, NY; Bernhard Kendler: \$9,975. To publish a volume in *The Cornell Wordsworth* that contains all the shorter poems Wordsworth composed between 1800 and 1807 and the collection entitled *Poems, in Two Volumes*, first published in 1807. *RP*

Cornell U. Press, Ithaca, NY; Bernhard Kendler: \$1,600. To publish a study of the novels of the German Romantics—Holderlin, Novalis, Tieck, Brentano, Hoffman, and others—most of whom are primarily thought of as lyric poets or writers of novellas. *RP*

Cornell U. Press, Ithaca, NY; Bernhard Kendler: \$6,586. To publish the earliest complete text of “Peter Bell,” the eighth volume in the series *The Cornell Wordsworth*. *RP*

Educational Broadcasting Corporation, NYC; Jac Venza: \$30,000. To write a script for a two-hour film biography of Eugene O’Neill. By intercutting brief segments of the plays with archival footage, photos and interviews, the film will examine the social, cultural and personal forces shaping his life and work. *PN*

ETV Endowment of South Carolina, Columbia; Benjamin Dunlap: \$335,000. To produce a two-hour, four-part television special for teenagers (ages 14-18), dramatizing three short stories by Edgar Allan Poe, Ambrose Bierce, and DuBose Heyward. *AZ*

National Public Radio, Washington, DC; Joe N. Gwathmey: \$20,438. To develop promotional materials for a series of three half-hour radio programs on the life and work of American author Willa Cather. *PN*

Princeton U., NJ; W. R. Connor: \$47,837. To implement two courses on modern Greek literature in English translation and offer a summer workshop to disseminate the materials developed to interested parties outside the institution. *EP*

Princeton U. Press, NJ; Sanford G. Thatcher: \$3,310. To publish the first full-length critical biography of Vladislav Khodasevich (1886-1939), considered by Vladimir Nabokov as the greatest Russian poet of the 20th century. *RP*

Rutgers U., Newark, NJ; Asela R. Laguna: \$50,000. To hold a public conference on “Images and Identities: The Puerto Rican in Literature” and to disseminate print, curricula and electronic media materials on the topic. *AP*

SUNY, Stony Brook; Carolyn M. Hess: \$24,700. To conduct a project linking the natural history of Long Island to the study of Walt Whitman’s poetry. There will be an exhibit and pamphlet about Walt Whitman on Long Island. *AZ*

U. of California, Los Angeles; Andras J. Bodrogligeti: \$20,000. To complete the first English translation of the complete works of Ahmad Yasavi (d. 1166), a leading Central Asian Turkic Sufi poet. *RL*

U. of Nebraska, Lincoln; Willis G. Regier: \$2,421. To publish a monograph on Defoe’s fiction. *RP*

U. of Nebraska, Lincoln; Willis G. Regier: \$2,620. To publish a monograph on the fiction of Stephen Crane and its indebtedness to the European epic tradition. *RP*

U. of North Carolina Press, Chapel Hill; Lewis A. Bateman: \$2,802. To publish a historical and critical study of the 20th century Hungarian literary critic and social theorist, Georg Lukas. *RP*

U. of North Carolina Press, Chapel Hill; Matthew Hodgson: \$3,400. To publish a collection of essays and documents relating to the Chester Mystery Cycle. *RP*

U. of Texas, Austin; Scott F. Lubeck: \$5,392. To publish an annotated poetic translation from Yucatecan Maya of “The Book of Chilam Balam of Chumayel,” a manuscript composed in Yucatec in Latin letters between the 16th and 19th centuries. *RP*

U. of Washington, Seattle; Naomi B. Pascal: \$5,800. To publish a study of the effect of censorship on the development of modern Japanese literature as it influenced writers, critics, editors, and publishers. *RP*

U. of Wisconsin Press, Madison; Ezra S. Diman: \$3,000. To publish an interpretive reading of four Middle English poems—Patience, Sir Gawain and the Green Knight, Purity, and Pearl—commonly attributed to one poet. *RP*

U. of Wisconsin Press, Madison; Ezra S. Diman:

\$2,000. To publish a study of the female characters in Old English poetry and *Beowulf* and their relationship to the valkyrie figures in German heroic poetry. *RP*

U. of Wisconsin, Milwaukee; Kathleen Woodward: \$9,952. To hold a conference on literature and aging with special emphasis on the psychological study of literature. *RD*

Wayne State U., Detroit, MI; Richard R. Kinney: \$6,800. To publish the first translation into English of Konstantin Mochulsky’s critical biography of the Russian symbolist poet Aleksandr Blok (1880-1920). *RP*

WGBH Educational Foundation, Boston, MA; D. Bradford Spear: \$300,000. To produce a series of 30-minute radio dramatizations of classic American literature accompanied by youth-oriented reports. *AZ*

Yale U. Press, New Haven, CT; Maureen L. MacGrogan: \$6,000. To publish the “Latin Poems” of Sir Thomas More, one volume in the edition that includes all of More’s extant works. *RP*

Philosophy

Coppin State College, Baltimore, MD; Miriam Minkowitz: \$12,000. To conduct institutes for elementary school teachers to prepare them to introduce a “philosophy for children” program in the early grades. *ES*

Eugene School District 4J, OR; Margaret E. Nichols: \$10,000. To develop a text and curriculum in the history of philosophy for use by gifted students and to train teachers in the use of the material. *ES*

Hackett Publishing Company, Inc., Indianapolis, IN; William H. Hackett: \$7,192. To publish an analysis of the truth conditions pertaining to counterfactual statements, a central concern in metaphysics, theory of knowledge, and philosophy of science. *RP*

Hackett Publishing Company, Inc., Indianapolis, IN; William H. Hackett: \$3,000. To publish a study of Martin Heidegger’s thought and its relevance to current philosophical debates. *RP*

MIT Press, Cambridge, MA; Bruce Katz: \$5,200. To publish a translation of the second edition of Hans Blumenberg’s *The Legitimacy of the New Age*, first published in 1966. *RP*

Princeton U. Press, NJ; Sanford G. Thatcher: \$4,500. To publish a two-volume translation of selections from the work of the Catalan philosopher, poet, and mystic, Ramon Llull (1232-1316). *RP*

Wallingford-Swarthmore School District, PA; Valdimar C. Sandberg: \$8,425. To develop courses at the middle and junior high school level in philosophy, as designed by the Institute for the Advancement of Philosophy for Children (LAPC). *ES*

Religion

Southwest Missouri State U., Springfield, MO; Charles W. Hedrick: \$10,000. To hold a three-day meeting of scholars engaged in research on Gnosticism and early Christianity. *RD*

Vanderbilt U., Nashville, TN; Peter C. Hodgson: \$51,000 OR; \$6,800 FM. To translate Hegel’s *Lectures on the Philosophy of Religion*. *RL*

Social Science

American Library Association, Chicago, IL; Julie A. Virgo: \$62,423. To hold two conferences to make academic librarians aware of the goals, policies and divisions of NEH, especially the Library Humanities Program, and to acquaint them with the techniques of program development for the general public in academic libraries. *PL*

American Political Science Association, Washington, DC; Thomas E. Mann: \$24,110. To analyze data from a recent survey of nonacademic political scientists as well as several additional regular Association data bases in order to understand the career shifts and professional needs of its members. *OP*

Association of Research Libraries, Washington, DC; Carol A. Mandel: \$63,739. To develop and implement a plan to coordinate preservation microfilming of printed materials, to promote increased production of microform masters, and to encourage the adoption of appropriate standards in preservation microfilming. *RV*

Friends World College, Huntington, NY; Lawrence S. Weiss: \$1,480. To secure expert advice

on preserving and providing access to a diverse collection of war-related documentation. *RC*

Harvard U. Press, Cambridge, MA; Aida D. Donald: \$2,500. To publish an analysis of the formation of political parties in Russia during the 1905 Revolution and of the first national elections held in spring, 1906. *RP*

Northern Illinois U., DeKalb, IL; Paul J. Kleppner: \$78,000. To research the evolution of partisan politics and regional voting patterns of eleven Mountain and Pacific states using aggregate election and census data. *RO*

Research Foundation of SUNY, Albany; Owen S. Ireland: \$38,291. To conduct a two-week summer institute in history and economics for secondary teachers of history and/or social studies. *ES*

U. of North Carolina, Greensboro; David M. Olson: \$9,000. To hold a meeting of 23 scholars from eight nations to explore how parliaments have furthered or impeded public support of their governmental regimes. Parliaments considered will include those of democratic and communist systems and of industrial and Third-World countries. *RD*

State Programs

Committee for the Humanities in Alabama, Birmingham; Elizabeth D. Thompson: \$224,000 OR; \$50,000 FM.

Alaska Humanities Forum, Anchorage; Andrea Helms: \$262,000 OR; \$150,000 FM.

Arizona Humanities Council, Phoenix; James W. Byrkit: \$222,000 OR; \$25,000 FM.

Arkansas Endowment for the Humanities, Little Rock; Manuel Ramirez: \$221,000 OR; \$50,000 FM.

California Council for the Humanities, San Francisco; Richard Wasserstrom: \$273,609 OR; \$225,000 FM.

Colorado Humanities Program, Boulder; Nancy Whistler: \$222,000 OR; \$50,000 FM.

Connecticut Humanities Council, Middletown; M. Kathleen McGrory: \$223,000 OR; \$85,000 FM.

Delaware Humanities Forum, Wilmington; Kenneth L. Ames: \$218,000 OR; \$10,000 FM.

D.C. Community Humanities Council; William A. Davis and Richard H. King: \$218,000 OR; \$15,000 FM.

Florida Endowment for the Humanities, Tampa; Arva Parks: \$245,700 OR; \$50,000 FM.

Georgia Endowment for the Humanities, Athens; Gail Evans: \$236,975 OR; \$80,000 FM.

Hawaii Committee for the Humanities, Honolulu; George K. Ikeda: \$219,000 OR; \$55,000 FM.

Association for the Humanities in Idaho, Boise; Norman Jones: \$223,795 OR; \$50,000 FM.

Illinois Humanities Council, Champaign; Richard Brown: \$239,000 OR; \$150,000 FM.

Indiana Committee for the Humanities, Indianapolis; Kenneth R. Gros-Louis: \$228,000 OR; \$125,000 FM.

Iowa Humanities Board, Iowa City; Edward W. Amend: \$222,000 OR; \$35,000 FM.

Kansas Committee for the Humanities, Topeka; Donna R. Jones: \$230,340 OR; \$25,000 FM.

Kentucky Humanities Council, Inc., Lexington; Raymond F. Betts: \$224,000 OR; \$25,000 FM.

Louisiana Committee for the Humanities, New Orleans; Lanier Simmons: \$225,000 OR; \$100,000 FM.

Maine Council for the Humanities, Portland; Susan S. Saunders: \$219,000 OR; \$10,000 FM.

Maryland Committee for the Humanities, Baltimore; A.J.R. Russell-Wood: \$225,000 OR; \$100,000 FM.

Massachusetts Foundation for the Humanities and Public Policy, Amherst; Robert Collen: \$228,000 OR; \$15,000 FM.

Michigan Council for the Humanities, East Lansing; Howard Dooley: \$235,000 OR; \$75,000 FM.

Minnesota Humanities Commission, St. Paul; Virginia Lanegran: \$225,000 OR; \$75,000 FM.

Mississippi Committee for the Humanities, Inc., Jackson; Estus Smith: \$222,000 OR; \$15,000 FM.

Missouri Committee for the Humanities, St. Louis; James R. Saucerman: \$227,000 OR; \$15,000 FM.

Montana Committee for the Humanities, Missoula; Mary C. Blew: \$218,000 OR; \$10,000 FM.

Nebraska Committee for the Humanities, Lincoln; Nelson Potter, Jr.: \$220,000 OR; \$60,000 FM.

Nevada Humanities Committee, Reno; John C. Unrue: \$218,000 OR; \$40,000 FM.

New Hampshire Council for the Humanities, Concord; Maryann Civitello: \$219,000 OR.

New Jersey Committee for the Humanities, New Brunswick; Robert Hollander: \$231,000 OR; \$87,500 FM.

New Mexico Humanities Council, Albuquerque; Everett Frost: \$219,000 OR; \$50,000 FM.

New York Council for the Humanities, NYC; Leon Botstein: \$252,000 OR; \$200,000 FM.

North Carolina Humanities Committee, Greensboro; Jack Claiborne: \$228,000 OR; \$30,000 FM.

North Dakota Humanities Council, Bismarck; Mitzi Brunsdale: \$218,000 OR; \$100,000 FM.

Ohio Program in the Humanities, Columbus; Richard M. Cheski: \$246,750 OR; \$125,000 FM.

Oklahoma Humanities Committee, Oklahoma City; Alvin O. Turner: \$223,000 OR; \$100,000 FM.

Oregon Committee for the Humanities, Portland; Robert C. Albrecht: \$222,000 OR; \$40,000 FM.

Pennsylvania Humanities Council, Philadelphia; Sondra Myers: \$250,981 OR; \$150,000 FM.

Fundacion Puertorriquena de las Humanidades, San Juan, Puerto Rico; Jose M. Garcia: \$224,000 OR; \$20,000 FM.

Rhode Island Committee for the Humanities, Providence; Robert A. Reichley: \$219,000 OR; \$35,000 FM.

South Carolina Committee for the Humanities, Columbia; Edward M. Collins, Jr.: \$223,000 OR; \$40,000 FM.

South Dakota Committee on the Humanities, Brookings; Jeannette Kinyon: \$218,000 OR; \$75,000 FM.

Tennessee Committee for the Humanities, Nashville; Lynn Woodworth: \$226,000 OR; \$60,000 FM.

Texas Committee for the Humanities, Austin; Roy Mersky: \$243,000 OR; \$150,000 FM.

Utah Endowment for the Humanities, Salt Lake City; James P. Pappas: \$227,000 OR; \$20,000 FM.

Vermont Council on the Humanities and Public Issues, Hyde Park; Douglas Tudhope: \$218,000 OR; \$35,000 FM.

Virginia Foundation for the Humanities and Public Policy, Charlottesville; John D. Wilson: \$227,000 OR; \$125,000 FM.

Washington Commission for the Humanities, Olympia; Willis Konick: \$225,000 OR; \$125,000 FM.

Humanities Foundation of West Virginia, Institute; Arthur Holmes: \$221,000 OR.

Wisconsin Humanities Committee, Madison; Richard Feldman: \$234,380 OR; \$20,000 FM.

Wyoming Council for the Humanities, Laramie; Richard Weeks: \$218,000 OR; \$15,000 FM.

Chairman’s Awards for Excellence

Illinois Humanities Council, Champaign; Richard Brown: \$75,000. To support the production, promotion, and distribution of three newspaper supplements containing essays written for a general audience by scholars in the humanities, tied to the following topics or occasions: Martin Luther’s Quincentennial, George Orwell’s novel, 1984, and the broadcast of a television mini-series based on Herman Wouk’s novel about World War II, *The Winds of War*.

Maine Humanities Council, Portland; Susan S. Saunders: \$75,000. To support public programming and research on Maine’s political and social history in the period 1783-1820, between the time of the 13 colonies’ establishment of independence from England and Maine’s establishment of independence from Massachusetts as a separate state.

Mississippi Committee for the Humanities, Jackson; Estus Smith: \$75,000. To support two six-month residencies, by scholars in the humanities, one in a public service agency, as well as documentation of previous residencies and the development of a handbook to be used by sponsoring committees and agencies.

Montana Committee for the Humanities, Missoula; Mary C. Blew: \$75,000. To support a radio series which, under the direction of scholars in the humanities, will bring historical, literary, and philosophical insights and context to an analysis of changing conditions in Montana and the West.

Oklahoma Humanities Committee, Oklahoma City; Alvin O. Turner: \$75,000. To support five interpretive exhibits to be funded by the Oklahoma Humanities Committee through a competitive regrant process which involves specific guidelines, and special scholars and consultants, and which is designed to result in projects of exceptional quality and long-term programming use.

U.S. Constitution Bicentennial

American Assn. for State and Local History, Nashville, TN; George R. Adams: \$24,853. To plan a guide to assist state historical societies, archives and museums in developing exhibits and interpretive programs about the history of states' relations with the federal government. *AP*

American Political Science Association, Washington, DC; Sheila Mann: \$24,924. To plan a magazine to serve as an educational resource for organizations and institutions in developing Bicentennial programs. *AP*

Arizona State U., Tempe; Jeanie R. Brink: \$25,006. To plan projects that explore the ways in which the sources of the U.S. Constitution derive from intellectual traditions of the medieval and Renaissance periods. *AP*

Association for Higher Educ. of North Texas, Richardson; John Kincaid: \$25,000. To plan educational programs focusing on two themes: 1) *Wet the People: The Constitution as Covenant—Compact*; and 2) *The American Federal Republic: The Constitution as agreement and model*. *AP*

Claremont Graduate School, CA; Leonard W. Levy: \$59,864 OR; \$129,981 FM. To continue work on the *Encyclopedia of the American Constitution*. *RT*

Columbia U., Teachers College, NYC; Marguerite R. Barnett: \$24,524. To plan for public programs and educational materials that explore the concepts embodied in the U.S. Constitution and the impact of the Constitution in shaping American society. *AP*

Columbia U., NYC; Louis Henkin: \$24,976. To plan a series of public programs that involve U.S. and foreign scholars in the analysis of the U.S. Constitution's impact on other legal and political systems. *AP*

Community Renewal Society, Chicago, IL; Richard H. Luecke: \$24,990. To plan a series of programs to involve citizen groups in the study of Constitutional issues and their relationship to the history of urban development in the U.S. *AP*

George Mason U., Fairfax, VA; Josephine F. Pacheco: \$25,000. To plan a program that focuses on the relationships between the U.S. Bill of Rights, the Virginia Declaration of Rights, and the French Declaration of the Rights of Man and the Citizen. *AP*

Harvard U., Cambridge, MA; Harvey C. Mansfield, Jr.: \$64,930. To conduct a four-week summer institute for high school teachers on the meaning of the American Revolution and the "new political science" embodied in the Constitution which will include lecture and discussion on readings from Locke, Montesquieu, "The Federalist," and Tocqueville. *ES*

Loyola U., Chicago, IL; Jean Yarbrough: \$20,861. To plan a major conference to examine the effect of the U.S. Constitution upon the formation of the American moral and civic character. *AP*

National Council on the Aging, Inc., Washington, DC; Edmund H. Worthy: \$24,937. To plan with National History Day, Inc. a project which involves older Americans and young people in study and discussion of the U.S. Constitution. *AP*

National Federation of State Humanities Councils, Minneapolis, MN; Steven Weiland: \$24,730. To develop a resource and program guide to assist state humanities councils and their grantees in planning public humanities programs on the history and meaning of the U.S. Constitution. *AP*

New York City Public Schools, Brooklyn; Nancy Scott: \$24,937. To plan a project to involve adults and young people in the study of the U.S. Constitution through discussion programs and the use of print and media materials. *AP*

North Carolina State U., Raleigh; Abraham Holtzman: \$24,651. To develop study units focusing on theoretical, historical and contemporary constitutional issues for distribution through the University's Humanities Extension Program. *AP*

Phi Alpha Delta Law Fraternity, Little Rock, AK; David M. Schimmel: \$24,790. To plan a program to increase citizen understanding of the historic issues, philosophical principles and jurisprudential foundations of the U.S. Constitution. *AP*

Public Research Syndicated, Claremont, CA; Larry P. Arnn: \$21,700. To plan a series of newspaper articles for national syndication on the U.S. Constitution, its origin and its place in our national life today. *AP*

Russell Sage College, Troy, NY; Stephen L. Schechter: \$25,000. To plan a series of educational programs on the ratification of the U.S. Constitution in the original 13 states. *AP*

State Historical Society of Wisconsin, Madison; Gerald F. Ham: \$25,000. To plan a series of public programs with the Center for the Study of the American Constitution, University of Wisconsin, Madison, to focus on the writing and ratification of the U.S. Constitution, as well as Wisconsin's role in its evaluation. *AP*

U. of New Mexico, Albuquerque; Gerald D. Nash: \$25,490. To plan a series of programs to explore the history of the U.S. Constitution and its role in a tricultural society combining Indian, Hispanic-American and Anglo-American traditions. *AP*

U. of North Carolina, Chapel Hill; Warren A. Nord: \$17,752. To plan a project that will explore the religion clauses of the First Amendment and their influence on contemporary issues relating to the relationship of religion and the State. *AP*

U. of Oklahoma, Norman; Dan A. Davis: \$24,133. To plan a Constitutional Bicentennial Resource Center for the purpose of organizing

public programs and study materials. *AP*

U. of Pennsylvania, Philadelphia; Elizabeth F. Flower: \$12,255. To hold a conference to plan a series of public programs on the background and drafting of the U.S. Constitution, the tasks to which it was addressed, its impact on the 19th and 20th centuries, and its role with respect to contemporary problems. *AP*

Capital letters following each grant show the division and the program through which the grant was made.

Education Programs

Education grants in this listing are identified by the codes that applied when the grants were made.

- EC Consultants
- ED Implementation
- EH Higher Education
- EP Pilot
- ES Elementary and Secondary
- Planning and Assessment Studies
- OP Planning and Assessment Studies
- Research Programs
- RC Research Resources
- RD Research Conferences
- RE Editions
- RI Intercultural Research
- RL Translations
- RO Basic Research
- RP Publications
- RS State, Local and Regional Studies
- RT Research Tools
- RV Conservation and Preservation
- AV Science, Technology and Human Values
- General Programs
- AP Program Development
- AY Youthgrants
- AZ Youth Projects
- PL Libraries Humanities Projects
- PM Museums and Historical Organizations Humanities Projects
- PN Media Humanities Projects

Letters continued from page 21

large human experiments, spanning twelve centuries, we have isolated quanta upon which the future of any society rests.

Comparing our own civilization with that of the Middle Ages, we perceive several unfortunate dissimilarities and one possible lethal, unchanged tradition. The great urban centers have lost their sense of community. The medieval city-state consisted of a population pledged to a common, identifiable fate. The incidence of crime was about the same, the ratio of convictions higher because people in small towns policed and still police each other. In spite of the persecution of the Albigensians, Jews, and the eradication of the Knights Templars systematic, wholesale holocausts were rare. The Holy Mother the Church was just that, a basically tolerant, messy organization which provided guidance and above all emotional release through music, liturgical theatre, and the sacraments, all symbolized in the great cultural centers we call cathedrals. Even if a large percentage of people did not take religion too seriously, it nevertheless provided them with a matrix of imagery which gave life, death and most human actions a

focus. The loss of a pervasive mythology both West and East is one of the profound dangers our societies face.

The population remained geographically fixed which gave the children a strong perception of the continuity of the family, the neighborhood, the town and thus an emotionally different concept of history. . . . Without a past it is difficult to define a future. In a larger context, seemingly foreign to politicians, we have watched the uncouth 'pagan' Franks take over the indolent cities of Gaul. We have read the laments of the witnesses. But we also know that the Franks produced a Charlemagne, a Voltaire, Rabelais, Lafayette and the very essence of the bourgeoisie. Today we seem unwilling to wait for a Russian Pascal, Rousseau, or an African Jefferson, and seem to have forgotten that as long as intellect survives, nothing absolutely essential gets lost. We seem to have forgotten that all cycles of repression have usually given way to the joyous desire for freedom. . . .

The only fundamental item left over from the Middle Ages is the idea of the Holy War which Cantor calls "the suicidal concept of a just

war." Few of the great minds of the Middle Ages believed in the imminent destruction of humanity through the wrath of God. And even fewer believed in the theological justification of mass martyrdom. Today's historian is confronted with a new much more dangerous concept of Armageddon, namely the human *demiurgus* intent on destroying himself, a Golem gone berserk. The destruction of the non-believer has become infinitely easier through the use of depersonalized, clinically clean hard kills. Pseudoreligious racism, communism and misguided nationalism account for the obliteration of 74 million persons from Verdun to Stalingrad, from the Gulag to Buenos Aires. No previous century has been as efficiently genocidal. Faced with a possible wholesale institutional extinction of humanity based on historical myopia the Middle Ages might teach politicians to perceive human affairs as long-term changes which they can only nudge but not force.

In other words they must learn to cool it, or they will abolish history altogether.

—F. Bucher
Art Department
Florida State University



Constantinople Theory "Full of Holes"

...I accept as a challenge the description of the conquest of Constantinople as "one of the greatest perfidies of the Middle Ages," and upon this provocation I eagerly enter the lists.



If the author of the article ["Propaganda, Medieval Style" about Alfred Andrea's translation of the *Historia Constantinopolitana*] William O. Craig, stood alone the gauntlet might be allowed to rest on the ground, but, in fact, he draws upon a tradition which goes back to the mid-nineteenth century, still represented by Runciman and most Byzantinists and followed by virtually all popularizers. The latest book on the subject, written by the late John Godfrey, is titled: "1204: the Unholy Crusade." This is not the place for a detailed scholarly discussion of the treason theory, but a brief pass is in order, largely so that an audience of non-specialists may become aware that the field is contested.

The horror displayed by modern historians at the crusaders' attack upon "Christian Constantinople" troubles me. In modern times Christians war upon Christians, and, in fact, religious affiliation is considered quite irrelevant: in even more modern times the enlightened regard the attitude that it is bad to war on coreligionists, but good to slaughter infidels as simply bigoted. Crusaders of the Middle Ages also made war upon Christians—and among themselves, and had done so almost from the beginning of the Crusades. They had some reason to dislike and mistrust them. The Byzantines were schismatic and were even incorrectly regarded by many Latins as heretics.

The crusaders of 1201-1204, moreover, did not anticipate that they would have to attack Constantinople, but expected to be greeted as liberators, as is proved by their chagrin when the Greeks did not receive their protégé, the Byzantine prince Alexius, with acclaim. Young Alexius was not a "pretext," but, in crusaders' eyes, a rightful prince who had been wrongfully deposed

and who promised important support for the Crusade. There were two Latin conquests, the first in 1203 restoring Alexius and his father and only the second resulting in Latin rule, in which the pope, by the way, rejoiced. If we must speak of perfidy, consider the perfidies of the emperors attacked by the crusaders, Alexius III, who redeemed him from Moslem captivity, and Alexius V, who tricked, overthrew and strangled the young emperor who had made him his chief adviser.

Geoffrey of Villehardouin and Robert of Clari provide not only "the accounts most widely known to historians" of the Fourth Crusade, but they are still beyond any doubt the best sources. Gunther is useful, but he was not present, he takes literary license, and his informant, Abbot Martin, also was not with the host during the crucial days of 1203. Geoffrey and Robert may have been "interested in justifying the army's conquest of the city," but they agree remarkably, although there is every reason to believe that they ought to represent different points of view. Villehardouin was among the leaders, on the fringe of the very highest rank of crusaders; Robert was a poor knight, who was very bitter toward the higher men. If Robert had any reason to believe that the leaders betrayed the crusading army into attacking Constantinople, if such an idea were abroad in the host, he most certainly would have said so.

In short, the treason theory is full of holes and the theory of accidents put forward by the best contemporary sources, although now in a more modern and modified form, still provides the best interpretation of the conquest of Constantinople.

It is not my intention to whitewash the Venetians and the northern crusaders, whose motives were very mixed. I do oppose a view of

the fourth Crusade (and of history generally, and of man) which explains events by pointing the finger of blame at villains. Instead, let us try to follow Collingwood's injunction to get inside the heads of our subjects, understand their complexity, and appreciate the force of events over which they had only limited control. That is why I think humanists should be interested in this rather specialized historical dispute.

—Donald E. Queller
Professor of History
University of Illinois

Illustrations Reinforced Medieval Stereotypes

I read with great interest and appreciation your issue devoted to the current, lively state of medieval studies in this country. The pieces were uniformly thoughtful and thought-provoking. But your authors were not well served by the selection of illustrations which accompanied their essays. I refer specifically to those seven among them which mysteriously carry no attribution. Most seem to be taken from some sort of pattern book, probably published ca. 1850, pretending to show what the well-appointed bishop, king, knight or nun wore (or should have worn) in the Middle Ages.

The objection to such old, yet far from contemporary illustrations is that they reinforce certain stereotypes concerning medieval society—and medieval behavior. (I found especially quaint the sinister, gloating inquisitors on page 1, shown interrogating a prisoner on the wheel; how they are relishing their work!) One of the most challenging tasks of teachers today is to dispel these hoary stereotypes from the minds of most students. Research in medieval civilization (I think all your

contributors would agree) is today very innovative and very exciting. We need to convey to the students some sense of the freshness of the field. And we need also to exorcise those ghosts of past scholarship (and past prejudice), which your unattributed illustrations unfortunately perpetrate.

—David Herlihy
Henry Charles Lea
Professor of History
Harvard University

Listening to the Students

I read through *Humanities* with interest but at the end found myself wondering what happened to the majority of medieval society. After all, the peasantry comprised from 75 to 90 percent of the society. They participated very little in the high culture described in the articles and yet they had a very vibrant culture of their own. I have found in my years of researching and teaching medieval history that people are fascinated with the economic and cultural participation of the peasantry in medieval society. Students identify more readily with peasant problems, family life, entertainments and folklore than with monks and nuns, even corrupt ones.

Likewise, students find much in common with the problems of urban centers: pollution, crime, disease, public works and plays. Our students are our public and we should take a cue from them about the direction of at least part of our research effort. One of the delights of medieval studies has always been its esoteric nature, but the lives of the ordinary people have also been very much a part of medieval studies and should certainly be represented in funding from the NEH.

—Barbara A. Hanawalt
Associate Professor of History
Indiana University

NEH Notes and News

Awards for Excellence to State Committees

The NEH has named five of the country's fifty-two state humanities committees recipients of new, special awards for excellence in activities and programming in the humanities. The Chairman's Awards for Excellence, which will support specific exemplary projects, recognize both the superior quality of the project proposals as well as a record of excellence in the area of project concentration.

The awards, with funding of up to \$75,000 each, were made to the humanities councils of Illinois, Maine, Mississippi, Montana and Oklahoma. The projects supported by the awards will start November 1 of this year and have completion dates of December 31, 1983.

New Division of Education Programs Brochures

New categories in the Division of Education Programs, briefly outlined on page 5, are fully described in a new brochure now available from the Endowment. The booklet contains a Division staff directory and schedule of application deadlines.

For copies of the brochure, write Education Division Guidelines, MS 351, National Endowment for the Humanities, 806 15th Street, NW, Washington, D.C. 20506.

Applicants who have followed the previous guidelines in writing or planning proposals should call any member of the Division staff to discuss which of the new categories is best suited to the proposed project.

About the Authors . . .

Diane Ravitch is adjunct associate professor of History and Education at Teachers College, Columbia University. She is the author of *The Great School Wars: New York City, 1805-1973* (Basic Books) and *The Revisionists Revised: A Critique of the Radical Attack on the Schools* (Basic Books).



A former Guggenheim Fellow, a member of the National Academy of Education, and a trustee of the New York Public Library, she has written many articles and reviews in both scholarly and popular journals. Born in Houston, Texas, where she attended public schools, she received a B.A. from Wellesley College and a Ph.D. from Columbia University. She is presently writing a history of American education from 1945 in which she incorporates many of the ideas in her article on **Page 1**.

G. T. Sewall received his undergraduate education at the University of California, Berkeley, and holds graduate degrees from Brown and Columbia Universities. From 1971 until 1978, Mr. Sewall taught honors courses in American history, history of art, and economics at Phillips Academy, Andover. More recently he was education editor of *Newsweek* magazine and a Fellow of the National Humanities Center. Mr. Sewall is co-author of *After Hiroshima: America since 1945* and is a frequent contributor to newspapers and magazines. He is currently completing a book on the condition and reform of U.S. schools (The Free Press) to be published next year. He shares his thoughts on the present state of American high schools in an article on **Page 9**.



Leon Botstein, president of Bard College and Simon's Rock is also chairman of the Board of the New York Council for the Humanities and the Association of Episcopal colleges. A historian, he was educated at the University of Chicago and Harvard.



Mr. Botstein attended the High School of Music and Art, New York City. He has been a frequent orchestral conductor as well as a contributor to a number of scholarly and popular publications. His book, *Keyboards of Culture: The Social Origin of Tradition and Modernism*, on the musical life of late 19th century Vienna is forthcoming. Occasional publications have ranged from "Stravinsky at 100," in *The New Republic* to "Supply-Side Philanthropy," in *The Chronicle of Higher Education*. **Page 16**.

Editor's Notes

The chorus of criticism of the American educational enterprise is not without historical precedent. The history of American education since the middle 1940s has swung with pendulum-like regularity between the poles of "progressivism," on the one hand, and "traditionalism," on the other. Diane Ravitch, in her forty-year overview of American educational policy, says that the current "lack of slogans and banners may be a healthy sign." Those concerned about education may be able to "agree on a common ground which encompasses the educational ideals of the traditionalists and the compassion of the progressives." **Page 1**.

G. T. Sewall, writing from the perspective of a former high school teacher who "quit teaching in a mood of deep pessimism," is encouraged by the present "educational moment more than any time in recent history." He attributes much of the renewed interest in student achievement to an "astonishing grassroots political movement," spearheaded by parents, taxpayers, and elected officials

as well as educators. The prevailing winds are blowing in the direction of *content* and *effectiveness*. Even the minimum competency requirements, he says, are evidence of a "passionate and persistent belief in the value of a universal education." **Page 9**.

Leon Botstein, who presides over the quintessential small liberal arts college, says that the era in which we find ourselves "is the severest since the great depression." But he believes that the intellectual and economic pressures on the university are so staggering that "the search for a more powerful and effective curriculum may succeed." Because of the severe difficulties which colleges and universities face, he says, "finding a common ground is now easy." Mr. Botstein not only designs what he considers an ideal undergraduate curriculum, he also takes us inside the university to give us a long look at the process. **Page 16**.

In discussing the reorganization of the NEH Division of Education Programs, Richard Ekman states that "the national effort now underway to restore

high standards of achievement in American education will succeed only when teachers and curricula place intellectual demands on students." The new categories of support in the Division of Education Programs are based on "that simple reality." Mr. Ekman proceeds to outline the five new categories in his article on **Page 5**.

So in a mood of cautious optimism, our writers give voice to their hopes for education at all levels in the eighties and beyond. The pushing and pulling from one educational extreme to the other that has characterized our schools in recent decades may have come to a halt. Those dedicated teachers who have stood their ground over the years and protected the schools from each trendy educational movement are to be congratulated. "Their commitment, both to knowledge and to their students," says Ms. Ravitch, "has moderated and finally blunted pedagogical fashions that were not solidly grounded in good educational practice."

—Judith Chayes Neiman

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