

Program
Announcement
1981-1982

NATIONAL ENDOWMENT FOR THE HUMANITIES



University of Notre Dame and the Council for Advancement and Support of Education

Program Announcement 1981-1982

NATIONAL ENDOWMENT FOR THE HUMANITIES
806 FIFTEENTH STREET N.W.
WASHINGTON, D.C. 20506

EQUAL OPPORTUNITY

The Code of Federal Regulations, Title 45, Part 1110, which effectuates provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act of 1975 provide that:

Under the above-cited statutes, the National Endowment for the Humanities is responsible for implementing compliance with and enforcement of public laws prohibiting discrimination because of race, color, national origin, sex, handicap and age in programs and activities receiving Federal assistance from the National Endowment for the Humanities.

Any person who believes he or she has been discriminated against in any program, activity or facility or desires further information regarding Federal assistance should write immediately to: Director, Office of Equal Opportunity, National Endowment for the Humanities, 806 - 15th Street, N.W., M.S. 256, Washington, D.C. 20506.

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INTRODUCTION TO THE ENDOWMENT

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

The establishment of the agency resulted from an increased awareness that it is appropriate and necessary for the Federal government to complement and assist the support for the humanities provided by state and local governments and private sources.

In its authorizing act, Congress gave these reasons for founding the Endowment:

- The encouragement and support of national progress and scholarship in the humanities is an appropriate matter for Federal concern.
- A high civilization must not limit its efforts to science and technology alone, but must give full value and support to man's scholarly and cultural activity, in order to achieve a better understanding of the past, a better analysis of the present, and a better view of the future.
- Democracy demands wisdom and vision in its citizens and it must therefore foster and support a form of education designed to make men masters of their technology and not its unthinking servant.
- It is necessary and appropriate for the Federal government to assist humanities programs conducted by local and state organizations and by private agencies.
- It is appropriate for the Federal government to sustain a climate encouraging freedom of thought, imagination, and inquiry and the material conditions facilitating the release of creative talent in the humanities.
- The world leadership which has come to the United States must be founded upon worldwide respect for this nation's high qualities as a leader in the realm of ideas and of the spirit.

These broad purposes have been translated into four specific Endowment goals:

- to promote the public understanding of the humanities, and of their value in thinking about the current conditions of national life;
- to improve the quality of teaching in the humanities and its responsiveness to new intellectual currents and changing social concerns;
- to strengthen the scholarly foundation for humanistic study, and to support research activity which enriches the life of the mind in

America; and

—to nurture the future well-being of those essential institutional and human resources which make possible the study of the humanities.

Congress stated that the term "humanities" includes, but is not limited to, the study of the following:

Language; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment, with particular attention to the relevance of the humanities to the current conditions of national life.

Congress established the Endowment as a part of the National Foundation on the Arts and the Humanities. The Foundation also includes the National Endowment for the Arts and the Federal Council on the Arts and the Humanities. Each Endowment is directed by a Chairman appointed by the President for a four-year term, subject to Senate confirmation. The two Endowments are autonomous and have separate budgets and staffs.

The Federal Council is composed of 14 senior government officials including the Chairmen of the Endowments and is concerned with information exchange among government agencies which fund cultural programs.

The Chairman of NEH is advised by the National Council on the Humanities, a body of 26 distinguished citizens appointed by the President with the advice and consent of the Senate. The Chairman of the Endowment is presiding officer of the Council.

The Endowment is accountable to Congress and is dependent for its continued legal existence and authority to dispense funds on periodic congressional reauthorization. This takes place at intervals of approximately five years. In addition, an appropriations bill is adopted annually. The first appropriation for program support, in Fiscal Year 1966, was \$2.5 million (plus \$3 million to match private donations). In Fiscal 1980, the NEH appropriation for programs was \$100.3 million, plus \$11.4 million in matching funds and \$27 million for the Challenge Grants program.

WHO IS ELIGIBLE FOR ENDOWMENT SUPPORT

The Endowment welcomes applications for support from individuals and nonprofit institutions and organizations engaged in projects involving the humanities. Applicants may be United States citizens or nationals (such as native residents of American Samoa), or foreign nationals who have been living in the United States or its territories for at least three years at the time of application.

AREAS NOT FUNDED

The Endowment does not provide support for:

- Predoctoral fellowships, except insofar as they may be integral parts of a broader program and requested by the institution undertaking such a program;

- Research or study undertaken in pursuit of an academic degree, or

- Individual requests for travel to professional meetings. (Requests for aid in traveling abroad to international meetings should be addressed to the American Council of Learned Societies, which has a small grant from the Endowment for that purpose.)

The following categories will be considered only under the Challenge Grants Program:

- Construction or restoration costs, except for limited amounts necessary to carry out other purposes of an application;

- Museum or library acquisitions, except for limited amounts needed to achieve other purposes of an application;

- Costs of permanent equipment which is not essential to complete a broader program or project.

SUPPORT FOR PROJECTS IN THE ARTS

The Endowment does not offer support for creative, original works in the arts or for performance or training in the arts. Historical, theoretical, and critical studies in the arts are, however, eligible for Endowment support.

Projects dealing with appreciation of the arts may also be suitable for support if they clearly relate art appreciation to other fields of the humanities rather than to fields of the creative and performing arts.

A project designed to develop a broader perspective of a culture by examining the values reflected in its arts might qualify for support while a project focusing on the arts as such probably would not.

Federal support for the creative and performing arts is the responsibility of the National Endowment for the Arts.

THE ENDOWMENT'S DIVISIONS

The Endowment's operations are primarily carried out through its six divisions.

The *Division of Education Programs* offers support for projects which strengthen the nation's teaching potential in the humanities. Programs are conducted for elementary and secondary education and for higher education, including continuing education.

The *Division of Fellowships and Seminars* supports individuals in their work as scholars, teachers, and interpreters of the humanities. These awards are designed to enable individual scholars, teachers and practitioners of the professions to undertake full-time study or research for periods ranging from two months to one year.

The *Division of Public Programs* supports projects which draw upon the resources of cultural institutions and the electronic media to involve the general public in the work of the humanities. Typical projects include temporary and permanent museum exhibits which interpret the social and cultural setting of works of art; programs which explain the significance of historic sites; activities which encourage greater public use of the humanities resources of libraries, and films and television and radio programming on themes in literature, anthropology, languages, and history.

The *Division of Research Programs* supports scholarship in the

Barbara Tuchman, the Pulitzer-Prize-winning historian, delivered the Endowment's 1980 Jefferson Lecture in the Humanities. A capacity audience in Washington heard the Lecture, entitled "Mankind's Better Moments." The Lecture is the highest honor the Federal government confers for distinguished intellectual achievement outside the field of science. It was established by the Endowment to recognize prominent thinkers, scholars and citizens whose work and intellectual achievements have practical application to today's society.



humanities and conservation of essential resources for such scholarship. Many of its grants are for long-term projects involving several scholars and result in publications.

The *Division of Special Programs* through its Youth Programs, Special Projects and Program Development offices seeks to reach constituents not traditionally involved in humanities activities, to test innovative programming models, to fund efforts which cut across other categories of NEH support, and to develop programs in areas of interest to the Endowment. The program in Science, Technology and Human Values not only underscores the NEH's interest in this area of inquiry, but enables the Endowment to cooperate in the funding of activities with the National Science Foundation and other Federal agencies. The Challenge Grants Program, by requiring matching funds from non-Federal sources, stimulates giving for the support and strengthening of humanities resources.

The *Division of State Programs* makes annual grants to humanities committees in the 50 states, Puerto Rico, and the District of Columbia. The committees, in turn, regrant these funds to provide humanities programs at the local level, usually for the out-of-school adult public. Groups and individuals interested in receiving funds under this program should apply to state committees directly.

In addition to awards made through its six divisions, the Endowment, through the Office of Planning and Policy Assessment, supports studies and surveys designed to collect and analyze information about the problems, status, and trends of important sectors of humanistic activity.

HOW TO APPLY

If you plan to seek a grant from the Endowment, you should request guidelines and application forms for the program in which you are interested. Contact the Public Affairs Office, Mail Stop 351, National Endowment for the Humanities, 806 15th St., N.W., Washington, D.C. 20506.

Applicants are urged to consult with NEH staff members in the early stages of developing their proposals. Names and telephone numbers of senior staff members are listed on page 40 of this booklet. Staff members are glad to react to preliminary drafts and to suggest questions which may be raised by panelists and reviewers. Many applicants who are not funded when they submit their first proposals often resubmit

them. Staff members provide comments made by reviewers and panelists as a basis for revision, and a strengthened proposal often is funded after resubmission.

Program deadlines are listed on pages 31-35. If you plan to begin a project by a particular date you should submit your proposal well in advance, in order to ensure against possible delays in the processing or announcing of grants.

THE GRANT REVIEW PROCESS

NEH awards grants for projects in the humanities on a competitive basis. A careful review of every application is undertaken to insure that grants are made impartially on the basis of individual merit. The review process also helps identify those projects most likely to make a significant contribution to the humanities using the Endowment's limited grant funds.

While there are variations in the review process among the six NEH divisions (Research, Fellowships, Education, Public Programs, Special Programs, and State Programs), the basic procedure for evaluation of applications is generally the same.

The procedure follows four steps: 1. receipt of the application by the NEH; 2. review by panelists and, in many cases, by outside specialists; 3. consideration by the National Council on the Humanities; 4. final action by the NEH Chairman.

Receipt by NEH

When a grant application is received by an NEH division on or before the program deadline, it is assigned a number and reviewed by program staff. Staff review assures that all necessary information has been supplied by the applicant and that general eligibility requirements have been met. This review also gives the staff the opportunity to determine the areas of expertise required of panelists in the next stage of the application review process.

In many NEH programs, submission of preliminary applications, narratives, or inquiries well in advance of program deadlines are encouraged so that Endowment staff can advise prospective applicants of their project's eligibility and competitiveness.

Review by Panelists

All six NEH divisions use *ad hoc* panels for review of grant appli-

cations within their programs. The divisions are responsible for selecting, organizing, and conducting these panels, which serve as a group for only one application round.

Panelists are selected from a computerized databank of over 20,000 names of qualified scholars, teachers, administrators, librarians, archivists, curators, media producers, writers, and numerous other professionals in the humanities and members of the public from outside the Federal government.

Panels are composed of four to a dozen or more members who are familiar with the scholarly or professional field of the applications under consideration, or with the types of institutions, organizations, or groups involved in the proposed project. Over the course of a year, Endowment panels have memberships reflecting the pluralistic nature of our nation's institutions and population.

Panelists are expected to read the applications assigned to them and to prepare written evaluations before the panel meeting at the Endowment offices in Washington, D.C. Each one- or two-day meeting is chaired by a senior NEH staff member whose function is essentially to provide information and clarify Endowment policies and procedures. At the meeting, the panel members discuss the individual and relative merits of each proposal and make a recommendation about funding, which is forwarded to the National Council on the Humanities.

In some cases, the panel may suggest deferral of an application pending further information, or it may recommend a small grant for additional development of the proposal before giving consideration to the principal request.

Many applications, especially those that are extensive in scope or which deal with a specialized subject matter, are sent to outside specialists who volunteer to provide a written commentary. These individual reviewers are selected from the Endowment's computerized databank, from specialized directories, and, in some programs, from names submitted by the applicant. They are chosen on the basis of their expertise in the specific subject, profession, type of institution, or group involved in the proposal. Their evaluations of an application are provided by NEH staff to the National Council and, in some programs, to the panel reviewing that application.

Consideration by Council

The National Council is composed of 26 men and women who are appointed by the President with the consent of the Senate to advise the Chairman of the Endowment on policy and program matters.

The full Council meets four times annually (February, May, August, and November) to consider grant applications. On the first day of the two-day session, the Council divides into committees which review applications in individual divisions. During their review, Council members, who have read the supporting materials in advance of the meeting, consider the applications carefully, paying particular attention to the evaluations submitted by review panels and outside specialists.

On the second day, the full Council meets to consolidate the committee reviews into a set of funding recommendations to the NEH Chairman for all applications in that session. In giving their advice, the Council members act as representatives of the public and as humanities generalists. They are primarily concerned with the fairness of the review process and the priorities, emphasis, and pattern of Endowment funding.

The Council recommendation may differ from that of panelists or other reviewers, though this occurs infrequently. The Council may also call for deferral of an application pending refinements or receipt of further information.

Final Action

After considering the recommendations of reviewers, panelists, staff, and the National Council, the Chairman of the Endowment makes the final funding decision, as required by law.

Because of the large number of good proposals received by the Endowment, it is seldom possible to provide support for all those that are recommended by panels or specialist reviewers. Many proposals demonstrate a potential for strength but may need further work on critical elements. Submission of a revised proposal is always possible, and failure to gain support in one application round does not prejudice a proposal's chances for reconsideration. At the applicant's request, staff of each program area will provide information on the comments of outside reviewers and panels in order to help the applicant determine whether or not to submit a revised proposal.

Students have an opportunity to examine exhibits in the collection of the Skirball Museum as part of the "M.U.S.E.—Museum Utilization for Student Education" project of Hebrew Union College, Los Angeles. Under an Elementary and Secondary Education Grant administered through the Division of Education Programs, the college developed a series of curriculum units for the elementary and secondary schools on ethnic life and history. In a series of workshops the college trained local teachers to use its facilities and to incorporate the materials into courses. The project is a model of ethnic programming, with curricular units treating such varied topics as immigration and archaeology.



DIVISION OF EDUCATION PROGRAMS

The Division of Education Programs supports projects and programs through which institutions endeavor to renew and strengthen the impact of teaching in the humanities in elementary and secondary schools and in liberal arts, vocational, and professional curricula in higher education.

Endowment-sponsored projects address the humanities content of education, and are thus distinguished from the efforts of other agencies and foundations that support projects focusing on educational theory, tests and measurements, cognitive psychology, student assistance, or the administration of education systems.

Endowment support typically makes possible two types of activity:

1. the sharing of knowledge about the humanities with teachers or faculty members through extended workshops and institutes and
2. the development of new humanities courses or materials for courses.

There are three divisional programs, one for elementary and secondary school projects and two for projects in higher education, including graduate and continuing education.

Elementary and Secondary Education Grants

This program offers support for projects designed to strengthen the teaching of the humanities in elementary and secondary schools. Eligible projects include the development of curricula and curricular materials, extended teacher institutes, and demonstration projects that will have regional or national impact on the teaching of the humanities.

Extended teacher institutes bring together teachers to learn about new developments in the humanities and to plan curricula to incorporate these developments. For example, an institute might concentrate on ways to use local history, local buildings, and local events as a means to bring students knowledge as well as content of history.

Grants are also made to create improved classroom materials (e.g., in foreign languages and literatures); or to establish relationships between the schools and nearby museums or other cultural institutions; or to develop curricula in newer fields such as studies of comparative cultures or the study of ethical systems.

Elementary and secondary education grants typically involve cooperation between schools and college or university faculty and almost always involve both teacher training and curriculum development.

Higher Education/Individual Institution Grants

The intent of the three grant categories in this program is to improve the teaching of the humanities within particular institutions of higher education including community colleges and other two-year institutions, four- and five-year colleges, technical institutes, and universities. The three categories represent stages in the improvement of teaching in the humanities. Both the development of new humanities courses and the modification of existing programs may provide the focus for an application.

Consultant Grants—These grants provide to an institution the services of a person selected from the National Board of Consultants, an NEH register of outstanding reviewers and project directors who are familiar with all types of educational institutions and issues involved in the teaching of the humanities. Such a consultant works with the college or university for as long as two years to help with whatever problem the applicant has identified.

Pilot Grants—With these grants institutions undertake the initial implementation and evaluation of new courses in the humanities. These new courses can be in any field of the humanities or a combination of them; they can be for students at the undergraduate or graduate level; they can be for programs of continuing education. Pilot Grants may not exceed \$50,000 or extend beyond two years.

Implementation Grants—These grants help colleges and universities introduce new programs. Funds may be used to develop a specific area of the humanities curriculum or revisions of the humanities curriculum broadly. Institutions applying for Implementation Grants are expected to have undertaken previously the study, planning, and testing of the new program and are expected to give evidence of strong institutional commitment to continuing the program after the grant ends. The applicant must already have received the necessary approval for the courses or program from faculty committees, administrative offices, and governing boards.

The Individual Institution Grants programs seek to help an institution help itself. The Endowment offers no model of what is correct or useful or of what is needed; instead, these grants enable institutions to determine these matters for themselves and to move ahead at the tempo that seems best for them.

Higher Education/Regional and National Grants

Regional and National Grants encourage the development and testing of imaginative approaches by supporting humanities institutes and exemplary curriculum development or curriculum materials projects. These grants differ from grants to individual institutions in that they focus on the development of models and materials for widespread use.

Humanities institutes bring together at a host institution faculty from a number of colleges and universities to participate in seminars and joint curriculum planning. The emphasis of these institutes is placed on the collaborative development and analysis of humanities courses. In this way, the institutes differ from the Endowment's Summer Seminars program (see the section on the Division of Fellowships), which is designed to further the individual scholarly growth of the faculty participants.

The program supports two other kinds of activities dealing with the dissemination of curriculum or curricular materials. First, it supports the development, testing, and dissemination of model activities that address a particular need in the teaching of the humanities which can be expected to have an impact on the curriculum in educational institutions throughout the country.

Grants typically are planned and implemented by small groups of faculty who need not be at the same institution. Projects may include programs which promote interdisciplinary cooperative teaching in

traditional fields of study, such as history, or on timely topics in which the combined insights of disciplines in the humanities may add new depth and dimension, such as medical ethics. A project may seek to develop curriculum programs in new fields of study or in uncommonly taught subjects.

Development of programs may be accomplished through the sharing of resources among colleges or universities or through collaboration among them and cultural institutions such as libraries and museums.

The program also supports the creation of curriculum materials in print and other media form. Applicants must stress the need for such teaching materials, the necessity for producing them in this form, and the competency, both scholarly and technical, to carry out such a project.

These projects may vary in size and scope, but usually last from one to three years.

The Regional and National Grants program also offers support for a few curriculum conferences on nationally significant topics each year. (Support for conferences related to scholarly research is available through the Endowment's Division of Research Programs.)

**For additional information, see the Education Division Guidelines available from the Public Affairs Office, Mail Stop 351, NEH, 806 15th St., N.W., Washington, D.C. 20506. You may also wish to contact the staff members listed at the end of this Announcement.*

DIVISION OF FELLOWSHIPS AND SEMINARS

The Division of Fellowships and Seminars makes awards to help support individuals in their work as scholars, teachers, and interpreters of the humanities. The Division also supports humanities seminars for members of the non-teaching professions which may be productively related to their career work. These programs provide periods of uninterrupted time, ranging from one to 12 months, for humanistic study, research, and writing.

The Division's seven programs serve individuals of widely varying interests, backgrounds, and circumstances: established scholars writing books; younger scholars in the early years of their careers; interpretive writers both outside and inside academia; faculty members in two-year, four-year, and five-year colleges whose interests are focused primarily upon their teaching; and persons in the non-teaching professions, such as doctors, lawyers, and journalists.

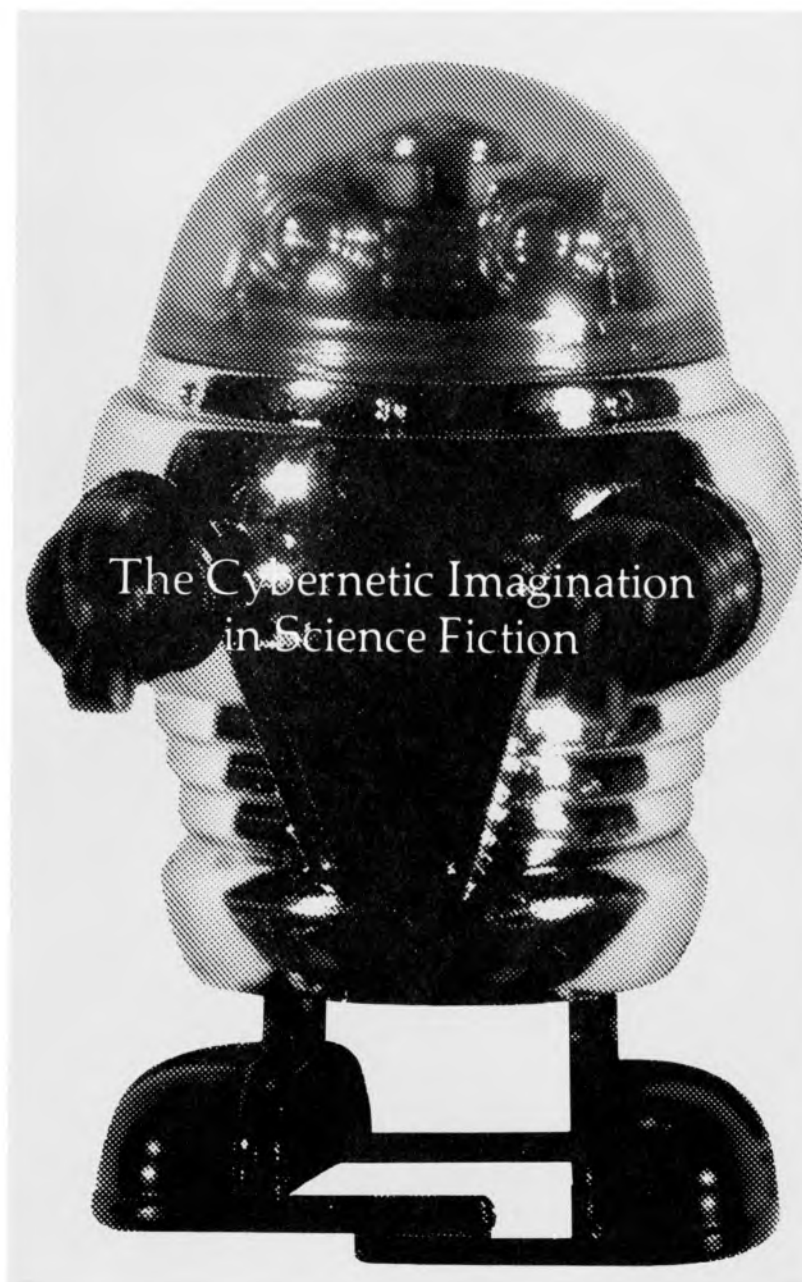
The kinds of projects supported through the Division's programs are as diverse as the individuals served: study and research directed toward publication, personal study projects without publication in view, or projects to enhance an applicant's teaching.

Applications are submitted directly by individuals, whether to the Endowment or to seminar directors, and stipends are awarded and paid directly to individuals. Support is offered only for study not related to pursuit of a degree, although applicants need not have advanced degrees. Recipients are required to devote full time to their fellowship projects.

The Division's programs are all competitive. Over 9,000 persons apply for some 2,600 fellowship and seminar opportunities each year. Over 4,000 of these apply directly to the Endowment; the others apply to seminar directors or to the centers for advanced study. The application-award ratio ranges from nearly nine to one for Fellowships for Independent Study and Research to a little over two to one in the Summer Seminar program. Thus, although many opportunities are available, there are always much larger numbers of individuals well qualified to use them effectively.

Kinds of Fellowships

The Division offers fellowships for either independent study or residential, collegial study. Both kinds of awards are offered either for



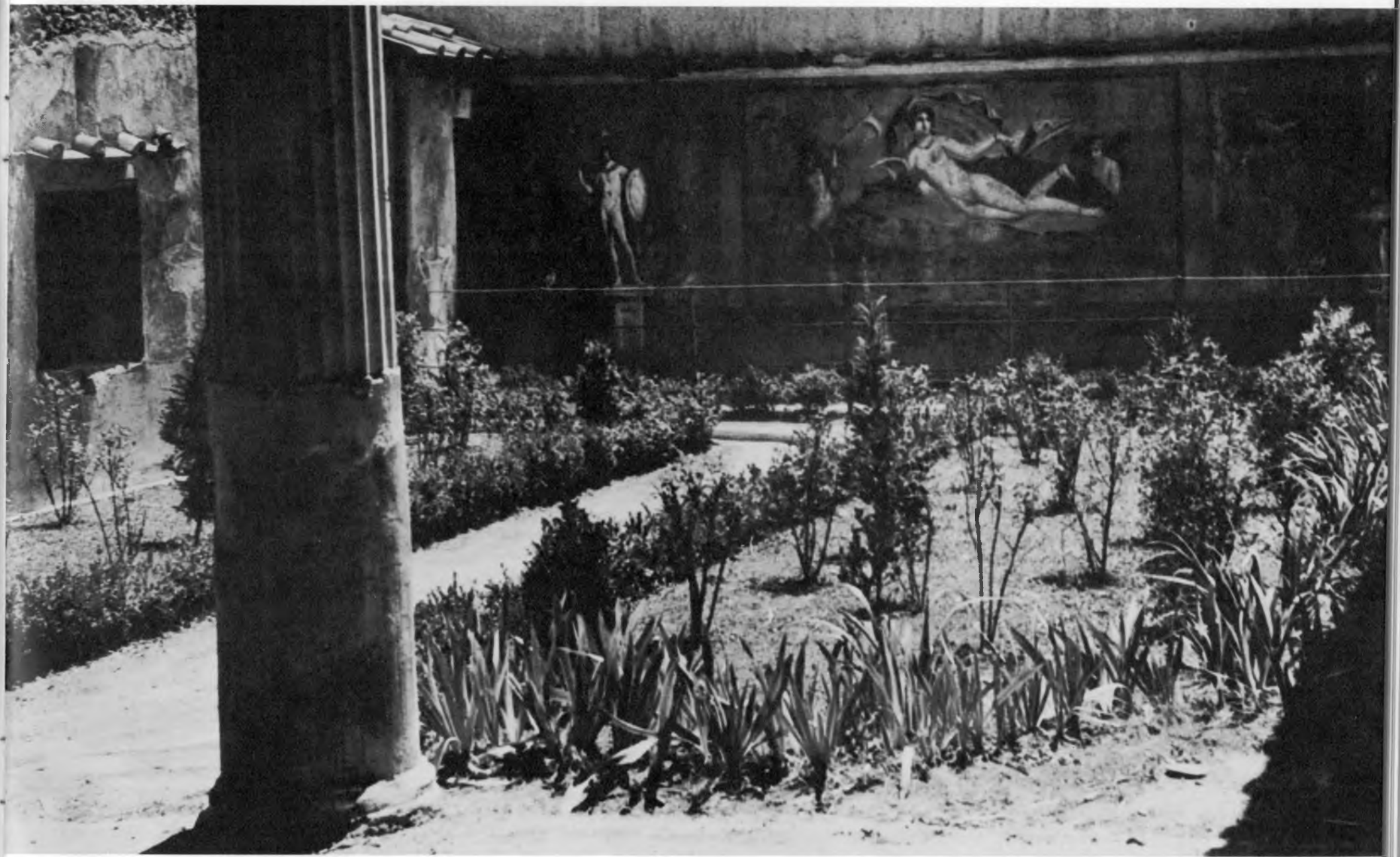
The fictional world of computers and robots was the subject of a book by Patricia S. Warrick, resulting in part from research supported by an NEH fellowship. The illustration is from the cover of her study, The Cybernetic Imagination in Science Fiction (Cambridge, Mass.: MIT Press, 1980). Her findings showed that most science-fiction writers since 1930 have lagged behind cybernetic developments instead of anticipating the future.

MIT Press

The gardens in and around the buried Roman city of Pompeii were the subject of years of exhaustive research by Professor Wilhelmina F. Jashemski of the University of Maryland, supported in part by an NEH senior fellowship. The award was to support her study of the gardens as they related to architecture, city planning, economics, religion, horticulture, and painting. Her findings have been presented in a recently-published book, *The Gardens of Pompeii: Herculaneum and the Villas Destroyed by Vesuvius* (New Rochelle, N.Y., Caratzas Brothers, 1979). The method used to make casts of roots in the ancient gardens is shown in this series of photographs from the book. Facing page: The peristyle garden in the House of Venus Marina at Pompeii was one of the sites studied by Professor Jashemski.



Photograph by Stanley A. Jashemski. Courtesy of Caratzas Brothers, Publishers.



six to 12 months of tenure or for one or two months of summer study. Independent study opportunities are offered through three programs:

- Fellowships for Independent Study and Research
- Fellowships for College Teachers
- Summer Stipends

Opportunities for collegial or seminar study are offered through four programs:

- Summer Seminars
- Residential Fellowships for College Teachers
- Fellowships at Centers for Advanced Study
- Fellowships and Seminars for the Professions

Fellowships for Independent Study and Research

These are fellowships for scholars and others who have made significant contributions to humanistic thought and knowledge, or who stand at the beginning of careers that promise such contributions. They provide up to \$22,000 for 12 months of tenure or up to \$11,000 for six. Senior scholars often use their awards to make up the difference between sabbaticals and full salary so that they have a full year free for their work. About ten percent of these fellowships go to non-academic applicants.

Fellowships for College Teachers

These fellowships are intended for teachers in undergraduate colleges and universities and in two-year colleges, especially teachers who have heavy teaching loads and limited means for research. The purpose of this program is to extend opportunities to these teachers to pursue full-time study and research that will enable them to develop their knowledge and understanding of their fields. Work proposed may range from general study connected with their courses to specialized research that bears only indirectly on their teaching, whatever will serve best to enhance their abilities as teachers and interpreters of the humanities.

Summer Stipends

Summer Stipends provide \$2,500 for two months of summer study and research. Their purpose is to free college and university teachers from the necessity of summer employment and to provide support for travel and other research expenses so that they can devote this period to concentrated study. Because of a ceiling of three applications from any single institution, these awards are broadly distributed and a large proportion go to teachers in small colleges and other primarily under-



Mount Holyoke College Library

Mary Lyon, founder of Mount Holyoke Female Seminary in South Hadley, Massachusetts, was the subject of an essay by Kathryn Kish Sklar, based in part on research made possible by a Summer Stipend awarded to her through the Division of Fellowships and Seminars. The essay appeared in *Women of America, a History*, edited by Carol Ruth Berkin and Mary Beth Norton (Boston, Houghton Mifflin Co., 1979).

graduate institutions. This enables these teachers to develop or continue their research interests and provides a stepping stone to more ambitious endeavors.

Summer Seminars

This program also provides \$2,500 for two months of summer study and research, but it is limited to teachers at undergraduate and two-year colleges. Recipients participate in seminars directed by distinguished scholars at institutions with libraries suitable for advanced study. Approximately 120 seminars of 12 participants are offered each summer in all disciplines of the humanities and humanistic social sciences, so that 1,400 college teachers attend these seminars yearly. The basic purpose of this program is to provide opportunity for intellectual revitalization to teachers who have limited time to pursue specialized study.

Residential Fellowships for College Teachers

Analogous to Summer Seminars, this program provides academic-year fellowships of up to \$20,000 to teachers in two-year and undergraduate colleges, enabling them to participate in seminars directed by distinguished scholars at designated universities. In addition to participation in the seminar, Fellows pursue personal study or research projects of their own choosing. Seven seminars are offered each year, two of them open only to teachers in two-year colleges. Applicants see these fellowships as opportunities both for wide-ranging programs of personal study, and for specialized research.

Fellowships at Centers for Advanced Study

In this program, the Endowment provides funds to centers for advanced study, research libraries, and other equivalent institutions independent of universities to enable them to offer fellowships for study and research in the humanities. The fellowships offer unique opportunities for humanists to pursue their own studies and at the same time to benefit from stimulating interaction with colleagues in similar and different fields. These fellowships may run from six to 12 months. They are awarded and administered by the centers.

Seminars and Fellowships for the Professions

The Division offers summer seminars of two kinds for the professions: seminars for practitioners and seminars for professional-school teachers.

Seminars for Practitioners. These seminars bring together practitioners in professions outside of teaching for one month of full-time study in seminars directed by distinguished humanists. Their purpose is to advance public understanding and use of the humanities in clarifying fundamental values and goals by giving participants opportunities to stand back from their work and explore a wide range of issues. Seminars are being offered for business executives; labor leaders; journalists; lawyers and judges; physicians, nurses, and other health care practitioners; public administrators; and school administrators. Each seminar enrolls 12 to 15 participants. Stipends approximate government *per diem* allowances: \$1,200 plus a travel allowance.

Seminars for Professional-School Teachers. These provide opportunities to teachers in law schools and in schools of medicine and other schools of health care to study in four- to six-week seminars directed by distinguished scholars. These seminars enable teachers to sharpen their understanding of the humanistic foundations of their fields and improve their ability to convey these to their students and colleagues. Three seminars for law-school teachers and five for teachers in schools of medicine and health care, each for 12 participants, were offered in 1980. The stipend rate is the same as in the Summer Seminar program.

Through its Professions Program, the Division also supports two fellowships programs for journalists: 12 nine-month academic year fellowships are offered annually for study in residence at Stanford University and 12 at the University of Michigan. Fellows participate in a common seminar and also pursue programs of individual study in the humanities. The stipend is \$18,000.

See page 21 for a discussion of the difference between grants from this Division and those from the Division of Research Programs.

**Information and application forms pertaining to each of the programs described above may be obtained from the Public Affairs Office, Mail Stop 351, NEH, 806 15th Street, N.W., Washington, D.C. 20506. You may also wish to contact program officers of the Division whose names are listed at the end of this Announcement.*

DIVISION OF PUBLIC PROGRAMS

The Division of Public Programs provides support for activities in the humanities for the adult public conducted through museums, historical organizations, libraries, television, radio and film.

Grants are made for specific projects involving humanities themes and resources, not for general organizational support or for activities which are a part of the ongoing services of an institution. Typical formats for NEH-funded projects include interpretive exhibits (either temporary or permanent) in museums, reading and discussion programs in libraries, and the production of individual programs or multi-part series for television or radio broadcast.

Three program areas are included in the Division. They are Humanities Projects in Museums and Historical Organizations; Humanities Projects in Media; and Humanities Projects in Libraries. Each program receives grant applications twice a year, in July and January. Grants are available both for planning and for carrying out project activities, with the normal grant period being about a year and a half. Grantees are expected to share part of the cost of a project, although there is no strict formula for matching. Most grantees contribute at least 20 percent of project costs, either in cash or in kind.

Grants may be awarded only to non-profit organizations, not to individuals. Typical expenses reimbursable through NEH grants include the cost of project administration, consultants, speakers, travel, supplies, and print materials. With few exceptions, grant funds may not be used to buy equipment, to buy or to renovate facilities, or to acquire books, art objects, or other resources for cultural institutions.

Although Public Programs grants are administered through categories which reflect institutional capabilities (media, museums, libraries), the criteria on which proposals are evaluated depend mainly on the strength of the project theme, its appeal to the audience it is expected to reach, the presence of well-qualified people among project staff and consultants, and the reasonableness of the proposed budget. Project themes or topics can come from any discipline of the humanities, or can involve interdisciplinary collaboration. Scholars in the humanities need not be the only experts involved in the project; in fact, a successful program usually calls for the participation of people from many different backgrounds.

Humanities Projects in Museums and Historical Organizations

The grants program for Humanities Projects in Museums and Historical Organizations funds activities that convey ideas and stimulate learning through the use of artifacts, documents, objects of art, specimens or living collections. Museums, historical organizations, historic sites and other similar cultural institutions can draw upon their own holdings or other collections and resources to develop programs which interpret humanities themes for the broad general public.

Among the categories of support are:

Temporary Interpretive Projects, such as short-term exhibitions and educational programs related to exhibitions. Support is available both for planning and for implementing such projects.

Permanent Interpretive Projects, including the reinstallation and updating of the interpretation of permanent collections. Both planning and implementation support is available. Permanent interpretive projects can also include sequential courses relating to the organization's collections, as well as the sharing of seldom exhibited or stored collections with other institutions.

Self-Study Planning Grants, provide assistance in developing or evaluating long-term public humanities programming goals of museums and historical organizations.

Humanities Projects in Media

The Media Program provides support for innovative television, radio and cable projects. Unlike other organizations or funding sources with general interest in production support or the development of media technology, the Endowment's funding in this area is solely concerned with project ideas which make substantial use of research and information in the humanities and which focus on subjects and issues that are central to the humanities. Through such projects, the program seeks to stimulate understanding of the continuity and diversity of our cultural heritage as a people.

The Program can assist in the development of humanities projects by providing support for planning, scripting and/or production.

Planning Grants—The purpose of planning grants is to encourage the preparation of innovative projects in areas of the humanities where

The sculptured head of a Mayan maize god from Copan, Honduras, is among items from the collection of Harvard University's Peabody Museum which are being displayed by other museums in a collection-sharing project funded through the Division of Public Programs. An NEH grant enabled the Peabody to restore, organize, photograph, and ship the items to seven museums for three exhibits. Funds from the grant also supported the preparation of material explaining the humanistic significance of the exhibits.





relatively little has been presented to the public. These grants usually result in program outlines or treatments.

Script-Writing Grants—These grants are to support the actual writing of one or more scripts or, in the case of certain documentaries, detailed program treatments.

Production Grants—These grants can help support the production costs of a single program, a pilot program, or a series.

All applications for production must include a basic public information or promotion plan. Production proposals should include plans to reach groups in the population which traditionally are not reached.

Humanities Projects in Libraries

The program of Humanities Projects in Libraries welcomes proposals that explore ways to spark the public's interest in the humanities resources of libraries and stimulate their use through thematic programs, exhibits, media, publications, and other library activities.

To be eligible for funding, a project must:

1. Focus on the humanities or use the resources of the humanities to examine a public issue or topic.
2. Include public participation in project activities.

3. Involve the use of the humanities resources unique to a library—its books, services, and staff, with a view to continued and increased use of these library resources once the project is completed.

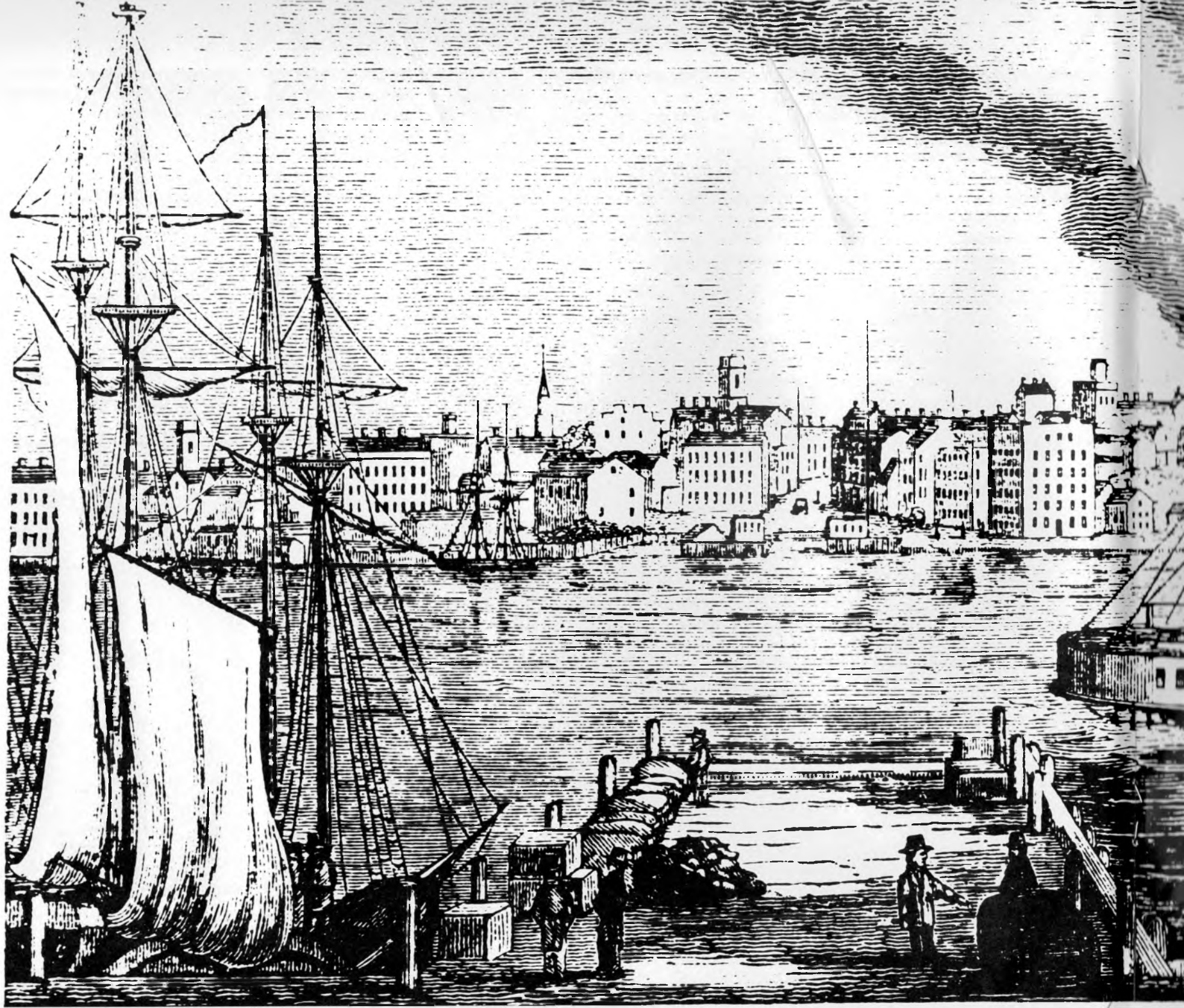
4. Include knowledgeable and appropriate resources people in the planning and implementation of the program, such as librarians familiar with the library's resources and services, subject specialists who have training and experience in the humanities disciplines, technical experts for specific aspects of the project and community representatives from the project's defined audience.

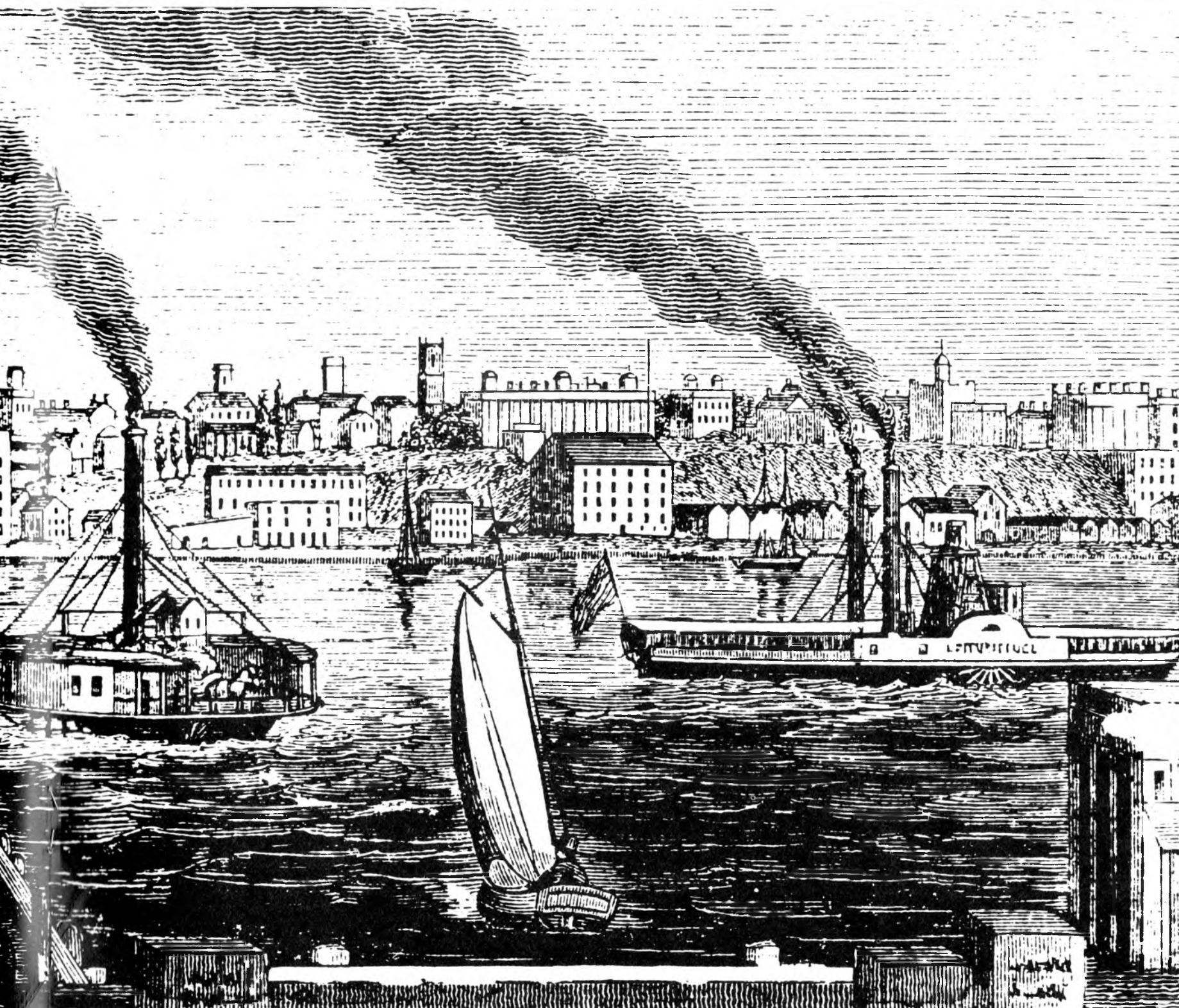
5. Include plans for a detailed evaluation.

Applicants are advised to confer with program staff before submitting a grant application, because experience has shown that this more often leads to submission of an eligible proposal.

**For more detailed information, you may request the guidelines for each of the Division's programs from the Public Affairs Office, Mail Stop 351, NEH, 806 15th Street, N.W., Washington, D.C. 20506. You may wish to contact program officers of the Division whose names are listed in the directory at the end of this Announcement.*

Excavation of a ship from the Spanish Armada was documented in one program of the Odyssey television series which appeared in 1980 on Public Broadcasting stations. Twelve films, partially funded by the Division of Public Programs, dealt with different subjects in the fields of anthropology and archaeology. Divers spent eight years uncovering the wreckage of the ship, La Trinidad Valencera, off the Irish coast. Their finds included this remarkably well-preserved bronze cannon.





A view of Brooklyn as it appeared in about 1840 from Peck Slip, Manhattan, was exhibited as part of the "Brooklyn Rediscovery" project funded by the Endowment. The project is being undertaken by a consortium of institutions allied as the Brooklyn Education and Cultural Alliance. NEH funding began in 1976 with award of a planning grant to BECA and is continuing with grants administered through the Division of Special Programs. (See also the photo on the following page).



STREET SCENE
Brownsville, Brooklyn
UNDERHILL, Photographer, NEW YORK
B-16608

THE DIFFERENCE BETWEEN RESEARCH GRANTS AND FELLOWSHIPS

Two Endowment divisions support scholarly research, the Division of Fellowships and Seminars and the Division of Research Programs (see page 9). Grants from the Research Division are distinguished as follows:

1. They often support a group or team of research scholars, and they are usually for longer than one year.
2. They are made to institutions and non-profit corporations as well as to persons.
3. Their emphasis is on the finished product.
4. They tend to support activities and products of certain kinds—editions, tools, translations, bibliographies, state and local studies, and archaeology.
5. They afford released time and summer salaries—they do not require full-time attention to the funded research project.
6. Their budgets may include computer costs, salaries of assistants and consultants' travel costs, and equipment costs.

A 1910 photograph of the Belmont Avenue Market in Brownsville, a working-class "suburb" of New York City, is another view exhibited as part of the "Brooklyn Rediscovery" project (see the previous page). The project includes activities in schools, colleges, museums, and libraries, as well as public lectures and discussions. It is expected to provide a model for humanities resource-sharing projects in other cities.

DIVISION OF RESEARCH PROGRAMS

The Division of Research Programs supports activities which concentrate on the support of scholarship in the humanities and the conservation of essential facilities and resources for such scholarship. Most of the awards made through the Division are for long-range, multi-year projects involving several scholars. A very high proportion of these grants leads to published products, often of interest to the general reader and suitable for classroom use.

These results of research grants range from dictionaries of American Indian languages to state histories written for the general reader. Documents processed and made accessible for study may be collections of old photographs, Egyptian papyri, or personal papers of historical significance. Translations may be of a Russian journal of early 19th-century Alaska or a medieval treatise on philosophy in Latin. The meaning of the Constitution in the last third of this century is as much the Endowment's concern as the question whether semiotics is a special category of linguistics or a multidisciplinary approach to all human understanding.

The programs of the Division are organized into three broad areas, described below.

Research Resources

The Research Resources Program helps make sources needed for scholarly research in the humanities more accessible for use. It funds projects to place previously unavailable material in public repositories; to facilitate access by preparing catalogs, inventories, registers, guides, bibliographies and other finding aids; and to improve the ways in which librarians, archivists, and others care for and make available research materials. Grants are of four major types: collection development, access, consultants, and preservation and conservation projects.

One category of collection development is microfilming projects. Grants can be made both to microfilm materials in foreign repositories of interest to American humanists and to microfilm collections of unpublished materials in American repositories which attract a high level of scholarly use but which should no longer be consulted in the original because of their fragile condition. The program also makes a few grants to supplement a strong archival collection with data collected through oral history techniques. (The Divisions of Public and Special Programs

also support some oral history projects.) Two kinds of surveys are also supported by the program. The first type locates and describes manuscripts or published sources in a number of repositories in order to prepare a specialized guide to research materials dealing with a broad subject area. The second type aims to locate materials of use to advanced humanistic research that have not yet been deposited in an institution.

A number of grants are made to support projects which address major national problems in the library and archival fields. Many grants have also been made for the preparation of bibliographies and guides, to catalog, inventory, arrange, describe, or otherwise organize significant research collections of both print and non-print materials in primary and secondary sources.

Consultant Grants assist institutions with significant holdings of research materials to analyze and develop their capabilities to administer and make accessible their resources.

The program also provides support for a small number of model conservation and preservation projects.

Research Materials

Grants from this program, for research tools and reference works, editions, translations, and publications, share a common purpose: to provide support for the preparation of reference works considered of first importance for advanced research in the humanities and of demonstrable significance to the student and general reader.

Grants for research tools and reference works are made for such purposes as the creation of dictionaries, atlases, encyclopedias, concordances, *catalogues raisonnés*, calendars, linguistic grammars, descriptive catalogs, and data bases. The program also encourages applications to conduct surveys for establishing the kinds of research materials thought to be most urgently needed by scholars working in a specific field in the humanities. The program is also providing grants for states to achieve bibliographic control of their newspaper holdings and for the selective microfilming of endangered newspaper files.

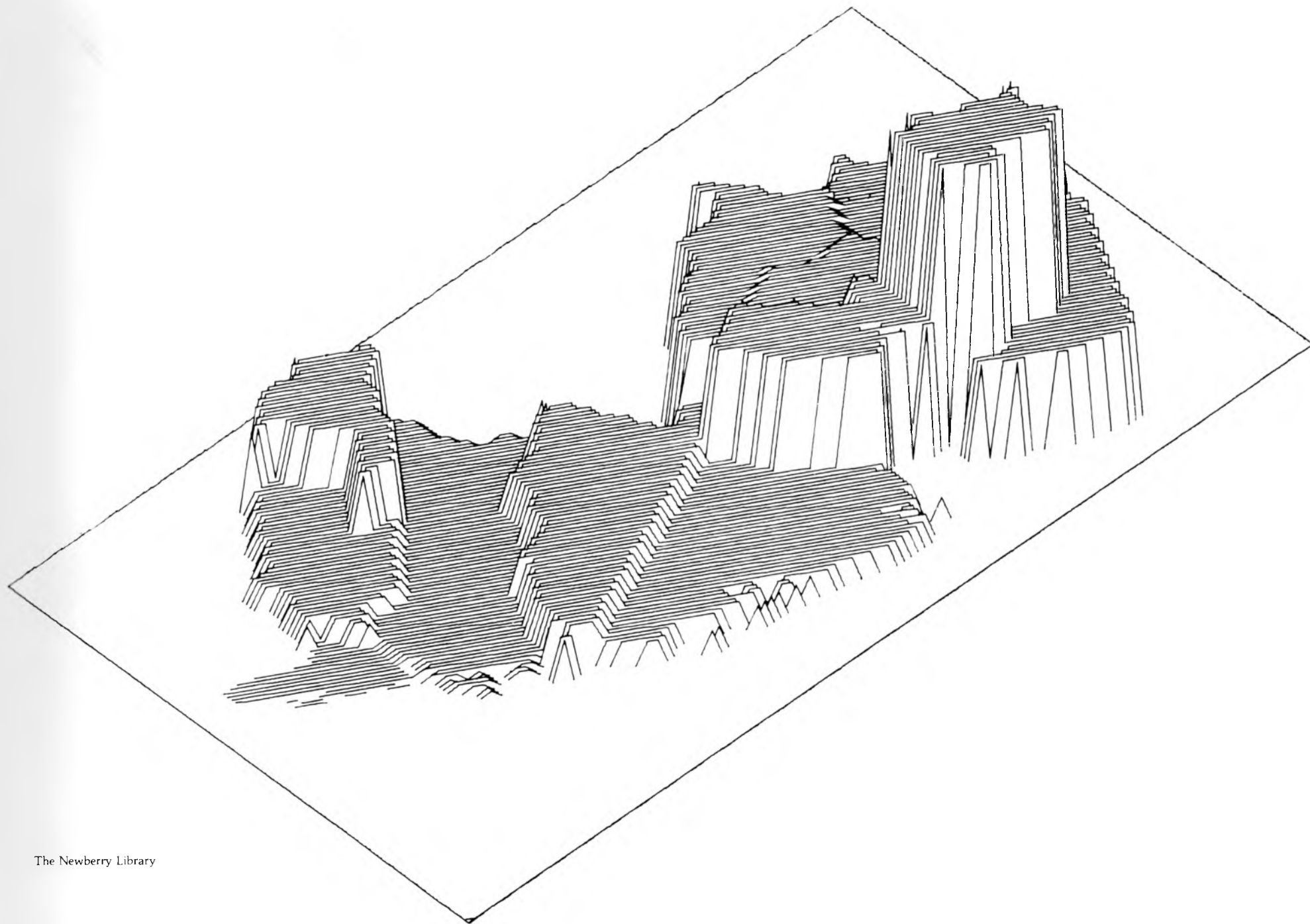
Grants are made for the editorial preparation of editions in all fields of the humanities. The program also will accept applications for consultant grants in editing to give advice about the problems posed by an editorial project.

The Translations Program provides support for annotated, scholarly, translations of classical or modern works that contribute to an understanding of the history, intellectual achievements, or contemporary social or political development of other cultures and serve as tools



Photograph by Peter Weil, courtesy of The Newberry Library

A massive project to record all of the historical changes in the boundaries of the nation's political subdivisions is continuing at the Newberry Library in Chicago with support through the Division of Research Programs. After completing a pilot project for four eastern states, the library received a grant in 1977 to assemble a computer-generated data file of historical, territorial and county boundaries in six north-central states. With another grant running into 1981, the library is now adding seven more states to the project. The project director, John H. Long, is shown working on the master compilation sheet for Indiana. Using data from the project, combined with U.S. census data, the University of Wisconsin Cartographic Laboratory produced the computer-plotted map of New Jersey population density shown here.



for further disciplinary or comparative research. Translations from any language, on any topic relative to the humanities, are eligible.

The Publications Program aids the publication and dissemination of works of scholarly distinction in all fields of the humanities. Proposals from publishers requesting subvention for such works, whether or not they have resulted from prior Endowment grants, will be considered if it can be shown that their publication would otherwise entail a serious deficit.

General Research

The General Research Program provides support for a wide range of scholarship in the humanities in three major areas: Basic Research, including archaeological projects; State, Local and Regional Studies; and Research Conferences. A high proportion of the grants in the program lead to published products that are of interest to the general reader as well as specialists.

The purpose of the Basic Research area is to develop knowledge in all fields of the humanities. Collaborative, interdisciplinary scholarship involving the efforts of several individuals at the professional, assistant, and clerical levels is encouraged, as well as the use of innovative methodologies.

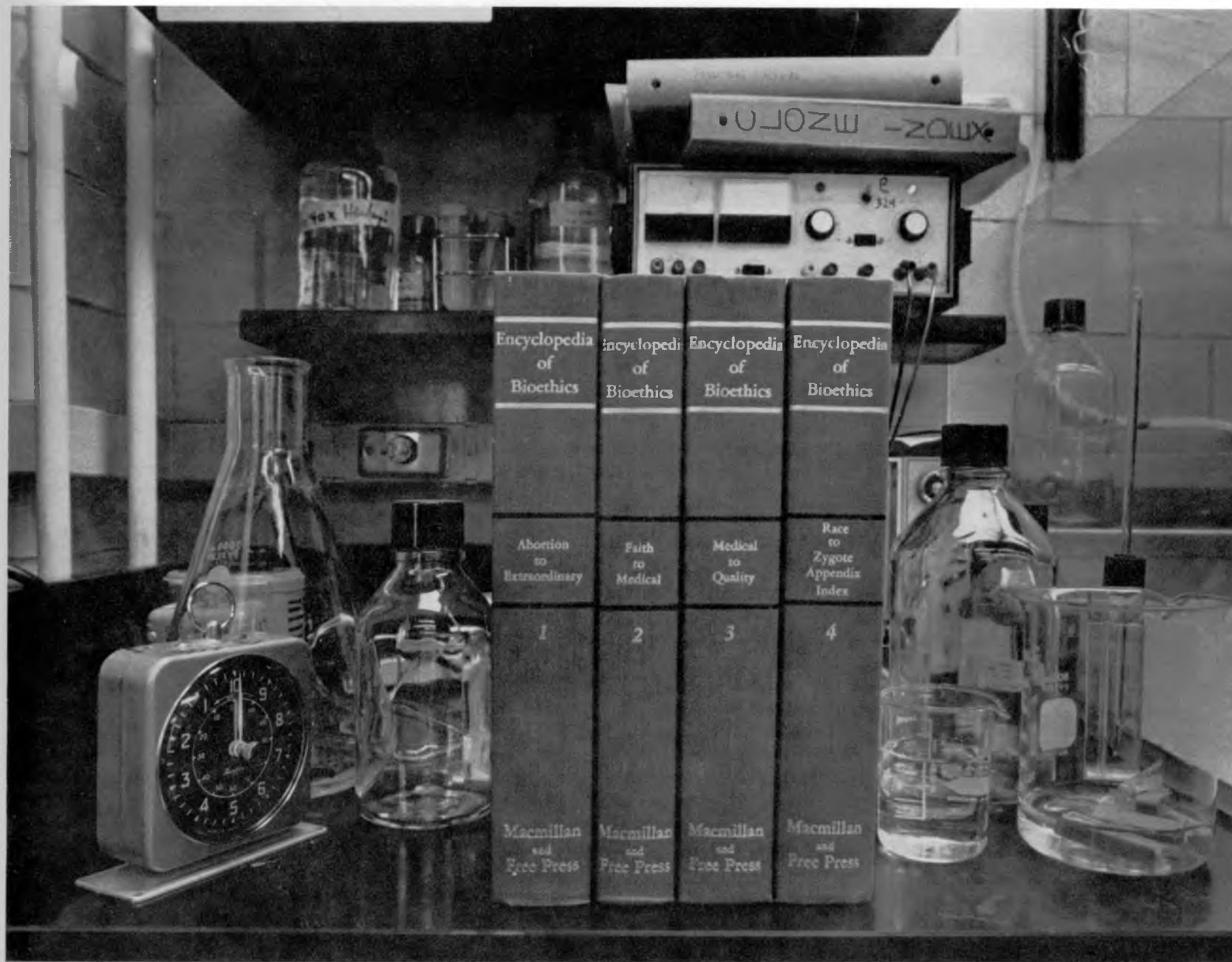
Support is provided for American and foreign archaeology, excavations, materials analysis, and curatorial, research and prepublication work. Area studies, international studies, and cross-disciplinary studies

in all fields are especially appropriate for consideration. Projects that relate the values of the humanities to developments in science and technology are encouraged as are projects that undertake to present the humanities to a general readership.

Through its State, Local, and Regional Studies category, the General Research Program supports projects that foster understanding and knowledge of the history and customs of regions and communities in the United States. Projects involving the cooperation of scholars and other citizens in developing and using new humanistic knowledge about state, local, and regional communities are encouraged. Projects may draw upon various disciplines in the humanities, such as economics, history, politics, languages and literature, folklore, archaeology, and art history.

The Division supports a limited number of conferences, symposia and workshops to enable scholars to discuss and advance the current state of research on a particular topic or to consider means of improving conditions for research or inquiry.

**You may obtain further information by requesting a copy of the Division's guidelines from the Public Affairs Office, Mail Stop 351, NEH, 806 15th St., N.W., Washington, D.C. 20506. You may also contact program officers of the Division whose names are listed in the directory at the end of this Announcement.*



The Encyclopedia of Bioethics was published with support from the Endowment's program in Science, Technology and Human Values. The four-volume work spans the disciplines of the sciences, philosophy, religion, jurisprudence, the social sciences and history. It is the first comprehensive source of information in a field that is itself new.

Gathering folk history under an Endowment Youthgrant are Felita (center) and Monica Bradford, who are talking to their uncle, Ross Bradford, on his farm in Scott County, Mississippi. The girls, who are students at Indiana University, spent a summer taping interviews for an oral history collection of extended family folklore and folkcraft in the neighboring communities of Forrest and Hillsboro, Mississippi. Bradford is explaining how old-time implements were used. Roland L. Freeman, who served as advisor on the project, took the photograph.



DIVISION OF SPECIAL PROGRAMS

The Division of Special Programs was created to bring together and to coordinate NEH programs which deal with non-traditional constituencies for the humanities, which seek to create new kinds of programming and formats for humanities activity, and which combine and forge links between various kinds of humanities activity. The program areas within the Division have the mission of making the humanities more accessible to the general public, particularly those portions not often involved in the humanities; focusing scholarly attention on critical national problems; and testing new ideas or activities which cut across divisional lines.

The programs in this Division are Youth Programs; Program Development and Special Projects; Science, Technology and Human Values; and Challenge Grants.

Youth Programs

The purpose of Youth Programs is to stimulate the active participation of young people in humanities projects. There are two program lines:

Youth Projects' Planning and Pilot awards and Major Project awards reach large numbers of young persons through the educational activities of national youth groups, museums, libraries and other institutions. Project activities are participatory in nature and are extra-curricular, involving the collaboration of youth, resource people in the humanities, educators and community leaders.

Youthgrants are made on a highly competitive basis to individual young persons on the strength of projects they design themselves. Youthgrants provide support directly and only for the work of young persons in the humanities. Most applicants are between 16 and 24. The projects they propose range over the whole gamut of NEH-funded activity.

Program Development

Program Development Grants are the chief means for bringing humanities programming to new groups in the population, such as labor unions, ethnic groups, and national adult membership organizations. Program Development Grants have also been used to extend the humanities resources of urban cultural and educational institutions to

non-traditional audiences in cities, and to bring humanities considerations to bear on public policy concerns.

Special Projects

The Special Projects Program traditionally has considered projects that fall outside the Endowment's established guidelines, or that involve activities which cut across one or more NEH programs. Projects funded in the Special Projects category comprise a wide variety of unique, emergency, experimental or other special activities. Some may aid a particular group and some may support a consortium of diverse types of institutions attempting to mount an integrated program of scholarly, educational, and public activities. While the Special Projects funded by the Endowment are perhaps the most diverse of any NEH program category, they are regularly categorized by the bringing together of resources not ordinarily joined to produce direct links between scholarly research and a broad national audience. Examples include a series of international symposia focusing on individual foreign countries, and "Brooklyn Rediscovery," a project combining new research, curricular development, archival work and public programs.

Science, Technology and Human Values

In response to growing concern with the ethical and value implications of developments in science and technology, the Endowment has supported studies in this area through its Science, Technology and Human Values Program. Since its first such awards in 1970, NEH has granted through its various divisions more than \$24 million to support over 300 projects in research, fellowships, education, and public programs to advance the understanding of these issues by American citizens. The Endowment has also supported scholarly work in the disciplines which underlay the science-values field: the history, philosophy, and sociology of science, and the emerging fields of the history and philosophy of technology.

The Endowment is particularly interested in programs which go beyond the analysis of specific conflicts to look at the philosophical and historical underpinnings of the scientific and technical activity in this and other cultures, and how these relate to other currents of belief and practice. The Endowment wishes to encourage the creation of archival

collections and other resources which will sustain research in these areas in the future.

The program collaborates with the "Ethics and Values in Science and Technology" program at the National Science Foundation, and the two agencies have jointly funded projects involving humanists and scientists in interdisciplinary work. The fruitfulness of this relationship has encouraged the Endowment to explore similar relationships with other Federal agencies.

Challenge Grants

In response to the increasing financial difficulties of the nation's cultural institutions, a new method of funding devised to aid institutions that store, research, or disseminate the humanities was authorized by Congress in 1976. This mechanism, Challenge Grants, is designed to help institutions increase and broaden their bases of individual and corporate support by offering one Federal dollar to match at least three non-Federal dollars raised by the institution, either from new sources or from increases beyond the regular contributions of traditional sources.

Challenge Grants differ substantially from traditional Endowment grants, which support only specific projects with a defined scope, duration, and result, in that they are intended to improve an institution's financial base, administration, and managerial structure so that it will be able to perform its functions for the humanities.

**For further information about these programs, contact the Public Affairs Office, Mail Stop 351, NEH, 806 15th St., N.W., Washington, D.C. 20506. You may also wish to contact the program officers whose names are listed in the directory at the end of the Announcement.*

DIVISION OF STATE PROGRAMS

The Division of State Programs provides support for state humanities councils which in turn support humanities projects at the local and state level. The Endowment's grants to state councils make possible programs and activities which equal in number and outreach those of the entire NEH itself.

Begun in 1970, state programs concentrate their efforts on projects which make the insights and values of one or more of the humanistic disciplines accessible to the adult, out-of-school public. By 1975, a state humanities program was organized and active in each of the 50 states. Programs have subsequently been launched in Puerto Rico and the District of Columbia.

Their budgets vary in size. All programs are under the jurisdiction of a board or committee of approximately 20 individuals, half of whom are affiliated with professional and institutional humanistic organizations and half of whom represent a broad spectrum of public and civic interests. Most programs have one office in each state, with a full time staff of three or four people. Most state councils concentrate their efforts on projects which relate the humanities to matters of broad public interest and affect public policy. Many states also undertake work in the areas of local and social history, with distinctive programs in oral and ethnic history. Community forums, interpretive exhibits, documentaries, traveling projects, films, and other formats have been used to bring the humanities out of the classroom.

Individuals or groups wishing to apply to a state humanities program for a grant should contact the office in each state and ask for guidelines, deadlines, and explanatory materials which specify when and how each state processes applications, and what subjects, themes, or emphases are encouraged or disallowed. Many states conduct workshops or program development seminars across the state to acquaint audiences with their grant programs. All states require that the humanities be centrally involved in each funded project.

**A list of the state councils and their addresses begins on page 36. You may also wish to contact program officers of the Division whose names are listed in the directory at the end of this Announcement.*



Washington Commission for the Humanities

Nostalgic photographs and recorded interviews were combined in a popular slide-tape presentation of local history sponsored by the Seattle Genealogical Society with funds from the Washington Commission for the Humanities through the Endowment's Division of State Programs. The show described the experiences of Scandinavian settlers in their own words.

OFFICE OF PLANNING AND POLICY ASSESSMENT:

Planning and Assessment Studies

The Endowment's role entails a commitment to foster research and development that results in more information about conditions in the humanities. Support is provided for studies and experiments designed to:

- Collect and analyze data—including information about financial, material, and human resources—which helps assess the status of and trends in important sectors of the humanities or which explore significant emerging issues concerning the humanities; and
- Develop models, techniques, and tools helpful in conducting policy research and analysis and in evaluating the effectiveness of institutional programs in the humanities.

How to Apply

Because of the limited funds available, only a small number of planning and assessment studies can be supported each year. These projects are normally funded only after careful preparation and extensive consultation between staff, knowledgeable specialists in the field, and those proposing to undertake the study.

While it is not mandatory, given the nature of the projects supported, applicants have found it useful to share an outline or draft of their proposed studies with program staff. An outline as brief as two or three pages is usually sufficient to describe the study's purpose and need, general methodology planned, duration, and cost. Staff will also review more complete statements that are closer to being actual proposals.

Inquiries and preliminary proposals should be sent to:

Planning and Assessment Studies, Office of Planning and Policy Assessment, Mail Stop 303, National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506.

SEVEN FREQUENT ERRORS IN APPLICATIONS

Endowment staff members have identified the following seven errors they have encountered frequently while processing applications for grants and fellowships in NEH programs. They have provided this list in the hope that it may help avoid problems for future applicants.

1. The budget does not relate closely to the activities described in the narrative.
2. The application does not provide all the information requested, including complete identification of the personnel for the project and their qualifications for the assignment.
3. The application is marred by inflated rhetoric and ignorance of similar projects elsewhere.
4. Arguments in support of the application are subjective and unconvincing; application assumes that its reader is familiar with or is predisposed to support the application.
5. The plan of work is missing or is too vague; the application shows disorganization of proposed activities and illogical sequencing of specific tasks.
6. The application is distorted by errors in grammar, fact, spelling, and mathematics; the application is sloppy: a clutter of styles, unreadable copies, missing pages and cited attachments.
7. The application does not give adequate attention to dissemination/distribution of the products of the project.

DEADLINES FOR GRANT APPLICATIONS (*listed by program*)

Division	Deadline for Receipt of Applications	For Projects Beginning After
EDUCATION PROGRAMS		
Elementary and Secondary Education	November 1, 1980 April 1, 1981 November 1, 1981	April 1981 October 1981 April 1982
Higher Education/Individual Institutions Consultants	December 1, 1980 March 1, 1981 June 1, 1981 December 1, 1981	March 1981 June 1981 October 1981 March 1982
Pilot	October 1, 1980 April 1, 1981 October 1, 1981 June 1, 1981	April 1981 October 1981 April 1982 January 1982
Implementation Higher Education/Regional-National	January 2, 1981	July 1981
FELLOWSHIP PROGRAMS		
Fellowships for Independent Study and Research	June 1, 1981	January 1, 1982
Fellowships for College Teachers	June 1, 1981	January 1, 1982
Residential Fellowships for College Teachers	November 9, 1980 November 10, 1981	Fall 1981 Fall 1982
Summer Stipends for 1981	October 13, 1980 October 12, 1981	Summer 1981 Summer 1982
Summer Seminars for College Teachers		
Directors: for seminars held in the summer of 1982	July 1, 1981	Summer 1982
Participants: for seminars held in the summer of 1981	April 1, 1981	Summer 1981
Fellowships for the Professions		
Fellowships for Journalists	March 2, 1981	Fall 1981
Seminars for the Professions	April 13, 1981	Summer 1981
Seminars for Professional School Teachers	March 2, 1981	Summer 1981

Centers for Advanced Study	February 1, 1981	Fall 1982
<hr/>		
PUBLIC PROGRAMS		
Libraries Projects	January 15, 1981	July 1, 1981
	July 15, 1981	January 1, 1982
Media Projects	January 8, 1981	July 1, 1981
	July 10, 1981	January 1, 1982
Museums and Historical Organizations Projects	January 15, 1981	July 1, 1981
	July 1981	January 1, 1982
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RESEARCH PROGRAMS		
General Research Program		
Basic Research	April 1, 1981	December 1, 1981
Basic Research/Archaeological Projects	October 15, 1980	April 1, 1981
	October 15, 1981	April 1, 1982
State, Local, and Regional Studies	March 1, 1981	September 1981
	September 1, 1981	March 1, 1982
Research Conferences	November 15, 1980	March 1, 1981
	February 15, 1981	June 1, 1981
	September 15, 1981	December 1, 1981
	November 15, 1981	March 1, 1982
Research Materials Program		
Research Tools and Reference Works; and Editions	October 1, 1980	June 1, 1981
	October 1, 1981	June 1, 1982
Translations	July 1, 1981	March 1, 1982
Publications	November 15, 1980	March 1, 1981
	May 15, 1981	September 1, 1981
	November 15, 1981	March 1, 1982
Research Resources	June 1, 1981	March 1, 1982
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SPECIAL PROGRAMS

Challenge Grants

(a) Applicant's Notice of Intent

March 15, 1981

(b) Formal Application

May 1, 1981

Fall 1981

Program Development and Special Projects

October 16, 1980

March 1981

January 15, 1981

June 1981

Youth Programs

Youthgrants:

(a) Applicant's Preliminary Narrative

October 15, 1980

May 1, 1981

October 15, 1981

May 1, 1982

(b) Formal Application

November 15, 1980

May 1, 1981

November 15, 1981

May 1, 1982

Youth Projects:

(1) Major Project Grants;

(a) Applicant's Preliminary Proposal

December 1, 1980

July 1, 1981

December 1, 1981

July 1, 1982

(b) Formal Application

January 15, 1981

July 1, 1981

January 15, 1982

July 1, 1982

(2) Planning and Pilot Grants

April 15, 1981

October 1, 1981

STATE PROGRAMS

CONTACT THE COMMITTEE OFFICE
IN YOUR STATE

(See addresses beginning on page 36)

OFFICE OF PLANNING AND POLICY ASSESSMENT

Planning and Assessment Studies

February 1, 1981

June 1, 1981

August 1, 1981

December 1, 1981

CALENDAR of Deadlines for Receipt of Applications (*listed by date*)

	<i>For Projects Beginning After</i>	<i>Division/Program</i>
1980		
OCTOBER 1	<i>April 1981</i>	Education: Higher Ed/Ind. Institutions Pilot
1	<i>June 1, 1981</i>	Research: Research Tools and Reference Works; and Editions
13	<i>Summer 1981</i>	Fellowships: Summer Stipends for 1981
15	<i>April 1, 1981</i>	Research: Basic Research/Archaeological Projects
15	<i>May 1, 1981</i>	Special Programs: Youthgrants (applicant's preliminary narrative)
16	<i>March 1981</i>	Special Programs: Program Development & Special Projects
NOVEMBER 1	<i>April 1981</i>	Education: Elementary & Secondary Education
10	<i>Fall 1981</i>	Fellowships: Residential Fellowships for College Teachers
15	<i>March 1, 1981</i>	Research: Research Conferences
15	<i>March 1, 1981</i>	Research: Publications
15	<i>May 1, 1981</i>	Special Programs: Youthgrants (formal application)
DECEMBER 1	<i>July 1, 1981</i>	Special Programs: Youth Projects—Major Project Grants (applicant's preliminary proposal)
1	<i>March 1981</i>	Education: Consultant
1981		
JANUARY 2	<i>July 1981</i>	Education: Higher Education/Regional-National
8	<i>July 1, 1981</i>	Public Programs: Media Projects
15	<i>June 1981</i>	Special Programs: Program Development and Special Projects
15	<i>July 1, 1981</i>	Special Programs: Youth Projects—Major Project Grants (formal application)
15	<i>July 1, 1981</i>	Public Programs: Library Projects
15	<i>July 1, 1981</i>	Public Programs: Museums and Historical Organizations Projects
FEBRUARY 1	<i>June 1, 1981</i>	OPPA: Planning and Assessment Studies
1	<i>Fall 1982</i>	Fellowships: Centers for Advanced Study
15	<i>June 1, 1981</i>	Research: Research Conferences
MARCH 1	<i>June 1981</i>	Education: Consultant Grants
1	<i>September 1, 1981</i>	Research: State, Local, & Regional Studies
2	<i>Summer 1981</i>	Fellowships: Seminars for Professional School Teachers
2	<i>Fall 1981</i>	Fellowships for Journalists
15	<i>Fall 1981</i>	Special Programs: Challenge Grants (applicant's notice of intent)
APRIL 1	<i>October 1981</i>	Education: Elementary & Secondary Education

APRIL	1	<i>October 1981</i>	Education: Higher Ed/Individual Institutions Pilot Grants
	1	<i>December 1, 1981</i>	Research: Basic Research
	1	<i>Summer 1981</i>	Fellowships: Summer Seminars For College Teachers, Participants, for Seminars held in the summer of 1981
	13	<i>Summer 1981</i>	Fellowships: Seminars for the Professions
	15	<i>October 1, 1981</i>	Special Programs: Youth Projects, Planning and Pilot Grants
MAY	1	<i>Fall 1981</i>	Special Programs: Challenge Grants (formal application)
	15	<i>September 1, 1981</i>	Research: Publications
JUNE	1	<i>October 1981</i>	Education: Consultant Grants
	1	<i>March 1, 1982</i>	Research: Research Resources
	1	<i>January 1, 1982</i>	Fellowships: Fellowships for Independent Study and Research
	1	<i>January 1, 1982</i>	Fellowships: Fellowships for College Teachers
	1	<i>January 1982</i>	Education: Implementation
JULY	1	<i>March 1, 1982</i>	Research: Translations
	1	<i>Summer 1982</i>	Fellowships: Summer Seminars For College Teachers, Directors, for seminars held in the summer of 1982
	10	<i>January 1, 1982</i>	Public Programs: Media Projects
	10	<i>January 1, 1982</i>	Public Programs: Museums & Historical Organizations Projects
	10	<i>January 1, 1982</i>	Public Programs: Library Projects
AUGUST	1	<i>December 1, 1981</i>	OPPA: Planning and Assessment Studies
SEPTEMBER	1	<i>March 1, 1982</i>	Research: State, Local, & Regional Studies
	15	<i>December 1, 1981</i>	Research: Research Conferences
OCTOBER		<i>May 1, 1982</i>	Special Programs: Youthgrants (applicant's preliminary narrative)
	1	<i>April 1982</i>	Education: Pilot Grants
	1	<i>June 1, 1982</i>	Research: Research Tools and Reference Works; and Editions
	13	<i>Summer 1982</i>	Fellowships: Summer Stipends for 1982
	15	<i>April 1, 1982</i>	Research: Basic Research/Archaeological Projects
NOVEMBER		<i>May 1, 1982</i>	Special Programs: Youthgrants (formal application)
	10	<i>Fall 1982</i>	Fellowships: Residential Fellowships for College Teachers
	15	<i>March 1, 1982</i>	Research: Publications
	15	<i>March 1, 1982</i>	Research: Research Conferences
DECEMBER	1	<i>March 1982</i>	Education: Consultant Grants

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The University of New Mexico
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